



School Remote Curriculum

Ensuring Access to Remote Provision

Most pupils returned to school full time in March 2021. Despite this, there is still a risk of localised outbreaks of covid-19 or of small numbers of individual pupils being unable to attend school directly or indirectly due to the infection. We have therefore maintained our capacity to deliver high-quality remote education across this academic year

Where a class, group or small number of pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, we will have the capacity to offer immediate remote education. For details of the remote education expectations schools are required to meet, please see the [schools coronavirus \(COVID-19\) operational guidance](#).

Replicating the classroom remotely

The effectiveness of remote teaching is determined by many of the same factors which determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the classroom or through remote provision (whether that remote provision is, for example, live or pre-recorded). It is important that we consider how to transfer into remote education what we already know about effective teaching in the classroom.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teaching skills in the classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

We recognise that pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their

circumstances. Appreciating this means that we ensure that our approaches are adapted around each individual pupil.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils can present significant challenge.

To help mitigate potential digital barriers that some pupils have we have:

- maintained an up-to-date record of which pupils and families do not have sufficient devices or appropriate internet access
- we have considered how school technology resources can support pupils without sufficient remote facilities. This has included providing laptops and chargers to some pupils with usage and loan agreements in place.
- supplementing digital provision with different forms of remote education such as printed resources or textbooks. Where printed resources are used, these are supplemented with other forms of communication to keep pupils on track or answer questions about work.

Interactive platforms

We use Google Classroom for remote education provision. By using this system, it is possible to create virtual classes enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons. It is also possible for us to enhance these platforms by using applications which allow for easy video recording of teachers teaching, explaining and questioning.

Tests and quizzes are an important part of effective teaching and can be easily created to precede or follow teaching sequences. When teaching live, it is possible for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function. Google forms, Kahoot, Classkick, Socrative, Edpuzzle are just some other examples of other software which work well for rapid feedback and allow live marking.

We use these media to continue to deliver much of the normal planned curriculum, and, where available and relevant, textbooks (both 'hard copy' and electronic) can be issued for pupils to use at home to complement and support lessons.

Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access (for example where a pupil might be sharing a device with a sibling or parent). This platform can make it easier for teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.

Our remote platform allows for the submission of most kinds of work. Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. Post or school drop-off points are also used for pupils who prefer to work in books or printed sheets.

Maintaining aspects of school life online

Our remote platform can also be used beyond the individual lesson context for other events such as whole school assemblies. We believe it is important that these aspects of school life are maintained during any period of disruption.

In some cases, it is possible to expect a normal school day to be worked remotely by both pupils and teachers, incorporating recorded or live direct teaching time as well as time for pupils to complete activities independently. Recognising that this will not always be practical, where it is possible the routine can prove beneficial to pupils and support them in the management of their work and time.

Sometimes, it is necessary to operate more flexibly, for example to accommodate where pupils are having to share a single device within the home, meaning that access to recorded lessons is also needed. However, frequent contact between pupils and teachers is crucial. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or some other form of exchange about schoolwork and wellbeing as part of pastoral support.

Phone calls from progress and engagement guides are made to pupils at least 3 times a week in order to provide an opportunity for 1 to 1 support to be given and to enable pupils to have someone to speak with.

Continuing the planned curriculum

Continuing to teach the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations or YouTube can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource.

Supporting pupils to be physically active is important for their physical and mental wellbeing. There may be challenges to delivering physical education remotely, but resources and advice are available from organisation such as the [Association for Physical Education](#) and [Youth Sport Trust](#).

It is recognised that some pupils have particular needs which cannot easily be met in some of the ways described above. For some such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers is considered a priority. Our specialist reading teachers provide 1 to 1 reading support for pupils remotely.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is

another important part of remote education for children at this stage. We teach children to read using a structured curriculum of systematic synthetic phonics.

We also encourage parents to read with their children and out loud to their children as much as is possible and practical. As well as phonics resources, where possible schools should signpost parents to any online reading schemes they have bought into, or to where high-quality books and stories are freely available online.

Communication

It is essential for staff, and preferable for pupils, to use school email addresses. Set up groups to streamline communication with a whole class. Use existing online resources and packages with school or teacher-created resources including:

- worksheets
- tests and quizzes
- video or sound recordings of explanations hosted on platforms such as YouTube, or available on a school, remote-access area

It is important to note that high-quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role.

Safeguarding and online safety

Keeping children safe online is essential. We follow the statutory guidance [keeping children safe in education](#) which provides information on what schools should be doing to protect pupils online.

[Safeguarding and remote education during coronavirus \(COVID-19\)](#) provides guidance to help schools, colleges and teachers support pupils' and students' remote education during covid-19 restrictions. This includes guidance for schools on safeguarding and GDPR considerations when delivering live lessons. We follow this guidance.

Our robust approach to Safeguarding continues during periods of isolation and remote learning. Any concerns can be raised with the DSL, Pastoral team or any member of staff. We recognise that lockdowns can be particularly challenging and ensure that families can continue to have timely referrals to other services to support their needs.

Helping parents/carers to effectively support remote education

Good communication between schools and parents/carers (about the approach the school is taking) can help. This could include, where appropriate, group seminars, briefings, or one-to-one telephone calls where necessary, to inform parents and to work in partnership.

The DfE has published [information for parents and carers on remote education](#) and how they can best support their child while learning from home, where this is needed. This includes resources and advice to help parents and carers on how to establish a routine with their child, and how best to support mental health and wellbeing during this period. Our approach reflects the guidance the DfE publish.

What should my child expect from immediate remote education?

From the first day of learning at home, we aim to teach broadly the same curriculum remotely as we do in school wherever possible and appropriate. This means that your children will learn the same subjects at home that they learn at school, and we will generally follow the normal weekly timetable. However, we have needed to make some adaptations in some subjects; for example:

- Where art and/or DT requires particular resources, adaptations will be made to enable children to access these objectives online where possible; if the resourcing implications prevent particular aspects of learning being taught online, we make decisions around what we prioritise needs to be taught in school and what can be taught at home.
- PE - one of the key aspects of PE in schools is the opportunity to work with and against others, depending on the learning. We will use any period of remote education to prioritise fitness and physical activity.
- Computing - some of our computing curriculum relies on particular software; we will prioritise learning at home that does not require specialist software but is part of our intended curriculum, changing the order in which we teach certain elements of computing.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils between 4-5 hours a day.

How will my child be taught remotely?

We aim to provide the elements of effective teaching in any remote provision, such as clear explanations, modelling, scaffolding and feedback. Some examples of remote teaching approaches include:

- Pre-recorded videos and/or live teaching
- Provision of social opportunities for children and teachers to interact at least weekly
- Individual tasks on the learning platforms
- Targeted individual/small group tuition for pupils who need additional teaching
- Enhanced optional offer - challenges, cultural enrichment, choices for interests
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We will take a flexible approach to promote learning wherever possible in all homes, but retain the expectation that all children will complete the work set by teachers. We expect parents will want to support even if this might prove challenging for many different reasons, and suggest that parents can help by:

- Giving a structure to the day which has preferably been agreed jointly with their child
- Providing a clear space to sit at a table to work
- Keeping learning as enjoyable as possible - praising your child for taking part
- Encouraging independence by letting your child do as much as they can by themselves
- Aiming for lots of communication - engaging children in interesting, long, sustained chats whenever possible
- Seeing errors and mistakes as opportunities to learn
- Asking children for feedback on their learning and talking about 'next steps' with them
- Having high expectations - expect children to 'surprise you' with what they can do and they will!
- Maximising opportunities for reading eg put subtitles on when possible, encourage reading every day
- Sharing books and stories - reading aloud, encouraging older siblings to run a storytime, bedtime stories, etc
- Making the school aware if your child is sick or unable to complete work
- Seeking help from the school if you need it

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Our teachers and support staff will be online during school hours, and will quickly notice whether a child is engaging in their work. Should there be a concern with regards to engagement school staff will contact parents by telephone in the first instance, and we will look to work together to find a solution to non-engagement. Support might be available from other agencies and schools will keep parents informed and ask for consent where necessary.

How will you assess my child's work and progress?

Feedback may take many forms, but children will receive feedback of some kind on the majority of work submitted, generally through a personal response on the learning platform, but also through whole class feedback or quizzes marked automatically on the platform.