



Overview and Aims for Remote Learning :

Our Remote Education Plan aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school through the use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regard to the delivery of remote learning

At St Peter's and St Gildas', in the development of our approach to Remote Learning, it is our aim is to use the key findings and Implications from the Education Endowment Foundation's Rapid Evidence Assessment of Remote Learning to underpin our offer:-

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, particularly for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different tasks and types of content

Within this, we recognise that research in the impact of Remote learning is limited at present, particularly at primary level.

We also recognise to the need for our own staff development in this and are working as part of the EdTech Programme with a Demonstrator school (Reach Academy) to support this development.

Google Classroom was set up as our Virtual Platform during the initial lockdown.

The Deputy Head teacher with responsibility for Teaching and Learning will have the responsibility for monitoring the effective delivery of our plan and ongoing evaluation of the plan. She will be supported by the Computer Subject Leader and Identified GC Champions.

The school will utilise live teaching sources from Oak National Academy, BBC Bitesize, NCETM, White Rose etc).

It is vital that we implement all of our plan with safeguarding at the forefront of our actions.

Home School Partnership

At St Peter's and St Gildas', we are committed to working in close partnership with families and recognises each family is unique and because of this, remote learning may look different for different families in order to suit their individual needs.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We therefore strongly recommend that each 'school day' maintains structure.

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 children with work by encouraging them to work with good levels of concentration.

Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents must contact the school office promptly and alternative solutions will be considered. These will be discussed on a case by case basis.

We would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

<https://www.childrenscommissioner.gov.uk/digital/5-a-day/>

All children must sign an 'Acceptable Use Policy' at school which includes e-safety rules and this also applies when children are working on computers at home.

Situation	Responsibility	Details of offer
1. Whole class pod teaching in groups of 30	Class Teacher and other Pod staff	Face to face Children have regular lessons utilising Google Classroom (GC) to develop skills in use of the platform and also to develop metacognition and self-regulation to allow them to develop as independent learners. Homework will utilise GC.
2. Children who are isolating due to a family member having Covid-19 symptoms (<i>If a test result is negative and the child is in good health they will return to school.</i>)	Class Teacher	Remote Overview Child is signposted to Google Classroom by the Class teacher which primarily reflects the Maths and English being delivered in class. KS2: Class Teacher directs child to Daily English, Maths and Reading lessons linked to 'Real' class lessons. Maths - White Rose Maths and English – Writing including Grammar

		<p>Lesson Slides have Success Criteria and Expectations clearly identified – The task should be clear. Convert slides to PowerPoint or PDF. If it is not clear from slides what is expected then clarification will be put into GC.</p> <p>Reading – Signpost to a daily reading activity - e.g. Oak Academy Reading Lessons and BBC Bitesize Book Club Lessons Daily reading of books</p> <p>Expectations around Home learning remain the same. One Maths and one English assignment ‘turned in’ daily. This is acknowledged by the teacher and the marking policy is followed</p> <p>KS1: AS for S2 Phonics + Letters and Sounds - see below Class Teacher directs Daily English, Maths and phonics lessons linked to ‘Real’ class lessons. Sourced from Oak National Academy, BBC Bitesize, NCETM, White Rose, Letters and Sounds Youtube channel. One maths and one English assignment ‘turned in’ daily (Y1 English assignment is child dependent). This is acknowledged by the teacher and the marking policy is followed. Daily reading of books</p> <p>Reception: English - as above Maths - similar to above Class Teacher directs Daily English, maths and phonics lessons linked to ‘Real’ class lessons. Sourced from Oak National Academy, BBC Bitesize, White Rose, Letters and Sounds Youtube channel (Reception - summer term only).</p> <p>Other considerations School will need to regularly review numbers of children requiring this learning and the availability of technology for this group of children.</p>
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3. Children who are isolating for 10 days due to having Covid-19 symptoms and are well enough to access the learning. <i>(If a test result is negative and the child is in good health they will return to school.)</i>	Class Teacher	<p>Remote</p> <p>See scenario number 2</p>
4. Children who are isolating for 14 days - Pod has been closed due to a positive Covid-19 test of a pupil or staff member in their Pod.	Class Teacher TA may work with individual children, on stream	<p>Remote</p> <p>Children will have daily interaction with school staff Class Teacher (whose pod will be closed) to deliver 3 daily 'live' lessons (English, Maths, Reading & Phonics) linked to planned class activities. Video Teaching may be used to support this. (e.g. -Oak Academy, White Rose etc) .Such videos will be used in conjunction with direction from the teacher. Work 'turned in' on GC. Teachers mark and/or feedback on GC with common errors addressed before next lesson each day Use of Suggested Daily timetable in annex Foundation Subject activities will also be posted on GC</p>
5. Children who are isolating for 14 days - Pod has been closed due to a positive Covid-19 test of their class teacher and the class teacher is not well enough to work.	Hub Support Teachers/Support staff TA may work with individual children, on stream	<p>Remote</p> <p>See scenario 4 (different staff responsible for planning and delivery)</p>
6. Children whose class teacher is unwell with non-Covid symptoms	Parallel teacher where possible/PPA teachers	Face to Face

		Internal Support staff or Specialist Teachers will follow the Hub's planning with support from the other class teachers All measures to minimise Staff members moving across bubbles will be considered The use of supply teachers will be considered
7. Children whose teacher has to isolate for 14 days due to a family member being unwell with Covid-19 symptoms.	Teacher/support staff	Face to Face Internal Support staff, PPA Teachers, SLT or supply cover teachers will follow the Year group's planning with support from the other class teacher. Daily video contact with class teacher during school hours depending on teacher's circumstances – this will be assessed on a case by case situation There may be a need to revert to Scenario 6
8. Children whose teacher has a child at home who is isolating for 14 days due to their child's school pod being closed	Teacher /support staff	See scenario 7
9. Children who are self-isolating for 14 days due to a 'track and trace' contact testing positive for Covid-19	Class teacher/support staff TA may work with individual children, on stream	See scenario 2
10. Children who are isolating for a period of time due to the household isolating for a COVID related matter e.g. a member of the household is being admitted to hospital and household are required to isolate	Class Teacher	See scenario 2
11. Class teacher who is self-isolating for 14 days due to a 'track and trace' contact testing positive for Covid-19	Support staff	See Scenario 7
12. Children who are unwell with non-Covid symptoms	NA	Normal attendance and sickness policies apply.

Office team to liaise with parents regarding collection* of resources and reading books *Not collected by anyone isolating.