



St George's C of E Primary School Remote Learning Strategy 2021

- schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19)
- the remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day

Notes from the DfE publication regarding remote learning:

Linked to our school curriculum	High quality resources (online and offline)
Use of an online tool which allows interaction, assessment and feedback – consistent across the school	Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content.
'Meaningful and ambitious work each day'	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
Frequent, clear explanations of new content (delivered by a teacher in the school or through high-quality resources)	Monitoring pupils' progress with adjustments made for individual pupils
Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	

At St George's we have planned for three different scenarios:

- 1) Where individual children are at home self-isolating while they await a test/results for themselves or a family member. In this scenario, the majority of the class will be in school and the teacher will be planning, delivering and assessing work on-site as usual.
- 2) Where the whole class is directed to isolate and no children are in school. In this scenario, the teachers will be co-ordinating entirely remote learning
- 3) Where schools are 'closed' to all but critical worker and vulnerable children. In this scenario, teachers will be in school for face-to-face support and also co-ordinating remote learning.

In all scenarios, the aim is to replicate as closely as possible the classroom experience in terms of content, differentiation, assessment and feedback.

<u>SCENARIO ONE</u>	
Where individual children are at home self-isolating while they await a test/results for themselves or a family member. In this scenario, the majority of the class will be in school and the teacher will be planning, delivering and assessing work on-site as usual.	
Teacher to post the day's learning activities to the Class page of the website or assign as activities in Seesaw.	
To be sent daily:	
Maths	Fluency practice activity – this may be ongoing online activities such as Mathletics. Link to relevant White Rose slides (with audio description) or similar Differentiated activities.
English	Activity completed in class, with explanation where necessary.
Non-core subject	Activity completed in class, with explanation where necessary.

SCENARIO TWO

Where the whole class is directed to isolate and no children are in school. In this scenario, the teachers will be co-ordinating entirely remote learning

On a **daily** basis, sent via the Seesaw learning platform:

Daily welcome video	Reflection on previous day's learning, overview of today's learning (and expectations in terms of submitting work), plus any other messages.
Maths	Fluency practice activity – this may be an ongoing activity such as Mathletics so may not need to be posted daily. Link to relevant White Rose slides (with audio description). If you are not using White Rose for a particular lesson, please ensure you are using something that includes teacher-explanation (eg. BBC/Oak National Academy etc) Differentiated activities, including extension and support
	Videos: Short explanation/modelling videos for a concept, method or activity may be the simplest thing to produce. These can be sent to the whole class or to specific groups.
English	Whatever resource you are using, please ensure it incorporates the following:
	<u>Writing</u> Regular handwriting task – at least twice per week Weekly extended writing outcome. Daily tasks / activities to build this up. Videos: When modelled writing is necessary, please upload a short video of yourself demonstrating as this will best replicate the classroom experience and will ensure you are incorporating the most relevant success criteria for your children.

	<p><u>Reading</u> Daily reading activity eg. vocab focus, prediction focus etc. This may be built into the lesson itself or it may be via an ongoing resource such as the Deepening Understanding 'Think' resources. One 'formal' comprehension activity per week</p>
EYFS/KS1 Daily Phonics	Teachers to direct pupils / parents to the relevant Read, Write, Inc phonics session video daily.
Non-core subject	<p>Introductory content eg. slides, link to an online resource etc Independent activity eg. open-ended/practical task, worksheet to complete, written task etc Opportunity for challenge/extension Making this rich and engaging will be a challenge.</p>
In addition to these daily tasks:	
KS1 and KS2 Zoom meetings	<p>In addition to the pre-recorded teacher input and any explanation/modelling videos, we will also hold regular Zoom meetings to give feedback and discuss learning. These will be 25 minutes long and will take place twice per week for groups of around 8 children at a time.</p> <p>These meetings should focus on the learning that has taken place over the last two days, sharing thoughts, successes, difficulties and asking questions in preparation for the coming days. You may also choose to include a PSHE/Wellbeing focus.</p>
Additional reading support	<p>LSAs/HLTAs to lead:</p> <p>1:1 reading in EYFS/KS1 Guided reading groups in KS2</p>
Additional support	<p>See individual provision maps. 1:1 and small group support to replicate as closely as possible the support given in school. For pupils with an EHCP, additional 1:1 provision will be in place, agreed with parents and provided by school staff. This may include participation in group activities.</p>

SCENARIO THREE

Where schools are 'closed' to all but critical worker and vulnerable children. In this scenario, teachers will be in school for face-to-face support and also co-ordinating remote learning.

Arrangements as Scenario Two. HOWEVER, please note:

In this scenario, teachers are timetabled to be in school working with groups of children for at least half of each day. Therefore, their capacity to support and respond to remote learning will be significantly reduced.

Seesaw will be used to assign, submit and respond to learning tasks and we have the following expectations of feedback:

- Maths work will be acknowledged. Where there are misconceptions, this will be followed up by the teacher. This may be via a personal response but it may be addressed with review/consolidation activities in subsequent days.
- English (Writing) will be responded to in greater depth in order to give bespoke feedback to each child, focusing on next steps.
- Work in non-core subjects will be acknowledged and significant strengths/misconceptions addressed. Teachers may use a quiz approach to assess pupils' knowledge and understanding of elements of the curriculum.