

## **Parents' information - Home Learners**

If you are learning from home during school closures, please read the following information carefully. Much of this information is taken from our Remote Learning Policy. The full policy can be viewed on our website.

### **Why have we designed our remote offer in the way that we have?**

Dowson views the education of our pupils to be most successful when a positive and effective partnership between home and school is developed and the overall aims for learning - and the importance of this - is communicated clearly and is understood and supported by parents. This belief extends to our strategy for remote learning.

The offer this time is very different to before. We are expected to continue to deliver lessons which teach children **new** skills and curriculum content and subject knowledge rather than ensuring they practise and rehearse (although this still features and is vital to helping long term memory stay strong). This means that full engagement with the offer is vital and will mean that the time spent at home does not have a significant impact on children's progress and there is less catching up to do when we return. It is clear from the government that the school offer for those who are the children of key workers or vulnerable is no longer a childcare offer as in the last lockdown but children continue to receive their full educational entitlement and by being at home, the remote offer must mirror this so that both groups remain on track in their learning and progress and neither fall behind or are put at a disadvantage.

By doing things in the way we have designed, we aim to:

- Ensure as much consistency as possible in the approach to learning in school with remote learning for those at home through use of quality online and offline resources and teaching videos in order to minimise disadvantage to either group.
- Provide clear expectations to all members of the school community with regard to the part they are expected to play in either the delivery of high-quality, interactive remote learning or their participation and engagement in such.
- Include continuous delivery of the school curriculum wherever possible, as well as support for motivation, health and well-being and parent support.
- Emulate the characteristics of good teaching that can be seen in the 'live' classroom through clear explanations and instruction, supporting growth in confidence with new material through scaffolded practice, application of new knowledge or skills and enabling pupils to receive feedback on their achievements and how to progress.
- Support effective communication between the school and families and support attendance and engagement with the remote offer.

### **Home and School Partnership**

Dowson Academy is committed to working in close partnership with families and recognises each family is unique. Because of this remote learning will sometimes look different for different families in order to suit their individual needs and whilst we expect the majority of pupils to be able to access the remote learning in the way outlined in this plan, we will endeavour to adapt this, where home and school agree that this is appropriate.

School have provided reminders and practice sessions with the children on how to access, navigate and effectively use the platforms that their remote learning will be provided on. You have received parent guides on how to log in, monitor and support their children's remote education via these platforms. You will be offered a phone call to provide technical support to resolve issues you may be having with technology or the platform use so that these can be resolved quickly and children's continued education is impacted as little as possible.

### **Getting the best out of home learning**

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Because of this, school would recommend to parents that each 'school day' maintains its usual structure (where possible) and teachers will provide a timetable of the day / order of the lessons that will be provided within this.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work, encouraging them to work with good levels of concentration and produce work of a good standard. For this reason, we have sent children's work books from school home for the

learning to be recorded in and will use feedback of a way of ensuring children work in these with the same diligence and effort as they would if in school.

Whilst we recognise that the very nature of a remote education, impacts on the pupils' 'digital diet' in terms of increased screen time, we are committed to ensuring that the teaching resources that necessitate the children watching the device, are balanced with tasks which relieve them of this, such as recording their learning in books. They should continue their daily reading and will complete other non-screen activities and lessons such as p.e. lessons. Where tasks are completed in their books, these should be uploaded for feedback in the form of a photograph to their portfolio.

### **What curriculum will pupils receive?**

- We will provide a full timetable and curriculum offer, uploaded on a daily basis.
- There will be enough work for at least 3 hours which is the minimum recommendation from the government. Of course this will be delivered as separate lessons and in the size of session appropriate for different ages and you can spread these over the course of a day with breaks in between, just as children would experience in school – we are not expecting a three hour stint at the dining room table for anyone!
- Work for the following day will be uploaded after 3pm in readiness for the next day.
- Pupils can also access all of the other digital learning resources that are available through school licensing: log in details have been shared but please ask if you need a reminder.

### **What access to a teacher will pupils have for support?**

- Teachers will upload lesson materials on a daily basis – including teaching videos.
- They will do this after 3pm each day for the following day's learning in order that the 'school day' has finished and there is no confusion between days and lessons on the platform.
- There will be a member of the teaching team available online from 9am-3pm to support and guide learning and feedback on pupils' work as this is uploaded to portfolios.
- The person managing the online support and feedback throughout the day will also promote engagement by sharing what's happening in class for that lesson, asking how you're getting on etc.
- We may offer parent support by phone where needed.

### **Dojos**

- Children at home can still receive dojos for their engagement with learning and their efforts in the same way they would in school so that they are not disadvantaged with Dojos or behind their in-school classmates upon return.
- Green day dojos will be awarded automatically for each day children engage in their learning.
- A survey will be sent out every Friday to you to tell us how often your child has done their reading that week and we will add their dojos for that too.
- Remember for Reception to Year 3, pupils get one dojo for each day they read for the appropriate amount of time – up to 5 dojos. In Upper School 5 dojos are given for any children who have read for at least 20 minutes 3 times in a week.
- Dojos will also be used to encourage children's efforts, presentation, growth mindset, evidence of progress, pride in their work – the list is endless.
- We will have a star home-learner of the week as well as a star of the week in school as usual.
- Please share all of this with the children as it will assist you in keeping up their motivation!

### **What other support will be offered?**

- Someone from the teaching team will make a catch up phone call to each pupil on at least a three weekly basis (2 calls within the half term).
- You may receive other calls to support the learning or ensure engagement with the offer.
- Please bear in mind that this time round teachers are in class every day balancing teaching pupils live with preparing videos and resources to upload for the following day. There will always be someone managing the remote offer but please bear in mind you may not get an immediate response when demand is high.

- Any support school can offer you with any aspect of home-learning or pastoral / family support, we will and you should ask where you would like additional or specialised help with anything and we will do our best to support.

### **How will school ensure engagement with the remote offer?**

- School has a duty of care to ensure children attend their education setting; this is still the case when the learning is remote and from home.
- Continued, uninterrupted education is vital for the learning and progress of pupils and therefore engagement with the remote offer is **expected**.
- Engagement in the remote education offer by uploading work to the learning platforms is classed in the same way as an attendance mark. As a result, school will follow up with parents where there is not sufficient engagement.
- In the first instance – after 48 hours with no engagement - teachers will send a reminder via the platform.
- After a further 24 hours, teachers will follow this up with a phone call.
- After a further 24 hours, a member of Senior Leadership or Pastoral Team will make a phone call to the parents.
- Once the stage of a phone call is reached because a reminder on the platform has not been seen or remedied the situation, this will be recorded on children's records.

### **How will school operate their safeguarding duty of care during this time?**

- In line with the above measure for the engagement in remote education, where contact cannot be made, school may conduct a home visit and then leave / post a letter asking for the family to make contact with school.
- School may then refer this to CSC as a safeguarding concern.
- Where pupils who are vulnerable are isolating or not attending, the relevant agencies will be notified i.e. LA SEND team, Virtual School or Social Worker.
- The Pastoral Team and / or teachers will conduct more regular phone calls to vulnerable children or those identified as needing this for any reason. All other children will at least have phone call contact with their teacher or a member of their year group teaching team every three weeks.

### **In summary...**

#### **When providing remote learning, teachers are responsible for:**

- ✓ Setting a timetable of lessons that is the equivalent length to the core teaching that pupils would receive in school.
- ✓ Planning a coherent and progressive curriculum with the opportunities to gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks.
- ✓ Adjusting the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- ✓ Creating the teaching instruction and activities for each lesson, in line with the relevant stage of the plan.
- ✓ Monitoring the platform during the hours of 9am and 3pm to support and feedback on work submitted.
- ✓ Providing feedback on the same day as submission where submission is by 3pm. Submission after 3pm should still receive feedback but this can be on the following working day.
- ✓ Directing the Teaching Assistants within their team to support the offer.
- ✓ Liaising with the SEND team for pupils for whom they need a more bespoke offer.
- ✓ Liaising with the Pastoral Team and / or SLT where further support is needed for engagement
- ✓ Referring safeguarding concerns immediately to the DSL or a deputy DSL.

#### **You can help us by ensuring that:**

##### *Staff can expect pupils learning remotely to:*

- ✓ Complete work set by teachers to the best of their abilities and to the standard they know we expect in school in terms of presentation and effort.
- ✓ Upload it to their portfolio for feedback and act upon the feedback where required
- ✓ Seek help if they need it from teachers
- ✓ Alert teachers if they're not able to complete work

##### *Staff can expect parents with children learning remotely to:*

- ✓ Create the best conditions and routines for learning that you can for your children to succeed.
- ✓ Balance the needs of everyone in the house by planning when the best time would be for you to offer the most support to your child in their learning wherever possible.
- ✓ Make the school aware if their child is sick or otherwise can't complete work for any reason
- ✓ Seek help from the school if they need it both in terms of accessing the offer and supporting their child to complete work.
- ✓ Be respectful when making any complaints or concerns known to staff

Please don't hesitate to contact us if you have any questions or concerns regarding the remote education offer.

Good luck!



Team Dowson