



## THE DUCHY SCHOOL

### Remote Learning Offer

This information is intended to provide clarity and transparency to pupils and parents or carers about what you can expect from remote education if national or local restrictions require children to remain at home.

We realise that the circumstances that cause our school to close will affect families in different ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access one device;
- Systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

We will endeavour to support pupils, parents and staff throughout periods of closure/pupil self-isolation in the best way that will enable pupils to continue their learning.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school to fully or partially close temporarily to help control transmission. The Duchy School has a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students, or it may involve remote education for certain year groups for a period of time.

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?**

At The Duchy School, our aim is to follow the intended curriculum whether pupils are in school, working from home, or a combination of the two. We believe that it is in the best interests of our children that we continue to provide structured support so that children do not miss out on teaching and learning opportunities. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Our remote learning platforms for learning are Tapestry and Microsoft Teams including OneNote. Pupils and parents/carers can access this using the dedicated apps (available for all devices) or can sign into TEAMS using their school email address and password. The curriculum teaching resources will be uploaded onto TEAMS for Y1 – 6 and Tapestry for EYFS. All logins and passwords are shared with parents.

Your child will receive the same curriculum remotely as they would receive in school wherever possible and appropriate. Staff will endeavour to make necessary adaptations in some subjects, such as P.E. For example, in PE lessons and, other subjects where appropriate, teachers will plan learning linked to the lesson objective with resources that families are likely to have at home.

#### **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 approximately 3 hours per day at Key Stage 1 and 4 hours per day at Key Stage 2. EYFS work will reflect the learning they would ordinarily receive. There will be regular contact from the class teacher throughout the day via TEAMS chats, live sessions (where appropriate and possible) and through feedback on tasks and work handed in on both TEAMS and Tapestry when teachers are not teaching pupils face to face.

#### **How will my child access online remote lessons you are providing?**

All pupils have a suggested daily timetable for their learning posted daily to their TEAMS conversation in Years 1-6 and on Tapestry for EYFS.



If pre-recorded videos are used by the child's teacher/s, they will be displayed in the child's Teams account and support daily organisation. Pupils will find links to some lessons and activities here also.

EYFS & KS1 pupils will require adult support to view their timetables and teacher's videos through parent logins. Parents will upload learning into Tapestry for the teacher to view.

Live sessions will be accessed through Microsoft TEAMS. You are also able to download all Microsoft applications to different devices for free. There are guides to support parents on our school website in Children/Remote Learning.

### **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:

- If there is an issue with access to a device to complete remote education, please let us know immediately by emailing [duchy@ventrus.org.uk](mailto:duchy@ventrus.org.uk).
- We will do everything we can to support remote education and have a limited number of laptops that we will be able to loan as well as helping to resolve any issues with connecting to the internet;
- We recognise that some pupils may only be able to take part in lessons on a device with a small screen, such as a mobile phone. We are happy for pupils to complete any work set on paper uploaded onto Teams/Tapestry.
- We understand that where you have children in more than one class and limited devices that there may be the need to alternate between sessions and access.
- Should you be unable to achieve any of the connectivity suggested above at all please contact us at [duchy@ventrus.org.uk](mailto:duchy@ventrus.org.uk) and we will move to an alternative. However, this will not provide your child with crucial contact with their teacher which is our preferred delivery;
- If pupils are completing remote education on paper rather than on a computer, they can always upload a photo of their work.

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

When teaching pupils remotely, we are:

- providing live/pre-recorded lessons with clear explanations and modelling of each lesson including new content;
- setting tasks which are meaningful and ambitious each day in a variety of subjects;
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- gauging how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
- enabling teachers to adjust 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.

We consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

We avoid an over reliance on long-term projects or internet research activities.

### **Video lessons**

Remote teaching is most effective when the input and delivery is considered carefully around whether or not it should be of a pre-recorded nature or requires live input. A prerecord option enables pupils to pause and rewind the content, which can suit many learners; however, live lessons allow pupils to ask and answer a



question there and then enabling direct support of misconceptions. The teacher will consider the needs of the learners when choosing means of delivery as well as the learners' access to individual devices.

**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 all pupils to engage with remote education as soon as it is required. All Microsoft Teams sessions have a register that is recorded, and teachers will monitor engagement in TEAMS and Tapestry each day. As parents/carers we need your support to encourage your child to develop and maintain routines of completing work at the right times, or close to these, and is provided with a space that they can work with distraction minimised as far as possible. Where timing is a challenge, please let us know and we will do what we can to help.

**Pupils' conduct for remote learning, including live lessons:**

Pupils are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. This includes but is not limited to:

- Ensuring appropriate language is used in TEAMS comments and that any comment is on-topic and relevant to the task in-hand;
- Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set, or as close as possible;
- Ensuring that clothing is appropriate, following the same guidance as a normal "non-uniform" day in school (no pyjamas or dressing up clothing, please);
- Pupils should choose an appropriate setting ie a family room to take part in remote learning;
- Pupils are encouraged to take part in the live sessions that are available if they are well enough to do so;
- Microphones should be muted on entry, in order to safeguard from any inappropriate noise.

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

Pupil engagement with remote learning is monitored daily on TEAMS and Tapestry and a register is taken for the Microsoft TEAMS live sessions by class teachers. Where pupils are not engaging or there are concerns with the quality or quantity of work being done, this will be followed up by teachers through a phone call home to try and resolve any potential issues.

**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. Teachers will use the chat facility, direct questions during any live lessons and, also, provide responses to work where this will progress or support learning the most. Teachers will be checking work and addressing any errors or misconceptions with pupils in their planning of any following lessons. Children should submit their work on Teams or Tapestry to enable teachers to view their learning and give feedback, as appropriate. Parents must be aware that work submitted after a deadline may not be marked. To fully support children learning at home, we like to offer immediate feedback that children can then read and respond to the following day. It is beneficial, therefore, for children's work to be submitted each day rather than at the end of the week. Any work that is submitted by 3:30pm will be responded to that day so that children are given feedback and advice about how they can improve their work the following day. Any work submitted after 3:30pm may not be responded to until the following day. If this is a Friday, the work may not be marked until the following Monday.

**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. Work set will be differentiated wherever possible to best meet the child's individual needs. We acknowledge the difficulties



this may place on families, and we will work with parents and carers to support those pupils. Our SENDCo works closely with teachers and their pupils who have an EHCP to support their engagement in remote learning. Please contact the SENDCo through the school office if you require SEND remote learning advice for your child.

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

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, remote education will be provided through TEAMS/Tapestry as above. However, individual response to learning and completed work will not be achieved during the school day. This is due to the challenges of teaching the majority of pupils in school. It may not always be possible to include isolating pupils in other face to face sessions but regular contact with the class teacher will be maintained.

**How do I get support as a parent around supporting my child with their learning?**

Please contact the office or your child's teacher if you require any help in supporting your child's remote learning.

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