

Whitegate End Remote Education – January 2021 (updated September 2024)

Expectations for Remote Learning	How we are meeting the expectations
<p>Set remote learning; providing resources and associated documents on a weekly basis and meeting government expectations:</p> <p>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</p> <p>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</p> <p>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</p> <p>Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p>	<p>Your child's learning is uploaded to their class Seesaw and Microsoft Teams platform each day. Teachers will upload work the night before to enable you to plan for the next day or get resources ready.</p> <p>Feedback from parents with children who have had to isolate previously have said they found this really useful.</p> <p>Our weekly planning follows long and medium term plans and topics as agreed with all staff. Topics and work set clearly followed the teachers plans for in school learning. The objectives covered meet the year group National curriculum objectives along with addressing any gaps identified from 2020. School may use links to DFE endorsed BBC, Oak Academy and White Rose to supplement teacher produced stimulus and resources. For a very small number of DSEN pupils, Printed learning packs ensure learning is accessed by all.</p> <p>Work is set via the schools Seesaw or Microsoft Teams platform. This enables staff to closely monitor, assess and interact with pupils and parents to support the home learning. Teachers are able to use the assessment and monitoring as part of their summative assessment to plan for the next steps in learning.</p> <p>All staff, Teachers and Teaching assistants are trained in the use of Seesaw and Microsoft Teams and all want to and will provide feedback and support when needed.</p>

<p>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.</p>	<p>All of our staff are carrying out weekly phone calls and responding to e-mails when needed. Staff have worked closely with the parents of our younger pupils and those with DSEN to find the best way to support their individual needs as outlined on EHC plans. Staff in the Early Years are providing learning for home that supports the principles applied in the Early Years curriculum. Pupils in Nursery & Reception would not routinely sit for extended periods of time on learning. The school SENCO is monitoring the learning of pupils on the DSEN register across school to ensure provision is adapted where possible to meet individual support plans.</p>
<p>Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021</p>	<p>In September 2020, our Governing body set and agreed a Remote Learning Protocol which is available on our website and is always shared on the class website page if a class bubble has to be isolated. Prior to schools closing pupils received regular age-appropriate training on how to use Seesaw and Microsoft Teams whilst at home.</p>
<p>When teaching pupils remotely, we expect schools to: set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p>	<p>We will plan learning around the sequence we had planned if the children had been in school. Maths and English will be set every day as well as our Topic subject learning –, History, Geography PE etc. In EYFS and KS1 pupils will have a daily phonics session too.</p> <p>We utilise DfE endorsed videos from Oak Academy, BBC and White Rose as well as short audio and video clips from our own teachers and power points with audio added by teachers when appropriate.</p>

<p>Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: Primary: 3 hours a day, on average, across the school Cohort</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</p> <p>Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</p>	<p>Work will be set each day to support learning for the required length of time dependant upon the age of the child. In addition to work set, pupils can also carry out Daily reading, spellings, key words and can log on and carry out work on TT Rockstars, Active Learn, LBQ and other websites suggested by individual teachers.</p> <p>Work is uploaded the night before to allow families to prepare and plan for the next day for their child. They may also send links to the BBC, Oak national academy and White Rose sites as recommended by the DfE. Staff will provide an overview of the learning for the day along with any instructions needed. Where and when needed staff will use audio/video messages to clarify and explain learning to pupils. Staff will also provide PowerPoints and other stimulus along with staff audio to enhance the learning.</p> <p>School is required to monitor engagement with home learning. Through our Seesaw and Microsoft Teams platforms staff can engage with the pupils and provide extra support when needed. As in Lockdown, we will be contacting families on a weekly basis to provide additional support and guidance where needed. We know that you really appreciated this in Lockdown.</p> <p>School is also required to monitor the engagement and well-being of vulnerable children who aren't accessing a school place. Any concerns will be shared with parents and if need be the local safeguarding team.</p>
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<p>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.</p> <p>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</p>	<p>One of the benefits of the Seesaw and Microsoft Teams platform is that we can provide quick feedback to pupils regarding their learning and pupils don't have to wait for work to be sent back to school and marked to assess how well they are doing (as with paper packs). Teachers will then use their assessments to identify any class or individual gaps in learning and use these to inform future planning, learning content and teaching points. will be clarified and mopped up during Zoom sessions.</p> <p>Teachers will adjust teaching pace, delivery, content and the sequence of learning based upon the work covered by pupils. Within the Seesaw and Microsoft Teams platform individual pupils can be set separate work that is targeted at their gaps in learning or enables them to be challenged further or carry our more practise.</p>
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*Updated by Mr R Hollingsworth 2024