



## **Remote learning and next steps**

This document pulls items from Government guidance in relation to remote learning, in order that each aspect can be evaluated. It also includes in the final section, items that although not part of the Government guidance are important to the school.

The government guidance used can be accessed here and is based upon info that is up to date at 10/01/21

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

This document states:

The temporary continuity direction makes it clear that 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).

Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

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

If parents feel their children's school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted. Ofsted will inspect schools – of any grade – where it has significant concerns about safeguarding or the quality of remote education being provided. Such concerns could be triggered by, for example, parents complaining about remote education directly to Ofsted.



Remote learning and next steps

Schools are expected to ...	We are ...	Next steps
<b>Based upon Government guidance ...</b>		
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 so that pupils can progress through the school's curriculum	Providing sequences of learning in a broad range of core and foundation subjects, following the usual year group curriculum where possible.	Continue to share good practice.
Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free Support at Get help with technology - GOV.UK (education.gov.uk)	Google Classroom used as main vehicle to deliver remote learning. This enables sharing of materials and feedback. Children/parents can send a private message directly to class teacher. Teachers and children can also share video material. Weekly Zoom 'catch up' sessions take place with classes. Chat function on Google Classroom open for children in Year 3 – Year 6.	Monitor use of weekly 'catch up' sessions with classes.
<b>Overcome barriers to digital access for pupils by:</b>		
Distributing school-owned laptops accompanied by a user agreement or contract	Already started. 11 school laptops distributed already. Reminders to parents that we have laptops/iPads available for hire. Also support available to access more data at home.	Purchase chrome books for in school use.
Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.	Parents can collect work packs as and when necessary.	Any other materials identified?
It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the	Key families targeted.	Continue to monitor engagement & offer where capacity is available.



Remote learning and next steps

child and their family, as well as a wide range of other factors		
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	Systems in place. Staff are aware of the need to keep DSP in the loop if children are not engaging. Teachers checking engagement with Google Classroom, weekly telephone calls and weekly assembly attendance. Weekly class 'catch up' sessions take place to support children. Chat function on Google Classroom open for children in Year 3 – Year 6.	Continue to use CPOMs to monitor.
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	Remote learning and virtual meeting policy available on school website.	
<b>When teaching pupils remotely, we expect schools to:</b>		
Set meaningful and ambitious work each day in an appropriate range of subjects	In place	Continue to monitor.
<b>Provide teaching that is equivalent in length to the core teaching pupils would receive in school ... and will be as a minimum:</b>		
EYFS: less than 3 hrs per day ("less for younger children") Key Stage 1: 3 hours a day on average across the cohort, with less for younger children	In place	Additional activities available on daily class activities should parents want them.
Key Stage 2: 4 hours a day	In place	Additional activities available on daily class activities should parents want them.
This will include both recorded or live direct teaching time ...	Instructional videos from teachers posted. Story books / chapters read to classes each week by class teacher and teaching assistants. Live assembly each week and teachers are visible and speaking to their class. Weekly class 'catch up' sessions take place.	Continue to explore opportunities for children to see their teacher.



Remote learning and next steps

and time for pupils to complete tasks and assignments independently ...	In place	
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 school led video content.	Oak Academy lessons used for non-core subjects. White Rose Maths videos used to support maths learning.	Continue to prepare teacher videos to support learning.
<b>Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</b>		
Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources	In place. Teachers give feedback to activities 'turned in' via Google Classroom.	Support families to 'turn in' their classwork.
Providing opportunities for interactivity, including questioning, eliciting and reflective discussion	In place. Google Classroom chat function enabled for children in Year 3-6	
Providing scaffolded practice and opportunities to apply new knowledge	Teachers prepare videos to support this or upload videos from other providers, e.g. White Rose Maths	
Enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate	Teacher available to support during the school day. Teachers post class announcements for all children to see if necessary.	SLT to monitor and review.
Using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge	In place. Additional work set to correct misconceptions.	SLT to monitor and review.
avoiding an over-reliance on long-term projects or internet research activities	Projects only taking place if based on normal curriculum.	
<b>Also from the guidance:</b>		
We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.	In place. SENCO has SEND class set up through Google Classroom to support learners at home. SENCO (as Mental Health and Wellbeing lead) has also set up a Mental Health and Wellbeing Classroom and parents are invited to join the class to access further support.	



Remote learning and next steps

<p>Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.</p>	<p>Activities set take this into consideration.</p>	
<p>We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.</p>	<p>SENCO contacts families on the SEND register. Mental Health and Wellbeing Google Classroom available and includes activities and information around mental health. Includes self-esteem journals, 5-ways to well-being resources and other information that is added as parents ask. Weekly email sent to families signposting various courses.</p>	
<p><b>Not based upon Government guidance, but perhaps even more importantly, we still need to ensure that:</b></p>		
<p>The RE curriculum is delivered effectively, ensuring that pupils can make links between scripture, Church teachings, worship and life</p>	<p>RE learning continues. Weekly assemblies take place with the community.</p>	
<p>Opportunities for spiritual development remain part of the daily routine</p>	<p>Daily prayers encouraged. Weekly assembly takes place. Wednesday Word shared with families.</p>	
<p>Pupils continue to be engaged regularly with aspects of the 'Common Good'</p>	<p>Lenten project planned. Community support in place – Advent Giving week.</p>	
<p>JOY is promoted at home and at school</p>	<p>Postcards sent home to families and given to children in school to celebrate work and achievements. Twitter used to share learning amongst the community.</p>	
<p>PSHE remains a core aspect of the curriculum offer and is relevant to current circumstances</p>	<p>PSHE work is set at least fortnightly PSHE messages underpin daily communications</p>	



## St Margaret Clitherow Catholic Primary School, Stevenage



### Remote learning and next steps

All pupils understand how to keep themselves safe whether they are in school or at home	eSafety messages shared.	
Pupils remain active and fit	PE activities continue.	
Pupils do not spend all day in front of a device or the TV for learning purposes	A variety of tasks are set, not just screen based activities	Monitor this. Explore 'no screen' days.
Family life is supported, recognising the range of circumstances that all families are experiencing, including those parents who are trying to work from home.	Telephone contact with the school encouraged. Teacher contact families at home. Supportive approach. Feedback from parents encouraged and acted upon. Parents reminded that school is open and to contact us if they need support. Weekly email sent to families signposting various courses.	