

Remote Education Provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from **remote education if local restrictions require entire cohorts (or bubbles) to remain at home.**

The remote curriculum: what is taught to pupils at home

The first week 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. A guide to what you can expect has been outlined on Page 2.

In the second week the teachers will provide additional video resources and live sessions as they would have had time to prepare these resources. Videos are very time consuming as they require recording with supporting material and editing after they have been made. Please bear with us while we create these resources for the children

The Remote Learning LIVE Session Protocols for Children and Parents

During all live teaching sessions, we ask for the following:

1. Children should be dressed and ready to learn. Children must not wear pyjamas or night wear.
2. Children should be alert and focused after having a good night's sleep the night before.
3. Children are not permitted to eat during session. Only drinks of water are permitted.
4. Virtual backgrounds should not be used as these lead to distraction.
5. Children should arrive promptly to sessions as late entry can cause disruptions. **After 10 minutes your child will not be permitted to enter.**
6. The environment should be calm and quiet with no background noise and disturbances from family members.
7. The child should be seated in a comfortable non-moving chair with the basic resources such as a pencil, paper, rubber and ruler. Any other resources necessary will be requested before the lesson via Class Dojo.
8. Parents should be present when support is required. With younger children they should remain in the room to keep their child focused if required. Teachers cannot be responsible for controlling behaviour during a live lesson.
9. If parents want to communicate with the teacher, this should take place via Class Dojo and NOT within a live session unless the teacher has requested it.

Will my child be taught broadly the same curriculum as they would if they were in school?

At Date Valley School we aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, some subjects will require some adaptations. For example,

1. Shared / Guided reading will be replaced by a comprehension task
2. Handwriting sessions will not be supported by videos due to copyright issues and the need to monitor correct letter formation
3. PE session will be a general fitness-based task
4. Art / DT tasks will be based on tasks that we know parents can do at home with basic resources as opposed to skill-based progression tasks.
5. Computing tasks will be 'unplugged' which will minimise the need for spending a long time online
6. PHSE tasks at school involve a lot of collaboration and discussion. The tasks selected will be catered towards paired work with an adult or independent based activity.
7. Philosophy Circles will be based on a question to discuss rather than splitting the session into the usual three parts.

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:

Subject and Approximate Time Allocations (Primary)	
Quran	Reading: 15-30 minutes per day (in addition to the daily live lesson)
	Memorisation: 15-30 minutes per day (in addition to the daily live lesson)
English	1 hour per day
Maths	1 hour per day
Reading Comprehension	30 minutes per day
Science	45 minutes per week
Computing	45 minutes per week
Art / DT	1 hour per subject per week
Geography / History	
Islamic Studies	
PE	30 minutes per week (although we would recommend 30 minutes of physical activity daily)

What should my child expect from immediate remote education?

Week 1 of Remote Learning

Early Years (Nursery and Reception)

- Menu of activities to support home learning
- Daily live session with Nursery Keyworker / Reception teacher

Primary

Year 1 - 3 will send a weekly / daily menu which will consist of:

1. Daily English videos and power points with a related task to complete
 - Daily Phonics videos (Year 1)
 - SPAG-focused Powerpoint / Videos 3 x week
 - follow on task using Sumdog
 - Daily Guided Reading videos
 - Spelling tasks using No-Nonsense Spelling
 - follow on task using Sumdog
2. Daily links to White Rose Maths videos with a related task to complete
3. Teaching slides and tasks for Foundation Subjects and Islamic Studies

Year 4 – 6 will send a weekly / daily menu which will consist of:

1. Daily English videos and PowerPoints with a related task to complete which will include a range of:
 - SPAG-focused Powerpoint / Videos
 - Follow-on task using Sumdog
 - Guided Reading videos 3 x week
 - Spelling tasks using No-Nonsense Spelling
 - Follow-on task using Sumdog
 - written tasks based on Picture News
2. Daily links to White Rose Maths videos with a related task to complete
3. Teaching slides and tasks for Foundation Subjects and Islamic Studies

QURAN:

Early Years (Nursery and Reception)

Teachers to be allocated a class each and to teach Arabic alphabet and Hifth in a live session.

- Nursery: Khurshid to do 2 x 10-15 minute sessions (Monday – Thursday)
- Reception: Djamila to do 2 x 20-25 minute sessions (Monday – Thursday)

Primary**Hifth (Quran Memorisation): 8.00 – 10.00**

Teachers to group children to have allocated 8 x 15-minute time slots to prevent children having to wait a long time. Children to be grouped according to ability. Teacher to keep usual teaching groups at the same stage to combat the development of learning gaps when onsite learning resumes.

Year 1 and 2 - Irum (Monday – Thursday)

Year 3 and 4 – Romina (Monday – Thursday)

Year 5 and 6 – Fahmida (Monday – Thursday)

Reading: 8.00 – 10.00

Teachers to group children to have allocated 8 x 15-minute time slots to reduce waiting time for children. Teachers should group children according to ability so that some group reading may be possible.

Year 1 – Manar (Monday – Thursday)

Year 2 – Nazima (Monday – Thursday)

Year 3 – Rubina (Monday – Thursday)

Year 4 – Anisah (Monday – Thursday)

Year 5 and 6 – Djamila (Monday – Thursday)

Tafsir teachers will be redeployed to supporting Reading sessions; therefore no Tafsir work will be set for children.

Fridays:

Year 1: 9.00 – 11.00

Year 2: 8.00 – 10.00

Year 3 – 6: 8.00 – 9.00

- to have individual reading session with one of the Quran teachers in their Key Stage. Separate Zoom links and time slots to be shared

Week 2 of Remote Learning (and beyond in case of longer-term closures)

Early Years (Nursery and Reception)

As week 1

Year 1 - 6 will send a weekly / daily menu which will consist of:

As week 1 plus

- 2 live sessions with the class teacher (based on PSHE / Philosophy Circle) to develop social skills and discussion.

QURAN:

Early Years (Nursery and Reception)

As week 1

Primary

Hifth (Quran Memorisation)

Reading

As week 1

Accessing remote education

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

All children have been given an Outlook log in which gives them access to a shared drive where all teaching resources are saved. All lesson plans, resources and videos are to be accessed in this way.

Work will need to be submitted online via Class Dojo portfolio for teacher feedback.

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. Parents or carers should contact the school office to discuss what arrangements can be made on an individual basis.

How will my child be taught remotely?

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

1. **PowerPoints:** To support and guide both children and parents. This is similar to the normal teacher input during onsite lessons as it introduces the learning and outlines expectations for the task
2. **Recorded teaching videos:** These will be provided for Maths and English only and serve the same purpose as PowerPoints. These videos will provide further guidance, and will mimic normal onsite lessons, without the student-teacher interaction. They will include question for your child to consider, as well as other activities such as mini-tasks or games, throughout the video.
3. **Printable resources:** These will be worksheet-style tasks that follow on from the teacher input and are designed for the child to work on the task **independently**.
4. **Live Lessons with Class Teachers:** will be conducted via Zoom; day, time and link will be provided via Class Dojo. These sessions will be to allow pupil discussion and enhance wellbeing while being taught online. Recordings will NOT be provided for these sessions; therefore attendance is imperative.
5. **Links to select websites which will support the teaching of specific subjects or areas:** These links will be included either within the plans or teaching videos/ PowerPoints.

Engagement and feedback

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

Pupil engagement will vary depending on the ability, age and how the child is feeling on the day. It will also depend on other factors which may cause distraction at home.

For Early Years children, we expect the parent to full support and guide the child throughout the tasks. If a child seems disinterested the parents should not insist they complete the task immediately but come back to it and try again later. Each child's level of engagement will vary as they are still very young.

For Year 1 and 2 children, we expect the adult to guide the child initially so that the child understands what is expected. The adult should allow the child to complete the task independently, providing support if necessary.

For Year 3 to 6 children, we expect the child to complete tasks independently, and without further guidance. Year 3 and 4 children may need some initial guidance, but they should be encouraged to think about the task and complete it themselves.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Parents should take a photo of the completed work for each subject and work should be submitted to the child's Class Dojo Portfolio, which will allow the teacher to review the work and provide feedback.
- Parents can also submit videos to demonstrate practical tasks completed for subjects such as PE and Art/DT
- Parents should communicate with the teacher on any additional input that was provided by the parent for the child to complete their work. Parents should also share any concerns they may have regarding their child's level of engagement and seek advice on how to address these concerns.
- Parents should bear in mind that children behave differently in school with their teachers to at home with their parents and we envisage any behaviour difficulties to be short-lived and reflective of the difficulties with learning online.

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.

- Maths feedback will be short and direct and will consist of:
 - A request to complete any errors
 - A question to extend their reasoning and problem solving skills
- English feedback will be more detailed with suggestions on improvements for the future.
- Other subjects will be brief and provide a positive comment on the child's efforts in their work

Additional support for pupils with particular needs

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:

- We will provide additional support materials such as word banks or guides when required
- The task may differ to his/her peers. This is similar to normal practice in the class
- Additional instructions on methods of teaching a concept will be provided

Remote education for self-isolating pupils

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

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Self-isolation work will be provided from the day **after** the school has been notified of self-isolation. This is due to the teacher continuing with their normal teaching schedule, and so they will be required to prepare the lesson plans and resources after their teaching day.

The following will be provided:

1. A daily / weekly plan
2. Daily PowerPoints for Maths and English and follow-on tasks
3. Weekly tasks for Science, Foundation Subjects (Art/DT and Geography/History) and Islamic Studies
4. Feedback will be provided either:
 - after the teacher completes their teaching day
 - at the beginning of the following daydepending on the teacher's home commitments and workload

The following will **not** be provided:

1. Daily videos for Core Subjects
2. Live lessons (as the teachers will be teaching as usual)
3. Immediate feedback from the teacher