

How does our remote learning offer comply with DFE requirements?

We know that Remote Learning is not the same as in school learning. We have carefully planned our approach to how we will support pupils at home, basing it on the most current research. This indicates that live teaching is not always as effective as recorded sessions and set work. We have ensured that there is a clear mix of set work, recorded high quality instruction (either from a member of staff in school or created by educational professionals) and daily live sessions where we can meet with pupils to discuss their learning. Our live sessions ensure that we continue to maintain a community of learners and maintain that supportive relationship between staff and pupils.

The matrix below sets out how our approach fulfils the DFE expectations for remote learning as published [Statutory obligations and expectations - Get Help with Remote Education - GOV.UK](#)

DFE expectations	Provision provided in school
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	<p>We use most of the same schemes for home learning as we do for in school learning. This includes:</p> <ul style="list-style-type: none"> - Phonics: Read Write Inc. scheme; pre-recorded by our teacher's daily - Book Talk / Reading Skills: Pre-recorded by our teacher's daily - Maths: White Rose Maths Hub / Oak Academy Lessons - English: Oak Academy Lessons - Foundation Subjects: Oak Academy Lessons <p>These lessons are planned in year groups and are based on a basic skills curriculum. We supplement this with the use of Oak Academy materials in some subjects as shown above.</p>
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	<p>Many of our lessons have high quality tutorial video links (Oak Academy).</p> <p>We provide a daily recorded video by the class teachers to all our pupils to allow us to support with instruction.</p> <p>We use the Class DoJo platform to deliver these to your pupils on a daily basis.</p>
give access to high quality remote education resources	Class dojo enables us to give access to high quality remote education resources via links and videos.
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	<p>All the staff are trained to use our online tools.</p> <p>These allow interaction, assessment and feedback through the feedback options (comments) on Class DoJo.</p>
provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	We are able to provide these on request. We have purchased CPG work books for every year group (F1 to Year 6). Parents need to inform us via Class Dojo if they would like a set of workbooks for their child.
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 - for pupils with SEND, their teachers are best placed to know how to meet their needs	<p>Many of our pupils with SEND are invited into school.</p> <p>Our FS/KS1 and KS2 leader (SENCO) have supported the development of our KS1 and EY remote learning offer, to ensure it is appropriate for pupils of this age.</p> <p>We have subscribed to age appropriate provision like Read Write Inc, White Rose Maths Hub that are at the correct level.</p> <p>The SENDCO, will support individual teachers with their provision.</p> <p>We access the specialist provision on the Oak Academy site for our pupils. We also provide pupils with 1:1 feedback and we can offer Zoom sessions for children when learning remotely.</p>

<p>publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation</p>	<p>This information is published on our website.</p>
<p>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:</p> <p>primary: 3 hours a day, on average, across the school cohort</p>	<p>Each day pupils are set English (40mins), Maths (40 mins), RWInc. (30mins), Book Talk / Reading Skills (30 mins) and a wider curriculum subject (40mins). These are clear tasks, aligned to the curriculum in school, and are submitted to the teacher each day for review.</p> <p>In addition, each day pupils are set fluency activities to practice their skills. These are daily spelling practice (10mins), arithmetic and times tables practice (10mins) and daily reading (30mins KS2/15minsKS1).</p> <p>Live Zoom 'welfare check in' play time class sessions take place once a week.</p>
<p>provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</p>	<p>We have a daily recorded message for pupils from their class teacher with clear explanation of the work set for the day.</p> <p>Oak Academy teaching videos are used to support lessons for Maths, English, Foundation Subject's and SPAG/Grammar. Our teachers prerecord and upload daily phonics and book talk / reading skills lessons.</p>
<p>have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</p>	<ol style="list-style-type: none"> 1. Teacher monitor work uploaded daily. Pupils who do not upload work are contacted by the class teacher via class dojo, according to the procedure on our Remote Learning and Safeguarding Policy Appendix 1. 2. Pupils work is checked daily by class teachers. 3. Pupils who do not engage are contacted by school using the above procedure (class teacher, Pastoral Team, SLT).
<p>gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>Feedback is through DoJo, and is individual. Our teachers are also teaching pupils in school, so in many cases this will be an acknowledgement that the pupils have completed their work and it has been looked at. Some of the feedback will be more detailed as appropriate to the task.</p>
<p>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</p>	<p>Because pupils submit their work on a daily basis, the class teacher is able to review the progress of the pupils and adjust the work set the following day. Teachers offer 1:1 Zoom meetings or phone calls for children who need some extra support so they are able to talk with individual pupils about their learning.</p>