

Government Expectations of School's Remote Learning:

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, the government expect schools to:

- 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**
- give access to **high quality remote education resources**
- 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
- **provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access**
- 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

When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work **each day in a number of different subjects**

- 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
- **provide frequent, clear explanations of new content, delivered by a teacher** in the school or through high quality curriculum resources and/or videos
- gauge how well **pupils are progressing** through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- 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
- **plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers**
- schools to avoid an over-reliance on long-term projects or internet research activities

St James' C of E Primary School's Rationale – Our hope is to:

- Stay connected with families – particularly at a time of uncertainty and worry.
- To be a constant for our children.
- Help children to learn new content by an increase in teaching videos and taught material.
- Provide a routine/some structure to help parents and children to focus.
- To have daily contact with our children through Microsoft Teams.
- To give feedback to our children that will enable them to progress.
- To mirror as close as possible our broad and balanced curriculum in school. Focussing on our school's vision and values and areas that underpin child development both academically and socially.

Below you will find information outlining the three possible scenarios we might be faced with at St. James' C of E as we move into a new School year

Tier 1, 2, 3: The default position for areas in national government intervention is that education and childcare settings will remain open.

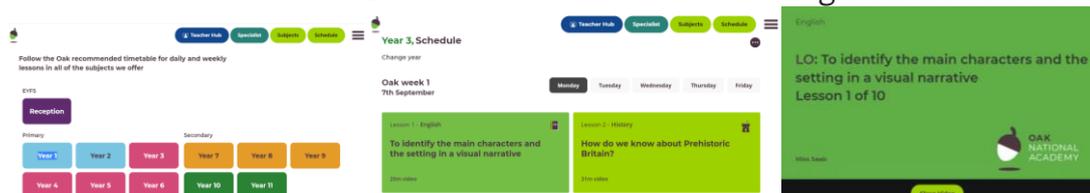
Scenario 1 & 2: A child is self-isolating/quarantining at home – Due to own Covid 19 or through Track and Trace or awaiting test results

Day 1 First Full Day of Absence (Admin Day – no work set)

1. Admin staff to inform teacher that child is self-isolating/ awaiting test results.
2. Admin to email/ telephone the child's parents/carers with information on how to access Teams and a reminder of our remote learning policy. Check they

understand what they need to do. Admin to remind parents that on Day 1 and part of Day 2 they are to follow the schedule on The Oak National Academy (<https://www.thenational.academy>) in its entirety.

3. Parents access The Oak National Academy; once in the schedule area, clicked on the appropriate year group to access the schedule for their child.
4. Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
5. Children to complete all work unless directed otherwise by the class teacher.
6. Work to be submitted on TEAMS for the teacher and teaching assistant to review.



Day 2 – 14 (children at home need to follow The Oak National Academy plus work given by the teacher if appropriate).

1. On Day 2 teacher will make contact with pupil via Teams and arrange times/days to check-in so that they can discuss learning, offer feedback and next steps and make suggestions if appropriate.
2. Work on Oak National Academy to be completed and any additional work set by the teacher on Teams.
3. Parents need to access Teams every day to collect any new work and submit work completed. Staff will not give feedback on every piece of work, only those that need feedback. Feedback may be orally via video link/ telephone or through the Teams chat either collectively or individually

If the child is ill with Covid19 there is no expectation to complete or return work, the parent will have informed admin that their child is ill. If the child is in isolation or quarantining than they will need to complete and submit all work set. This includes all work from The Oak National Academy and additional work set by the school. It is expected that the child will be back from Day 15 unless they are very poorly with Covid19.

Scenario 2: The child's class is sent home to isolate including all staff

Day 1 First Full Day of Absence (Admin Day – no work set)

1. Admin staff to inform parents that children are to remain home for 14 days upon advice from Public Health England.
2. Admin to email the class' parents/carers with information on how to access Teams and a reminder of our remote learning policy. Check they understand what they need to do. Admin to remind parents that on Day 1 and part of Day 2 they are to follow the schedule on The Oak National Academy (<https://www.thenational.academy>). They will also provide any websites, usernames and passwords.

3. Parents access The Oak National Academy; once in the schedule area, clicked on the appropriate year group to access the schedule for their child.
4. Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
5. Complete all work and return to the teacher via TEAMS.

Day 2-14

1. A Teacher will teach remotely to the class via TEAMS – this will be a combination of recorded lessons, online activities, non-computer based learning and check-in sessions. This may be a variety of staff, mostly from the same year group but is dependent on staff being fit to work. (e.g. it may be that the teacher has covid19 which is why the children have to isolate).
2. A Teacher will complete a check in with the class via a group TEAMS call and will provide group feedback orally for key lessons at this point. Any individual feedback will be shared via the private chat facility, however most feedback will be collective and new learning will take consolidation and rehearsal into account.
3. Children/parents are to upload all completed work onto TEAMS for staff to review with support from parents – this could be photographic evidence or documents. Staff will offer feedback if appropriate to move learning on – they will also review the class' learning and set new tasks to support and develop (just as if they were in school). They will not offer individual feedback on every piece of work from every pupil.
4. The government expect pupils to work at home as if they would in school and therefore work is mandatory, as is the submission of work onto TEAMS.
5. For those with an EHCP, the work will be tailored to meet their educational needs and supported by their 1:1 TA. Staff will supply additional support and guidance to meet their needs. Teachers will offer additional support in part to those who need it.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

Day 1 First Full Day (Admin Day – no work set)

1. Admin staff to ensure that parents are aware that their child is to remain at home
2. Admin to email the class' parents/carers with information on how to access Teams and a reminder of our remote learning policy. Check they understand what they need to do. Admin to remind parents that on Day 1 and part of Day 2 they are to

follow the schedule on The Oak National Academy (<https://www.thenational.academy>). They will also supply you with any website usernames and passwords.

3. Parents access The Oak National Academy; once in the schedule area, clicked on the appropriate year group to access the schedule for their child.
4. Parent to support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
5. Complete all work and return to the teacher via TEAMS.

Day 2 onwards

1. A teacher will teach remotely to the year group via TEAMS – this will be a combination of recorded lessons, online activities, non-computer based learning. This may not be their own teacher as the school will remain open and they may be teaching the group identified to attend.
2. A teacher will complete a check in with the year group via a group TEAMS call and will provide group feedback orally for key lessons at this point. Any individual feedback will be shared via the private chat facility, however most feedback will be collective and new learning will take consolidation and rehearsal into account.
3. Children/parents are to upload all completed work onto TEAMS for staff to review with support from parents – this could be photographic evidence or documents. Staff will offer feedback if appropriate to move learning on – they will also review the class' learning and set new tasks to support and develop (just as if they were in school). They will not offer individual feedback on every piece of work from every pupil.
4. This will continue until children return to school or government guidance changes
5. The government expect pupils to work at home as if they would in school and therefore work is mandatory, as is the submission of work onto TEAMS.
6. For those with an EHCP, the work will be tailored to meet their educational needs and supported by their 1:1 TA. Staff will supply additional support and guidance to meet their needs. Teachers will offer additional support in part to those who need it.

Learning that will be included if Tier 4

English	Reading, writing, spelling, grammar and punctuation Daily Phonics – KS1 https://readingeggs.co.uk/ for those that have this as part of their learning https://www.phonicsplay.co.uk/
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Maths	Maths tasks to include fluency (to develop mental agility and an understanding of number and include number bonds and times tables), problem solving and reasoning. https://ttrockstars.com/ https://whiterosemaths.com/
RE and PSHCE	Weekly lessons following the curriculum
Science	As dictated by planning overview as not all subjects are taught each week
Foundation subjects (e.g. art, music, geography)	As dictated by planning overview as not all subjects are taught each week
PE	Real PE will be offered via the Real PE Website weekly https://home.jasmineactive.com/login
	https://www.twinkl.co.uk/ https://classroom.thenational.academy/