

Government Expectations:

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to **high-quality online and offline resources and teaching videos**, and that is linked to the **school's curriculum expectations**
- give access to **high quality remote education resources**
- select the online tools that will be consistently used across the school in order to **allow interaction, assessment and feedback**, and make sure staff are trained in their use
- **provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access**
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work **each day in a number of different subjects**
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- **provide frequent, clear explanations of new content, delivered by a teacher** in the school or through high quality curriculum resources and/or videos
- gauge how well **pupils are progressing** through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- **plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers (3 hours for Reception and Infant children. 4 hours for Junior children)**
- schools to avoid an over-reliance on long-term projects or internet research activities

St James' C of E Primary School's Rationale:

- Stay connected with families – particularly at a time of uncertainty and worry.
- To be a constant for our children.
- Help children to learn new content by an increase in teaching videos and taught material.
- Provide a routine/some structure to help parents and children to focus.
- To have daily contact with our children through Microsoft Teams.
- To give feedback to our children that will enable them to progress.
- To mirror as close as possible our broad and balanced curriculum in school. Focussing on our school's vision and values and areas that underpin child development both academically and socially.

Remote Learning at St James' C of E Primary

St James' online platform

At St James we are using the online platform **Microsoft Teams**. We recommend parents to access TEAMS through the web app rather than browser. <https://www.microsoft.com/en-gb/microsoft-teams/download-app>

Children will have access to a Year Group and Class Team. They will also have their own personal channel which they will use to communicate with the teachers and access any 1:1 session they are invited to attend.

Supporting children with digital and online access at home

We recognise that some children may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Parents to contact our admin team if their children are unable to access remote learning due to insufficient technology. admin@st-james-pri.gloucs.sch.uk
- Parents are able to borrow a laptop from school after they have signed the laptop loan agreement form. Laptops will be designated based on priority of need.
- Each pupil will be given a home learning book to record their work in so they do not have to print off worksheets.
- Pupils who are unable to access technology will be provided with worksheets to then be handed in to school for teachers to mark.
- Phone calls and door step visits will be made to those children who are unable to engage with remote education

How will my child be taught remotely?

Remote education provision will be matched to the age and development of our pupils.

The structure of the day for all pupils will be:

- ❖ Welcome and daily start for all year groups – Live TEAMS meeting
- ❖ Independent morning work

This will be a mixture of:

- Live teaching (online lessons)
 - Recorded teaching e.g. video/audio recordings made by the teachers, White Rose, Oak National Academy
 - Resources uploaded as assignments
 - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. phonics play, BBC clips, Oxford Owls
 - Learning platforms the school subscribes to: Reading Eggs, Times Table Rocks, REAL PE at Home, Charranga
 - 1:1 live intervention support
 - Small group live intervention support
 - Small group live focused teaching
- ❖ Afternoon welcome and story – Live TEAMS meeting
 - ❖ Independent afternoon work
 - Recorded teaching e.g. video/audio recordings made by the teachers, White Rose, Oak National Academy
 - Resources uploaded as assignments
 - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. phonics play, BBC clips, Oxford Owls
 - Learning platforms the school subscribes to: Reading Eggs, Times Table Rocks, REAL PE at Home, Charranga

All work to be uploaded by 5pm.

Engagement and Feedback

What are our expectations for children's engagement and the support parents and carers should provide at home

Teachers have carefully planned remote education and online engagement to meet the needs of their year group and ensure learning continues whilst the children are not at school.

Children are expected to attend live sessions and submit the daily assignments set.

We expect all parents and children to adhere to the 'Remote Education Agreement' which can be found in the 'Files' section of your children's 'Year Group' TEAM

How we will check whether a child is engaging with their work and how will we inform parents if we are concerned?

On TEAMS we are able to monitor individual pupils' engagement in live sessions and assignments submitted.

We understand that there will be times when children are not able to attend live sessions or complete work but if continued lack of engagement is impacting on learning we will:

- Phone parents to check they have not got any issues with technology we need to support them with.
- Provide support and adapt home learning if their child is finding the work difficult or struggling to engage. This might be through: reducing the amount of work expected, providing work at a different level, 1:1 live meeting to support, opportunity to stay online after live meetings, small group live meetings, regular check in's with child/parents.
- Provide support from the pastoral team.
- Mrs. Dove (SENDco Special Educational Needs and Disability Co-ordinator) will be monitoring engagement from pupils with SEND including those with an Educational Health Care Plan (EHCP). She will then support these children if needed alongside the teacher and TA.

- If a parent does not answer phone calls or e mails from school we will visit the home as this is a safeguarding concern (Safeguarding Policy and COVID 19 Appendix)
- If a parent continues to not engage/work with the school to support their child with home learning we would seek support from the Community Social Worker.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean written comments for individual children on every piece of work. There will not be a set number of times a teacher is expected to feedback. If an assignment is returned without a comment this shows that the teacher has seen and acknowledged the work. Feedback may be in the form of:

- whole class feedback during Live teaching sessions
- targets set in the next lesson to address common misconceptions
- group feedback but shared individually e.g. teacher will note common misconceptions and strengths across the work and use these to write a generic comment which will be shared with all children
- small group and 1:1 teaching sessions
- additional individual support and feedback for pupils who continue to be able to not work at the expected standard

Additional Support for pupils with particular needs

How will we work with you to help your 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:

- ensure technology in the home meets the needs of the child e.g. will they find it easier on a laptop over an I pad
- work adapted and modified so it can be accessed at meet the child's academic, personal needs and My Plan targets
- intervention which took place in school to continue through 1:1 and group sessions e.g. focus phonics/reading sessions.

Pupils with an EHCP will continue to be support by their 1:1 TA if they have decided to stay at home.

Where pupils have an EHCP, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes difficult to do so, for example, when a household member may be isolating. In this situation, a discussion will take place between the SENDCo and parents/carers and agree how the pupils' needs can be best met. These will be considered on a case by case basis.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of the 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 school.

Refer to our Remote Education 2020-2021 document for further details.

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Tier 1, 2, 3: The default position for areas in national government intervention is that education and childcare settings will remain open.

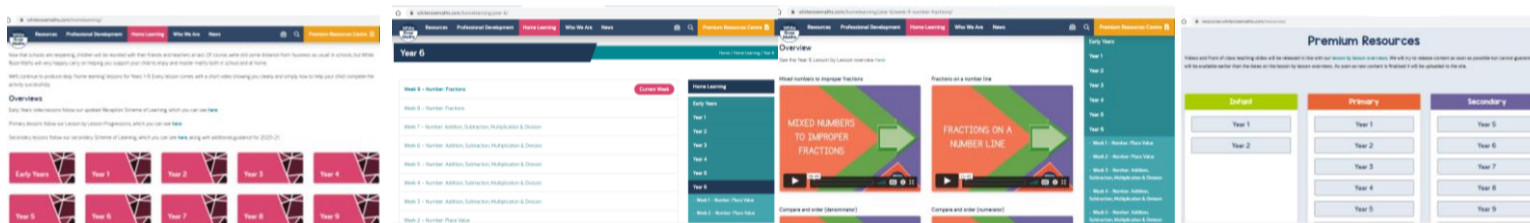
Scenario 1: A child is missing school because there is a suspected case of COVID and they are waiting for a test or test result for themselves or for a contact. These children may only miss a day or two of school.

Day 1 First Full Day of Absence

1. Admin staff to inform teacher and home learning team that child is awaiting test results.
2. Admin to email initial remote learning letter / telephone the child's parents/carers with information on how to access TEAMS and a reminder of our remote learning offer document. Check they understand what they need to do. Admin to remind parents that on Day 1 and Day 2 they are to follow the schedule on The Oak National Academy (<https://www.thenational.academy>) in its entirety.
3. Once in the schedule area, click on the year group to access the schedule for their child.
4. Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
5. Children to complete all work unless directed otherwise by the class teacher.



6. With regards to maths sessions, either continue with the provision from The Oak National Academy on the daily schedule or, if preferable, refer to the relevant day's home learning on White Rose (<https://whiterosemaths.com/homelearning/>) which was used very successfully during the Spring and Summer.



7. Work to be submitted on TEAMS in their child's TEAM channel which will be set up by the remote learning team. Work submitted will be reviewed by the remote learning team.
8. Children should continue with any existing support at home, e.g. practising spellings, daily reading, Reading Eggs, Time Tables Rock Stars.

Day 2 until results

1. Continue with this provision until test result.

Scenario 2: A child is self-isolating/quarantining at home – Due to own COVID-19 or through Track and Trace or awaiting test results

Day 1

1. As Day 1 above

Days 2-14

1. On Day 2, or after confirmation of a positive COVID-19 test, a teacher will make contact with pupil via TEAMS and arrange times/days to check-in so that they can discuss learning, offer feedback and next steps and make suggestions if appropriate.
2. Work on Oak National Academy to be completed and any additional work set by the teacher on TEAMS.
3. Parents need to access TEAMS every day to collect any new work and submit work completed. Staff will not give feedback on every piece of work, only those that need feedback. Feedback may be orally via video link/ telephone or through the TEAMS chat either collectively or individually

If the child is ill with Covid19 there is no expectation to complete or return work, the parent will have informed admin that their child is ill. If the child is in isolation or quarantining than they will need to complete and submit all work set. This includes all work from The Oak National Academy and additional work set by the school. It is expected that the child will be back from Day 15 unless they are very poorly with Covid19.

Scenario 3: The child's class is sent home to isolate including all staff

Day 1 First Full Day of Absence (Admin Day – no work set)

1. Admin staff to inform parents that children are to remain home for 14 days upon advice from Public Health England.
2. Admin to email the class' parents/carers with information on how to access TEAMS and a reminder of our remote learning offer. Check they understand what they need to do. Admin to remind parents that on Day 1 and part of Day 2 they are to follow the schedule on The Oak National Academy (<https://www.thenational.academy>). Any remote learning website usernames and passwords will be stored in the files area of their class TEAM
3. Once in the schedule area, click on the year group to access the schedule for their child.
4. Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.

- Complete all work and return to the teacher via TEAMS in the Assignment section.

Day 2-14

- A Teacher will teach remotely to the class via TEAMS – this could be a combination of recorded lessons, online activities, non-computer based learning and check-in sessions. This may be a variety of staff, mostly from the same year group but is dependent on staff being fit to work. (e.g. it may be the teacher who has covid19 which is why the children have to isolate).
- A Teacher will complete a daily check in with the class via a group TEAMS call and will provide group feedback orally for key lessons at this point. Any individual feedback will be shared via the private chat facility, however most feedback will be collective and new learning will take consolidation and rehearsal into account.
- Children/parents are to upload all completed work onto TEAMS in the Assignment section for staff to review with support from parents – this could be photographic evidence or documents. Staff will offer feedback if appropriate to move learning on – they will also review the class’ learning and set new tasks to support and develop (just as if they were in school). They will not offer individual feedback on every piece of work from every pupil.
- The government expect pupils to work at home as if they would in school and therefore work is mandatory, as is the submission of work onto TEAMS.
- For those with an EHCP, the work will be tailored to meet their educational needs where appropriate and be supported by their 1:1 TA. Staff will supply additional support and guidance to meet their needs. Teachers will offer additional support in part to those who need it.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

Day 1 First Full Day (Admin Day – no work set)

- Admin staff to ensure that parents are aware that their child is to remain at home
- Admin to email the class’ parents/carers with information on how to access TEAMS and a reminder of our remote learning offer. Check they understand what they need to do. Admin to remind parents that on Day 1 and part of Day 2 they are to follow the schedule on The Oak National Academy (<https://www.thenational.academy>). Any remote learning website usernames and passwords will be stored in the files area of their class TEAM.
- Once in the schedule area, click on the year group to access the schedule for their child.
- Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
- Complete all work and return to the teacher via TEAMS.

Day 2 onwards

- A teacher will teach remotely to the year group via TEAMS – this could be a combination of recorded lessons, online activities, non-computer based learning. This may not be their own teacher as the school will remain open and they may be teaching the group identified to attend.
- A teacher will complete a daily check in with the year group via a group TEAMS call and will provide group feedback orally for key lessons at this point. Any individual feedback will be shared via the private chat facility, however most feedback will be collective and new learning will take consolidation and rehearsal into account.
- Children/parents are to upload all completed work onto TEAMS for staff to review with support from parents – this could be photographic evidence or documents. Staff will offer feedback if appropriate to move learning on – they will also review the class’ learning and set new tasks to support and develop (just as if they were in school). They will not offer individual feedback on every piece of work from every pupil.
- This will continue until children return to school or government guidance changes
- The government expect pupils to work at home as if they would in school and therefore work is mandatory, as is the submission of work onto TEAMS.
- For those with an EHCP, the work will be tailored to meet their educational needs and supported by their 1:1 TA where appropriate. Staff may supply additional support and guidance to meet their needs if needed. Teachers will offer additional support in part to those who need it.

Learning that will be included if Tier 4

English	Reading, writing, spelling, grammar and punctuation Daily Phonics – KS1
Maths	Maths tasks to include fluency (to develop mental agility and an understanding of number and include number bonds and times tables), problem solving and reasoning.
RE and PSHCE	Weekly lessons following the curriculum
Science	As dictated by planning overview as not all subjects are taught each week
Foundation subjects (e.g. art, music, geography)	As dictated by planning overview as not all subjects are taught each week

PE	Real PE will be offered via the Real PE Website weekly www.home.jasmineactive.com/login