Deer Park School - Remote Education Provision

Summary information

Academic Year: 2020/21 **Total number of pupils:** 231 **Date for next internal review of this strategy:** 03/21

At Deer Park School, we strongly believe that a balanced and high-quality curricular provision should be available to all pupils, including during temporary school closures. In the event of a school closure of any duration, Deer Park will offer immediate remote education to families with continuation of the high standards of learning that characterise the normal school day. This information is intended to provide clarity and transparency to pupils and families about the provision, access arrangements and expectations for remote education.

Delivery of the Curriculum During Remote Education

Information for families on the content, style and accessibility of lessons

How will my child be taught remotely?
Children in every year group will receive a minimum of three 'live' lessons each day, taught on Zoom. These lessons will vary in length according to the year group of your child. Some children will receive additional live lessons on a daily or weekly basis, for example for small group interventions, one-to-one reading, or additional challenge classes in core subjects. During live lessons, new learning, skills and information will be taught using video modelling from the teacher, or screen sharing. Following the delivery of this content, children will be set tasks to complete via their online learning platform, which will then be submitted to their class teacher online.

Will my child be taught the same curriculum as they would be in school?
The curriculum delivered during remote learning will be broadly the same as the curriculum delivered in school, with adaptations made where necessary and appropriate. For example, physical education lessons online may involve a greater focus on individual health and fitness, rather than team games or cooperative strategy.

What online tools or platforms will we be using?
The school will use Class Dojo and the LGFL platform (J2E) to host pupils' work online. Each pupil has been allocated a login to use their class platform, and these details have been sent to families to support access at home. Live lessons for each year group will take place on Zoom. The links for these online lessons are shared on Class Dojo and on LGFL, in order to ensure that children are able to access them each day. Class news, school information and updates will continue to be sent to families by email, including links to supporting materials that may help structure and inform family support for learning at home.

What timetable or structure will this take and how will this be communicated?
Children in each year group will receive live lessons, learning tasks and additional activities that cover a normal school day; 0900 – 1530, with the inclusion of breaks for lunch and outdoor activity. Weekly timetables for each class will be posted on Class Dojo or LGFL by 4pm the preceding Friday. Children will receive lessons for mathematics, phonics, English and the wider curriculum: in the EYFS, these will be delivered in small groups to promote engagement and individual attention for each child.

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Engagement and Feedback

Guidance for families on the expectations for remote learning, support and assessment

What are the expectations for my child's engagement with home learning, and what support are parents expected to provide at home?
All children are expected to join the daily zoom lessons and submit three pieces of work: maths, English and wider curriculum via Class dojo (Years R-4) and LGFL (Year 5). Reception and KS1 children will need support accessing the lessons and organising their work, including managing the processes of logging in and accessing Zoom appropriately. Children should then be able to complete the tasks independently. KS2 children should be able to complete all work set independently following their Zoom lesson.

How will you check if my child is engaging and how will I be informed if there are concerns?
Our class teachers have high expectations, which are communicated to all parents and children, of behaviour during zoom lessons. Children who do not meet these expectations are warned during the lesson. If the child's behaviour does not change, they are asked to leave the lesson. Class teachers then communicate this with the headship team who call the parents to discuss further. Children who are taking part in the lesson and answering questions are given positive praise and dojo points. Class teachers are monitoring the work that is being submitted on Class Dojo and LGFL. They give feedback on at least one piece of work each day. Teachers contact parents via Class Dojo if the work submitted causes concerns.

How will you assess my child's work and progress?
When your child has submitted their work on their online platform, your child's teacher will assess their progress against the learning objectives for the lesson, taking into account prior learning and your child's individual needs. Feedback will be offered by your child's teacher, and additional support may be offered to your child in the form of short intervention work, additional resources, or extra sessions. Celebrations of work will be shared weekly through assemblies and newsletters, highlighted effort and progress in children's learning.

Remote Education for Self-Isolating Pupils

Guidance for families on the provision for their child during periods of self-isolation while the school remains open

If my child is self-isolating while the school is open, how will their education be delivered remotely?
A designated member of staff is responsible for communicating with children who are self-isolating. This member of staff will make contact with the family on day one of isolation. Work is emailed to the child's family, and once the work is completed it is uploaded on Class Dojo where it is checked and feedback is given. Where possible and appropriate this work will be in line with the learning that is taking place in the class, and will enable the child to access the in-school curriculum from home during isolation.

Additional Support for Pupils

Information for families on the support provided for online access, for SEND pupils, and for younger children.

How will the school support my child if they do not have access to digital or online learning at home?
If your child does not have access to a device that supports online learning, the school will provide them with a loaned iPad or laptop. Collections can be arranged from the school office from 0830 – 1700 every weekday. In exceptional circumstances, printed work will be available from the school office in order to support children in accessing tasks. For families who do not have access to the internet at home, the school will provide support in obtaining Wi-Fi services during school or bubble closure.

How does the school work to support children with SEND, or who have additional needs at home?
Children with Education, Health and Care Plans (EHCP's) will be offered a place to learn as part of the in-school provision during closure. If families choose not to take up this provision, then the school will provide bespoke activities for the child's learning at home, accompanied if appropriate by a bespoke timetable or selected interventions. Children's individual learning needs will be planned for teaching staff as they would be in school as far as possible, and class teachers or the school SENDCo will send families the appropriate resources to help support their children.

How does the school deliver remote education for younger pupils in the Early Years Foundation Stage?
Every week the EYFS team communicate the timetable which includes the learning objectives and times of the three daily zoom lessons. The zoom lessons are 15 minutes long and the class is split into small groups to enable greater individual attention and the continued use of consistent positive praise. The timetable also has a range of activities and learning opportunities for the children to do during their 'exploring time', to support families at home in engaging meaningfully with the early years' framework.