Remote education provision: Information for parents

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

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

The remote curriculum: what is taught to learners 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 learners being sent home?

In the first instance, work packs will be sent home which can be worked on independently

We will endeavour to provide remote lessons within 24 hours of learners working remotely, this often depends on device and internet access. As a centre, we will do our best to accommodate where possible. You will be contacted by the learners Link Tutor to discuss next steps.

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

At DESC, we broadly teach the same curriculum remotely as we do in centre wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, learners may be accessing group work where it previously might have been paired, the lesson length might be different, or the teacher might have changed. Practical lessons will look different because of the nature of the subjects and the practicalities of this.

Staff will plan and teach a well-sequenced curriculum so that knowledge and skills are built on, with a good level of clarity about what is intended to be taught and practised in each subject. Delivery of this might include live or pre-recorded remote lessons.

Remote teaching and study time each day

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

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

Primary centre-aged learners	The number of hours that we offer will reflect, where possible, the hours that are usually offered within The Haven provision.
Secondary centre-aged learners not working towards formal qualifications this year	5 hours a day
Secondary centre-aged learners working towards formal qualifications this year	5 hours a day

Accessing remote education

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

For live lessons, we use MSTeams, but we also use other websites to support this. This can be accessed from a range of devices. If you are having trouble logging on, or don't have a device, then please contact DESC to discuss options.

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 learners may not have suitable online access at home. We will work with you to find a solution to this. For example, there may be situations where we can lend devices to learners, for information, please speak to a member of DESC staff. Any printed materials needed will be posted or delivered to your home address.

DESC can also offer technical advice and support as required.

How will my child be taught remotely?

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

- Live teaching (online lessons), using MSTeams
- 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 learners have at home, or which we could lend learners
- Websites supporting the teaching of specific subjects or areas, including video clips or sequences, e.g. BBC bitesize, MyMaths etc
- Project work and/or internet research activities, which we will full explain and support you with

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?

- All learners should be ready to begin online learning at the start of their lesson

- They should be up and dressed appropriately, sitting at a workspace or a safe location known and approved by their parent or guardian with a fully charged device

- All Microphones (and cameras as requested) should be turned on for all live sections of lessons

- As with the centre day, phones and devices should be turned off and put away

- Learners should complete all work set by staff

- Chat facilities can be used to ask and answer questions during a lesson, but are not a social space.

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

For every sessions, teachers will:

- Check the status of the learner - online/ offline?
- Use the @ + name to chat with each learner - if you get a response mark as present
- After 2 attempts with no response call the learner through Teams
- After 2 unsuccessful attempts and 15 minutes, a phone call will be made home

Engagement will be discussed at regular review meetings and weekly phone calls from link tutors.

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 learners. 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:

<u>Additional support for learners with particular needs</u>

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

- Much of our feedback will be instant, verbal feedback during the session with the learner
- We may use recorded feedback which the learner can access via MSTeams
- At least one piece of written feedback per subject will be completed per week

We recognise that some learners, for example some learners 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 learners in an appropriate way.

Remote education for self-isolating learners

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

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