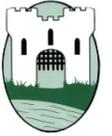# Remote Education Provision

Government requirements as set by DFE January 2021:

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.

When teaching pupils remotely, we expect schools to:
• set meaningful and ambitious work each day in an appropriate range of subjects
• provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will 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*

• providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
• providing opportunities for interactivity, including questioning, eliciting and reflective discussion
• providing scaffolded practice and opportunities to apply new knowledge
• enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

At Allington we aim to do this using Google Classrooms as a platform to deliver remote education.

Each day, we will set learning to be completed at home and use video links to explain new content (eg White Rose Maths, Youtube, Oaks Academy lessons, BBC).

Teachers will plan all learning in year groups and this will be shared on Google Classroom. Teachers and TAs in that year group will respond to learning throughout the week.
We will do our best to promote high levels of motivation and engagement with remote learning for children via Google Classrooms, Zoom video conferencing and phone calls home.

Parents will be reminded to make the school aware of any barriers to accessing remote learning. If a child does not have access to a computer/laptop/ tablet, the school will do all it can to support children. Where funding can be accessed, remote devices (eg, laptops) will be sought, particularly for disadvantaged children. In the event that there are more requests than devices available, the priorities set out in the Home Loan Equipment Allocation guidance document will be followed. Children who do not have access to the internet, should notify the school and

the school will provide Vodafone data cards for their use. The school will also be able to provide paper packs for children who are not able to access the internet. Answers will be provided where possible so that instant feedback can be provided and children who are working on paper packs will be able to discuss the work completed with a member of staff during the weekly check-in.

Overview.

Daily work will be set using Google Classrooms. The learning will be a mixture of videos from other websites, explanation sheets for children to follow and models/examples of work to allow the children to work independently. The daily timetable will include up to 4 hours of school directed learning and activity taken from the folllowing:

- Maths – Using a range of resources including Oak National Academy, My Maths, BBC Bitesize, White Rose Maths and Number Bots / TT Rockstars
- Reading – Using a range of resources, reading tasks will be set by the staff – these will include using Oxford Owl, Once Upon a Picture, Anthony Booth alongside other available online resources
- Writing – We use the Power of Reading approach to develop writing skills and this will be continued as part of the remote education offer. For punctuation and grammar learning, staff will use a range of resources including Oak National Academy and BBC Bitesize.
- Spelling/Phonics – using Letters and Sounds activities from You Tube, Phonics Play and the Spelling Shed
- Other subjects learning linked to the year group curriculum – Using the Oak National Academy and other resources. Knowledge organisers will be provided on the website to support parents in understanding the learning focus of the subject. This will include Geography, History, Science, Music, PSHE, Computing and PE.

• This work will mirror work that is completed by children in school.
• Teachers will monitor engagement of pupils accessing the Google Classroom activities and make contact if engagement is limited.
• Teachers will feedback on children's learning and offer support as they would in the classroom. This will be done daily for all work handed in within the school working day.
• Children can access TT Rockstars, Education City, Numbots and MyMaths websites using their personal logins to complete additional activities and task of their choosing.
• A member of your child's teaching team (Teacher/Teaching Assistant) will make contact via Zoom or on the phone during the period away from school.
• The office will send any concerns regarding remote learning or questions discussing remote learning to your child's class teacher for them to feedback to you.
• SEND children (those who are on the SEN register) will be encouraged to attend school as part of the vulnerable group to ensure that their learning needs can be supported as per their provision plans. SEND support will be provided by children's teaching assistants, the class teacher and the school Inclusion team. All support will be tailored to the individual child's needs.

Engagement and Feedback:

A morning welcome message will be left on the Google Classroom stream daily for the children to reply to- this will form the register for attendance. We appreciate that not all children will be able to log on at the same time, so the register will remain open for the day. The expectation is that the child will work through the days set activities and upload any work requested. During the week, there will be at least two video conferences that the children are expected to attend – these may be opportunities for feedback from the teachers or an opportunity to provide guidance for future learning. Where there are concerns about engagement, the year group staff will make contact with the parent by phone to talk through any issues there may be with remote learning and to try to find ways to support with this. If this does not resolve the issue, the FLO will make weekly contact to talk through the week's learning and to offer alternatives to completing work online- e.g. completing work in paper packs instead.

The children will have feedback on their learning at least four times per week- this will be a combination of verbal and written feedback. Verbal feedback (individually or as a group) may be provided during video conferencing sessions where the children are asked to share examples of their learning, feedback on uploaded tasks will be provided as either a comment on Google Classroom or as verbal feedback in a video conferencing session and all extend pieces of writing will have a '2 stars and a wish' comment. The wish outlines the area of writing that the children need to consider the next time they complete a piece of writing. There may be a request from the teacher to apply that skill in a response to them on Google Classroom. Throughout the day, feedback will also be provided to those children who seek additional support through the messaging facility on the learning platform. In addition to this, for those lessons resourced by White Rose Maths, answers will be provided so that parents can mark the learning with the children, again providing instant feedback. Teachers will also ask for spelling and arithmetic scores to be uploaded weekly for assessment purposes.

By uploading the requested pieces of work, the teachers will assess the children's progress and adjust their planning accordingly.

Expectations of parental support

Due to the ages of the children, it is likely that parental support will be needed to enable the children to access the learning resources, to support the children in sustaining concentration and following the structure of their learning. Support for parents in managing this workload will be provided via newsletters, on the tips guide on the website and during the welfare checks made by the inclusion team with parents.

Contact with pupils/ parents

Parents are able to contact the school via telephone or the school office email address and children can use Google Classroom to pose any questions about the learning each day. The office will send any concerns regarding home learning or questions discussing home learning to your child's class teacher for them to feedback.

Pupils identified as vulnerable will be contacted by either a member of the year group team, the Inclusion Manager or the Family Liaison Officer on a weekly basis and support offered as necessary.

Safeguarding

Please refer to Child Protection and Safeguarding Policy. Children will be allocated login details for Google Classroom- parents will not be permitted to use personal emails to login. Clear expectations have been shared with parents about video conferencing. Video conferencing permission will be received prior to a child being admitted to a Zoom meeting. Children without permission will not participate.

Data protection

When accessing personal data, all staff members will:
Only use their official school email account and connect to the school network using their school laptop only.

Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems will be updated as required by the ICT technician.

Monitoring arrangements

The remote education plan will be reviewed by the SLT in response to updates provided by the government. As the lead for remote education, the Headteacher will be included on each class platform for monitoring purposes.

Links with other policies
This provision is linked to our:
- ✓ Behaviour policy
- ✓ Child Protection and Safeguarding policy
- ✓ Privacy Notice
- ✓ Online safety policy
- ✓ Staff Code of Conduct