

Remote Learning at the Duke of Bedford School

January 2021



What is remote education?

- Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education is often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning is a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

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 where national or local restrictions require entire cohorts (or bubbles) to remain at home.

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.

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

- In the first few days of school closure your child will be able to login to Google Classroom and will find a variety of activities, covering Maths, English, other curriculum subjects and PE. These additional tasks will vary from class to class. There will be a daily message from your child's teacher as well.

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, in Design and Technology, the programme we follow in school is not feasible at home, so the teachers will be linking D&T to the topic they are working on.

Remote teaching and study time each day

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:

Early Years/Key Stage 1	A minimum of 3 hours per day.
Key Stage 2	A minimum of 4 hours per day.

Please note that these are the expectations put on schools, not on parents or carers. You are able to judge how much time your child should spend on school work. Other activities you choose to do with your child will all contribute to their learning such as such as baking, playing or working out in the garden, talking around the dinner table and many other valuable learning opportunities.

Accessing remote education

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

- We use Google Classroom to communicate the activities and tasks we would like the children to do. We will also upload any resources and put in links to other online resources such as Youtube. The children will be guided to some other online tools we use and that the children are already familiar with such as Mathletics, Education City and Bedrock (Key Stage 2).
- In Reception we use Google Classroom but much of the communication between school and home will be on Tapestry.

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

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

- Following our survey put out in November, we were able to order laptops and chrome books to supply families who did not have a suitable device for their child's learning. These were distributed in the first week of the Spring term.
- We also have 3 in 1 sim cards from Vodaphone to support families who either do not have wifi or where it is very weak.
- We ask parents who are still struggling with technology issues to get in touch with us so that we can support them, either with technology if possible or other ways to provide them with the work we would like their child to do.
- We will provide printed materials/packs for families if needed. These can be collected at the school and returned when completed for marking/feedback.

How will my child be taught remotely?

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

- Live teaching (online lessons)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities

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?

- We expect that your child will engage with their home learning every day unless there are exceptional circumstances which prevents them from doing this. Please inform us as soon as possible if this is the case.
- We would like parents and carers to establish a routine for home learning with breaks in order to make things easier for you and your child. Your child will need an appropriate space to work without distractions. A typical timetable, depending on the age of your child, would be to start at 9am, a break of 15 minutes at 10.30, then a lunch break at 12.15. An additional hour in the afternoon for older children could be creative or active. This is a suggested timetable which may not suit all children and families. It is important to find a routine which works for you and your child.

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

- Your child's class teacher will check daily on the engagement of the children in their class through the Google Classroom. They will record this on a form which is shared with senior leaders.
- If there is a concern about a lack of engagement and we haven't been informed of an issue, a member of the senior leadership team will ring you to discuss this and offer support.

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:

- Teachers will feedback on your child's work with comments on Google Classroom.
- In the same way as in school, not all work will receive written feedback, this will be when appropriate and at least twice a week.
- Other formats to feedback may be used such as icons or emoji symbols.

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 continue to strive to meet the educational needs of all our pupils at this time and to cater for both the needs of pupils with special educational needs and any children who may have specific issues that affect their learning. Tasks are provided that can be accessed for pupils of varying ability or are provided with different levels of ability to enable access for all.
- Pupils with Education and Health Care Plans (EHCP) have personalised learning activities provided to support their areas of need and key target areas from their EHC plans.
- Alternative formats for home learning work/activities may be provided as necessary to support pupils who need more practical work or support materials e.g. work or practical resource packs are prepared for parents to collect as needed.
- The SENCo will liaise with any outside agencies providing support to pupils (e.g. Speech and language therapy, Early Help, physical needs, Health team) to provide updates, seek advice or obtain updated support materials as needed.
- Younger pupils are provided with a variety of activities such as: fun games, internet links to stories and practical activities, recorded teaching videos and live sessions with the teacher. Alternative activities are also provided for families who do not have access to a printer.

Remote education for self-isolating pupils

The provision of remote education for individual pupils who need to self-isolate in a time when the majority of their peer group remain in school will differ. 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?

- If the school is open to all pupils in normal class bubbles and a pupil needs to self-isolate then key work will be set on 'Google Classroom' for the pupil to access at home. This will continue to support the key subjects, such as English and Maths, on a daily basis. Work will be monitored and feedback will be provided by teachers on Google Classroom for the pupil's work.
- Weekly routines and homework that is set on the Learning Links will still be completed by individuals at home.