



Remote Learning Expectations

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) or the entire school (apart from vulnerable children and those of critical workers) to remain at home.

Remote Education: curriculum coverage

We aim to deliver the same curriculum objectives and content that would be covered if children were still in school.

In some subjects, some of the planned curriculum will be adapted to make it easier to resource learning at home e.g. history topics will focus on a single period or event.

Remote Education: daily study time

DfE Expectations

The DfE statutory guidance has laid out the amount of work that should be set for children of primary school age. Those in KS2 (Y3 – 6) should receive the equivalent of four hours of work per day while children in KS1 (Y1-2) should receive the equivalent of three hours work per day. Children in EYFS should have less work set as much of their learning will be of a practical nature.

Key Stage	Total Hours of Work	Core Subject Provision (English & Maths)	Foundation Subject Provision
Key Stage 2 (Y3 – 6)	4 hours +	Work set for the following subjects will take approximately 3 hours: <ul style="list-style-type: none"> • Maths • English • Reading 	Children will be set one foundation subject each day. The work set will last for approximately 1 hour.
Key Stage 1 (Y1 – 2)	3 hours +	Work set for the following subjects will take approximately 2 hours: <ul style="list-style-type: none"> • Maths • English • Reading • Phonics Lessons may be broken down into smaller chunks to support focus and engagement for younger children.	Children will be set one foundation subject each day. The work set will last for approximately 1 hour.

Learning for EYFS children

EYFS teachers will set learning for the week linked to a story book. Activities that need to take place daily include those that support the development of early reading and maths. Other activities are short, focused activities that can be dipped into at a time appropriate for the family.

Remote Education: accessing learning

The school uses Google Classroom as its digital learning platform for Y1 – Y6.

The school uses Tapestry as the digital learning platform for EYFS.

To aid communications between home and school, we use Class Dojo.

Accessing learning: school support

The school will work with families to help them access remote education. If families are experiencing difficulties in accessing the digital learning platforms, they should contact the school office via email. Staff will then contact the family and discuss the best way to provide support.

Support could include:

- Allocating a school device to the family (the device will be collected and signed for by an agreed adult).
- Providing paper learning packs
- Providing additional resources to support learning at home

Remote Education: teaching approaches

Teachers will plan and deliver the curriculum using a range of approaches:

- Livestreamed sessions
- Pre-recorded videos
- Independent learning activities and projects

Livestreamed Sessions

Livestreamed sessions will mainly be used to provide feedback and support for learning and to maintain contact between children and the teachers. Each class will receive 2 timetabled sessions each week.

Livestreamed sessions have been timetabled to minimise scheduling issues for families with children in different year groups as much as possible.

The school's specialist teachers will provide livestreamed lessons in computing, music and French.

Livestreamed year group story sessions with members of the school's leadership will also take place to ensure children maintain contact with the wider school community.

	9 – 9.30	9.30 - 10	10 – 10.30	10.30 - 11	11 – 11.30	11.30 -12	Specialist Live Lessons	SLT Story Time	
M	Y4	Y5	Y6	Y3	Y2	Y1	Y4	Y5	Y3
T	Y4	Y5	Y6	Y3	Y2	Y1	Y6	Y4	Y2
W	Y4	Y5	Y6	Y3	Y2	Y1	Y3		Y6
Th	Y4	Y5	Y6	Y3	Y2	Y1	Y5		Y1
F	Y4	Y5	Y6	Y3	Y2	Y1	Y2		

Pre-recorded Videos

The school uses pre-recorded videos to support the delivery of English and Maths. Pre-recorded videos provide an element of flexibility for working families allowing them to structure learning in a way that best suits their needs. Videos also allow children the opportunity to rewind and re-watch any element of the lesson they found difficult.

We use videos provided by White Rose Maths to support maths learning at home (the school follows the White Rose Scheme of Work)

We use videos from the Oaks National Academy as well as those pre-recorded by teachers themselves. Other resources may also be used depending on the need of the class or year group.

We follow the Read, Write Inc phonics scheme and teachers will use a mixture of both live and pre-recorded sessions to support learning.

Teachers will also video short clips that model and explain any learning that children have found challenging.

Independent activities and projects

Teachers will also set a range of independent activities especially in foundation subjects. These will support learning and help children to apply and practise the wider skills of learning (e.g. collecting & organising learning, evaluating the usefulness of information, persevering, etc)

Remote Education: feedback

School staff mark all work that is returned to school. Comments will be made and areas for support identified.

As a result of this, teachers will:

- Ask children to check and correct any errors or misconceptions (we would ask parents to support this being done)
- Provide modelled answers to help understanding
- Adapt work: work may be broken down into smaller steps or additional challenges may be set

Teachers will mark work when it is returned using the Google Classroom platform. Work that is returned over the weekend will be marked during the following week.

Remote Education: engagement and motivation

The school will provide a weekly timetable for families to help them plan and structure home-learning in a way that best suits their needs. This will include all livestreamed sessions.

Work will be uploaded to Google Classroom the day before it appears on the timetable to give parents time to print any sheets or to find any resources if they are needed.

A home-school agreement is in place to support the delivery of livestreamed sessions.

While there is no set day to return completed work, we would expect that learning is submitted by the end of the week in which it was set (or over that weekend). Teachers track the work returned and are in contact with families to offer support should it be needed.

If further support is needed, teachers will inform phase leaders who will then contact families who are finding it hard to access learning at home to see what further support and encouragement can be provided.

Remote Education: support for children with particular needs

The school will work with families of children with particular needs to help them access remote education.

Where appropriate, the curriculum will be adapted to meet their needs and the appropriate resources provided to help parents support children at home. This might include:

- Providing text books at an appropriate level for the child
- Providing paper learning packs
- Providing additional equipment

The Inclusion team will continue to work with families and staff to support learning so that it is appropriate to the child's particular need.

Remote Education: children who are self-isolating

Immediate Access

When children are asked to self-isolate, they will have immediate access to EdShed where they can access maths and spelling activities. Accelerated Reader quizzes can also be completed by children in KS2 (Y3 – Y6).

Curriculum Coverage

Work uploaded to Google Classroom for children to complete will cover the same curriculum objectives that are being taught in school. The way that this is delivered and the content used may differ slightly to allow learning to be resourced at home.

Daily Study Time

Children will be set the equivalent of 4 hours work each day. The main focus will be on English and Maths with one foundation subject set each day.

Teaching Approaches

Children will be taught using a mixture of pre-recorded tasks and independent activities.

Feedback & motivation

Teachers will mark work and return it to the children via Google Classroom. Teachers will use the information they have gained from marking the work to adjust and adapt the work where necessary.

Teachers and parents will remain in contact via Class Dojo or by phone