

**Durham Gilesgate Primary School**  
**Information for Parents on Remote Learning**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. It should be read alongside our Remote learning Policy.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

**The remote curriculum: what is taught to pupils at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

**Q What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

In the first day or two staff in Durham Gilesgate Primary School will start to plan and deliver remote learning via our Purple Mash Platform. As some lessons need planning and tailoring, particularly if teachers are recording videos for teaching purposes the first few pieces of work will involve practise and rehearsal of past learning. Children have passwords for Times Tables Rock Start, Spelling Shed and Purple Mash, and in Key Stage 2 Reading Plus. Work in these areas can be accessed quickly.

We will also use the information that you gave us about your child's access to a device and data so that we can allocate iPads and laptops. We also have a limited number of Vodaphone SIM cards to help parents on this network who have limited data.

**Q Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, it is hard to teach some subjects such as art, design technology and music where children might not have access at home to the range of materials or equipment needed, thus work in these subjects may change or we might decide to block that work when children return to school. Similarly, whilst we will promote PE and physical activity PE lessons at home will not be the same as those in school.

**Remote teaching and study time each day**

**Q How long can I expect work set by the school to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS Ideas for play and investigation at home are offered alongside some online teaching; this equates to two to three hours each day if parents have time to engage with and play with their child.

Key Stage 1 Three hours a day (It may be lower for younger children and we appreciate that parents / carers will be helping children with a lot of their work)

## **Accessing remote education**

### **Q How will my child access any online remote education you are providing?**

Your child will access their remote offer using a PC, laptop, tablet or other device with internet access. For some children paper based work will also be sent home.

### **Q If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

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Devices and packs will be bagged and you will be able to collect them from the Main office. We will text or email the times for collection in order to ensure social distancing and safety. If you are self isolating or unable to collect work or a device we can arrange for it to be dropped off.

Paper based work can be sent back to school when you collect your subsequent pack, you can also photograph work as your child completes it each day and email it to your child's teach so that it can be marked.

If your circumstances change because your own device is broken or not working properly please let us know so that we can meet your needs.

### **Q How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

We use the Purple Mash Platform for the following:-

Communication with you and your child via 2email and / or the Blog

Setting work, embedding teaching videos and completion of work.

Marking of work and feedback / corrections

Class 'Shout Outs' and rewards with recognition for children who are working hard.

Teachers will record videos to embed in their blog, email or Purple Mash lessons. Videos might be supporting other teaching such as that from The Oak Academy. The email or Blog will help you and your child know what to do each day and in what order. It is best to do lessons in the sequence given as learning is designed to be sequential with lessons building learning over time.

Other platforms, Time Table Rock Stars, Spelling Shed and Reading Plus are linked and support our remote learning offer.

In Reception and Key Stage 1 your child will also have some paper based work to complete. In Key Stage 2 we want to maintain your child's handwriting and fine motor skills so a hand written piece of English will be built into each module of work where children can demonstrate the application of their English targets.

### **Engagement and feedback**

#### **Q What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We expect children to access their work each day and to complete lessons in the prescribed order. It is best to get into a routine at home with your child starting work at 9:00 as they would in school. Children learn best when there is structure to their day and it will help them when they return to school.

We understand that younger children and others with additional needs might find accessing work independently hard and that parents / carers will have to support them. We also understand that you might well be juggling remote learning and helping your child alongside your own job.

Staff will provide as much help as they can in their email or Blog, they will also make phone calls home to help you and/or your child if they are finding work hard. Phone numbers will be blocked when staff phone home so please answer if you see a blocked number, it may well be your child's teacher.

In some cases we have started to set up and offer TEAMS meeting for parents with their teacher, this is help solve problems and give you some hints and tips.

If you are struggling, please let us know. We will get back in touch and help in the best way possible.

#### **Q How will you check whether my child is engaging with their work, how will I be informed if there are concerns and how will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Work that is submitted by children will be marked daily. Feedback will be given in a written form or by the teacher recoding some feedback that can be listened to. We will also use virtual stickers to reward good work.

If your child is finding work hard or if they are not missing some you will be informed by phone or email.

### **Additional support for pupils with particular needs**

#### **Q How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at

home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways.

Children with an EHCP are eligible for a place in school, other children with additional needs will be supported at home by additional remote face to face sessions or by full or partial school attendance.

The Equalities Team will support EAL children via a weekly remote face to face session

Teachers of the Deaf will support hearing Impaired Children via remote face to face sessions and speech and language therapy will be delivered via remote face to face sessions.

### **Remote education for self-isolating pupils outside of a National Lockdown**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how we provide remote learning will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

In this instance, where one or two children are self-isolating whilst the rest of the class are in school the teacher will provide paper-based learning that builds on from the work they have recently completed in school.