FEDERATION OF
St Peter's and St Gildas'
INFANT AND JUNIOR SCHOOLS

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.

We are committed to developing our expertise as we implement each part of our plan keeping up to date with relevant publications (e.g. https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education) and working collaboratively with other local schools.

Our remote education platform is Google Classroom. All pupils and teachers have received training in this. All information to log in is sent directly to parents

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:-
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely

Other Documents to Be Read In conjunction with this Remote Learning Plan

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks

https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

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. Each key stage has been given a suggested timetable (see below) and teachers update children with their expectations of work daily.
There is an expectation that all children engage with remote education. 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. We ask parents to reinforce clear boundaries with your child during their remote education, and suggest wearing their school uniform.

Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact the school office promptly and alternative solutions will be reviewed. 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 have signed an 'Acceptable Use Policy' at school which includes e-safety rules and this also applies when children are working on computers at home.

School Closure January 2021

In January 2021, all teaching and learning moved to the GC platform with school only open for Critical worker and Vulnerable children.

We expect that remote education (including remote teaching and independent work) will take students 3 hours per day. This is in line with guidance from the DfE issued in January 2021.

We aim to 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, in practical subjects such as music, science or art, work set may be a combination of practical work (where possible) and factual video lessons.

Assessment of children's learning is an integral part of each lesson and all learning submitted by students. Teachers assess students in different ways and use this feedback to inform their next lesson.

The quality of provision is monitored by the Deputy Head teacher with responsibility for Teaching and Learning, Ms Robertson.

The information below outlines what a daily core timetable might look like. Any adjustments to the times and subjects taught will be clearly explained in the stream on Google classroom.

EYFS (Reception)
All work is posted the evening before so that parents can look ahead at what will be required for the day and plan their day accordingly
EYFS Suggested time table
9.15am - Stream chat/Registration
9.30am - Recorded Phonics session
10am - English Activity
11am - Maths Activity
1pm - Other subject/topic work/video clips etc
2.30pm - Stream chat/ Storytime video
Work should be turned in by 9am the following day and will be assessed, marked and commented upon.

KS1 (Year 1 and Year 2)
As most KS1 pupils need some supervision to use GC, work will be posted the evening before so that parents can look ahead at what will be required for the day and plan their day accordingly

English & Maths everyday (including Phonics/Spelling and Grammar (SPaG)/ Mental Maths challenges etc.)- these will be pre-recorded by the teacher. This enables the children to have as similar experience to real schools as possible. Recording also allows flexibility for parents to watch videos at a time which is suitable. Videos can also be watched again and paused if a child was unsure in the first watching.

Live Feedback sessions giving general class feedback on common errors, EBIs (Even Better If) and a chance to celebrate successes

Throughout the week there will also be an RE lesson, Science lesson, Humanities, Art & PE. Collective worship, and other PSHE/mindfulness /Topic work will be included but with a longer timeframe for completion.

Daily Work should uploaded throughout the day as completed with a deadline of 9am the following morning to allow parents a more flexible deadline as we recognise that many parents are balancing work and home learning. Teachers will assess, mark and comment on the work and prepare feedback for the early session the following day.

KS1 Suggested timetable
9.15 - Stream chat/Registration
9.30am - Feedback from Previous work, success/ common errors
9.45 - Recorded Phonics/SPAG session
10am - English Lesson
11am - Maths lesson
1pm - Other subjects including throughout the week RE, Science, History, Geography, Art, Music, PE, PSHE
2.30pm- Stream chat/Storytime

KS2 (Years 3,4,5 and 6)
We recognise that KS2 pupils can work more independently but will still need supervision to use GC, work will be posted the evening before as some parents like to look at what will be required for the day and plan their own work timetables accordingly.

English & Maths everyday (including Destination Reader DR/Spelling and Grammar (SPaG)/ Mental Maths challenges etc.)- these will be pre-recorded by the teacher. This enables the children to have as similar experience to real schools as possible. Recording also allows flexibility for parents to watch videos at a time which is suitable. Videos can also be watched again and paused if a child was unsure in the first watching.

Live Feedback sessions giving general class feedback on common errors, EBIs (Even Better If) and a chance to celebrate successes

Throughout the week there will also be an RE lesson, Science lesson, Humanities, Art, MFL & PE. Collective worship, and other PSHE/mindfulness /Topic work will be included but with a longer timeframe for completion.

Daily work should be submitted by 3pm to allow time to assess, mark and comment and for teachers to prepare feedback for the early session the following day.

KS2 Suggested timetable

9.15 -Stream chat/Registration

9.30am -Feedback from Previous work celebrating success and common errors

9.45 - Recorded DR/SPAG session

10am - English Lesson

11am - Maths lesson (including pre-recorded starter)

1pm - Other subjects including throughout the week RE, Science, History, Geography, Art, Music, Spanish, PE, PSHE

2.30pm Stream chat/Storytime

Resources

- Pre-recorded Oak Academy Lessons and White Rose Maths lessons which are mostly personalised for their class.
- Personalised; Phonics/SPAG/Maths/Modelling key skills & parts of lessons/Story times/MFL(KS2)
- Teachers /Admin/SLT troubleshoot technical issues for Parents
- Google Meets used for whole class/group & individual work by Teachers & TAs
- All Key Stages provide folders of extra work for classes/ Digital reading resources/ Some extension tasks

Engagement

- Teachers monitor engagement daily by registration/attendance at meet sessions and the turning in of work. This is overseen by Deputy Head Teacher (DHT)
- Teachers follow up any non-engagement on Day 2 with direct contact with Parents/Carers and report outcome to DHT.
- DHT to contact Parents if non-engagement persists or Teachers have any concerns following their discussion with Parents. Any further action is tailored to the individual situation.

EHCP/SEND children

Some pupils with an EHCP or SEND may struggle to access the online learning independently and may need a high degree of parental support.   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:

- All remote learning is differentiated to consider the needs of individual learners and their specific EHCP targets.
- Teachers and teaching assistants are providing interventions to the children covering a range of academic and pastoral support, including the ELSA support where possible and appropriate

- Offer of a place in key worker school with a familiar teaching assistant where possible and the agreed preferred option. This allows for one to one interventions to happen in person and for the teaching assistant to check in with the child.
- Continuation of referral to external professionals including Speech and Language, CAMHS and Occupational Therapy
- Twice weekly check in by Assistant Head Teacher (Inclusion Leader) with parents to review how things are working for child and family and any changes to remote learning offer /time in school made as appropriate.
- Devices sourced and provided where a need is identified

Vulnerable children

The Assistant head Teacher works closely with social services and families to ensure that support is given in the following ways:

- Offer of a place in key worker school
- Differentiated learning if necessary
- Weekly check ins with parents and carers to see parents to review how things are working for child and family and any changes to remote learning offer /time in school made as appropriate.
- Devices sourced and provided where a need is identified
- Remote interventions (Academic and pastoral) provided for those where remaining at home is agreed with family, school and social services to be the better option.

Accessibility

We recognise that some students may not have suitable online access at home and will work with families to support them and work together to find a solution.

Any families who do not have access to a device to complete remote learning effectively should inform the school office immediately. This includes if children are accessing remote learning on a small screen, such as a phone.

Other remote teaching scenarios

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 (*If a test result is negative and the child is in good health they will return to school.*)	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 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. Reading – Signpost to a daily reading activity - e.g. Oak Academy Reading Lessons and BBC Bitesize Book Club Lessons Daily reading of books 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 **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 **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). **Other considerations** School will need to regularly review numbers of children requiring this learning and the availability of technology for this group of children. In addition to this, there will be a welfare Phone call each week to parents Year group teachers will alternate responsibility at KS2 for the provision of work each week in advance of any absences, time will be provided for this. Time for KS1 teachers will be arranged weekly to facilitate this Work to be uploaded by Monday morning For children with EHCP plans, this plan will be modified in consultation with the Inclusion Leader Teacher to schedule Google Meets session where possible with children who are isolating – use IWB

3. Children who are isolating for 10 days due to having Covid-19 symptoms and are well enough to access the learning. (*If a test result is negative and the child is in good health they will return to school.*)	Class Teacher	**Remote** **See scenario number 2**
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	**Remote** 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
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	**Remote** **See scenario 4** (different staff responsible for planning and delivery)
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