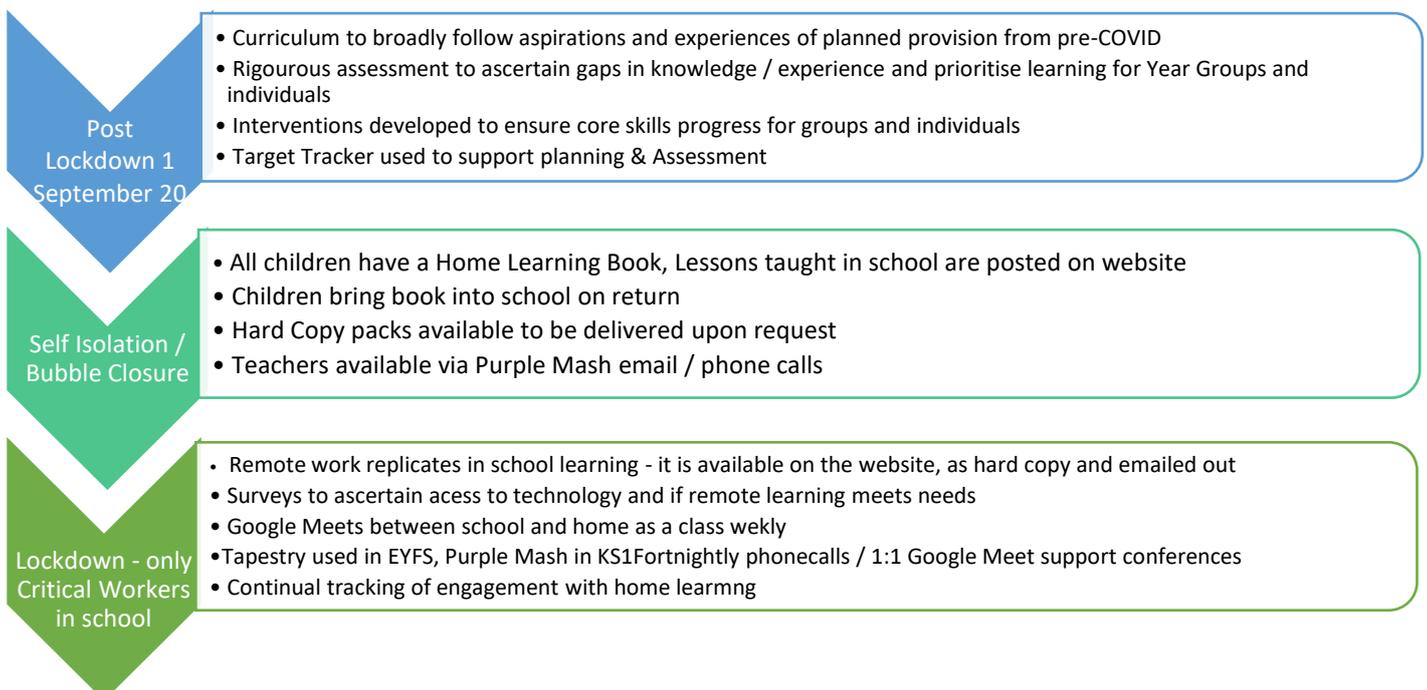# South End Infant School
# Remote Learning Offer

## Rationale

As an Infant School, we understand that our children could find Remote Learning challenging for the following reasons:

- Home cannot replicate school – educationally or socially
- Our children have experienced a previous lengthy lockdown at a time when their behaviours for learning and independence were being developed
- Children would need significant support form adults in order to complete work or enable them to access technology safely from home
- Families may be supporting older children with their learning and technology may not be readily available for our children
- Adults may be unable to support due to lack of experience, understanding of process or terminology or because they are home working

With this is mind, in any situation of remote learning SEIS will focus on the following:

- A blended learning approach – children learning without a complete reliance on the availability of technology
- Availability of hard copy resources for those without access to technology
- Continuation of differentiated resources via ISP work home for Pupil Premium, SEND and EAL children
- Learning that replicates what would be happening in school to create an equity of opportunity for remote and onsite learners
- Focus on core skills whilst maintaining the breadth of a broad and balanced curriculum
- Technology used to create a connection between home and school using Google meetings / phonecalls / conferences for well being and feedback on work completed
- Use of COVID catch-up fund to provide new curriculum support and opportunities:
  - ➢ Bug Club for Reading
  - ➢ Numbots for Maths
  - ➢ Jigsaw for RHE to support existing PHSE

**Post Lockdown 1 September 20**
- Curriculum to broadly follow aspirations and experiences of planned provision from pre-COVID
- Rigourous assessment to ascertain gaps in knowledge / experience and prioritise learning for Year Groups and individuals
- Interventions developed to ensure core skills progress for groups and individuals
- Target Tracker used to support planning & Assessment

**Self Isolation / Bubble Closure**
- All children have a Home Learning Book, Lessons taught in school are posted on website
- Children bring book into school on return
- Hard Copy packs available to be delivered upon request
- Teachers available via Purple Mash email / phone calls

**Lockdown - only Critical Workers in school**
- Remote work replicates in school learning - it is available on the website, as hard copy and emailed out
- Surveys to ascertain acess to technology and if remote learning meets needs
- Google Meets between school and home as a class wekly
- Tapestry used in EYFS, Purple Mash in KS1 Fortnightly phonecalls / 1:1 Google Meet support conferences
- Continual tracking of engagement with home learmng

**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 held on the website (either from a member of staff in school or created by educational professionals) and weekly 'catch up' sessions to ensure that we continue to maintain a community of learners and maintain that supportive relationship between staff and pupils. In addition, support is given to families via email, phonecalls and Google Meets to discuss learning.

The matrix below sets out how our approach fulfils the DFE expectations for remote learning as published in:

Statutory obligations and expectations - Get Help with Remote Education - GOV.UK
Government Document: Good Practice in Remote Education
OFSTED: What's Working Well in Remote Education

| 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 | We use the same schemes for home learning as we do for in school learning. This includes:<br>- Phonics: Lessons based on Letters and Sounds, exemplar videos on website<br>- Maths: White Rose Maths Hub & Numbots<br>- English: Talk for Writing<br>- Science: school schemes of work<br>- Humanities: school schemes of work<br>- RE – NCC Curriculum<br>- Computing – Purple Mash<br><br>These are all planned on a year by year progression of knowledge, aligned with the curriculum in school. |
| 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 | Following School skills & knowledge progressions<br>Many of our lessons have high quality tutorial video exemplars. |
| give access to high quality remote education resources | Tapestry, Purple Mash & our website enables us to give access to high quality remote education resources.<br>Covid Catch up used to resource Bug Club, Numbots & Jigsaw |
| 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 | All the staff are trained to use our online tools including GSuite training which is ongoing. |
| provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access | Packs are made for each Year Group for collection on a Friday for the following week<br>Additional ISP work for SEND, EAL and Pupil Premium children |
| 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 | Many of our pupils with SEND are invited into school.<br>EYFS and KS1 leaders have supported the development of our remote learning offer, to ensure it is appropriate for pupils of this age.<br>The SENDCo supports individual teachers with their provision.<br>Support staff make packs of practical resources for children |
| publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 | This information is published on our website. |

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|---|---|
| set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects<br><br>set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:<br><br>primary: 3 hours a day, on average, across the school cohort | Each day pupils are set English, Maths, Reading, Phonics and a wider curriculum subject. These are clear tasks, aligned to the curriculum in school. We are developing ways in which engagement can be monitored, and work submitted.<br><br>Fluency in spellings and number provide more open ended activities. |
| provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos | Lesson plans are on the website, emailed out and available as hard copies. These are supported in some subjects by instruction videos |
| have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern | 1. Tracking grid for engagement, availability of families and concerns are being developed<br>2. Pupils work is discussed with families and class teachers.<br>3. Pupils who do not engage are contacted by the Headteacher when the tracking grid highlights a problem |
| 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 | Feedback is through Tapestry in EYFS and is individual. Our teachers are also teaching pupils in school, so we are developing methods to give direct feedback and enable the submitting of work in KS1. |
| 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 | In the Google Meets teachers are able to talk with individual pupils about their learning. |