



**Nettlesworth Primary School**

**Remote Education Provision  
Statement**

**January 2025**

# 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?

Children should expect work allocated to them on our remote learning platform, DB Primary. This will be in all subjects but may start with English and Maths in the first instance. This may be interactive tasks that consolidate any prior learning that has taken place which would promote independent learning, particularly for our older pupils.

### 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

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, some of the subjects such as Art and DT are more difficult for the children to access at home because the resources that they need are in school and this will be additional costs for parents at home. Also, Music, Science and where activities involved group learning.

## 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:

Key Stage 1	3 hours
Key Stage 2	4 hours

## Accessing remote education

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

- Children can access their remote education by logging onto DB Primary with their unique usernames and passwords.
- If any children/families prefer to work with paper copies of the work set, we can arrange for this. Parents can contact the school and we will have printed copies ready to collect.
- We have also provided each child with independent home learning workbook bundles.
- Children can also access daily live TEAMS well-being sessions.
- Children can access pre-recorded teaching sessions from their class teachers via DB Platform and class activity page on school website.

### 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:

- We can loan laptops to pupils. Parents can contact us at [d.lee103@durhamlearning.net](mailto:d.lee103@durhamlearning.net) to make a request. Parents will need to read, sign and agree to our Technology Device Loan Agreement.
- We can provide printed materials if children do not have online access or prefer to use paper materials. Parents can contact us at the above email address if they wish for this to happen.
- We have applied for additional mobile data for families.
- If pupils do not have online access pupils can submit work to their teachers via delivery to the school office

### How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Daily live teaching via TEAMS (online PSHE and well-being lessons)
- Recorded teaching (e.g. Oak National Academy and White Rose Maths Lessons , video/audio recordings made by teachers)
- Recorded stories read to children by class teachers
- When requested, printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Weekly pre-recorded Head Teacher Awards Assembly and LEXIA/TT Rockstars celebration

## 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 pupils to engage with remote education each day. We hope that parents will support their children as they are able by, for example, setting routines to support your child's education. Parents should endeavour to support pupils' remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life
- At the end of the day, have a clear cut-off to signal school time is over
- Create and stick to a routine
- Provide the correct equipment in order for your child to complete the work given
- Designate a working space if possible
- Make time for exercise and breaks throughout the day to keep your child active
- Reinforce the importance of children staying safe online
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on
- Encourage your child to work to the best of their ability and praise their efforts

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

- We will check pupils' engagement with remote education daily via DB primary.
- Whole class feedback will be provided daily in the class forum via DB Primary which will be followed up in the next day's video with next steps in learning
- Pupils' work is marked each day after submission via DB Primary. This enables individual feedback to each child
- Weekly feedback by telephone for each child
- Quizzes marked automatically via DB Primary
- Where TT Rockstars, LEXIA and Numbots etc. are used assessments carried out enable teachers to evaluate progress
- For those without internet access, pupils will receive feedback on their work at least weekly via telephone.

## **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 and teaching assistants shall access DB Primary Monday to Friday. It will be monitored for pupil engagement as well as progress across tasks. At times, when teachers are teaching other children within the class, it won't always be possible to act upon any queries made by children at home but teachers will ensure that all queries are responded to within 24 hours. If teachers are concerned about a child's disengagement with their remote learning, staff shall make these families priority when making welfare calls. If concerns continue to rise about lack of pupil engagement, these concerns shall be mentioned to the head teacher. Concerns shall be shared with parents and carers at the earliest opportunity.

## **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 recognise that some pupils, for example those 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 our families, and we will work with parents and carers to support those pupils in the following ways:

- Additional welfare calls for support for the families – discussion of routines in school which work well such as structured day, visual timetable, aids
- Provision of additional equipment and differentiated materials which may suit the child's needs more appropriately than activities on DB Primary.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. 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?**

- In this instance, those at home shall have tasks allocated on DB Primary that mirror those that the children are learning in school. This is to ensure that when the children return to school, they are working at the same curriculum pace as their peers.
- Teachers shall also keep in contact with them via DB Primary as well as monitor their engagement with their uploaded work.
- Welfare calls may also be made to the child/parent by the class teacher or teaching assistant to see how well the child is accessing their education at home.