



PLANNING FOR REMOTE/ BLENDED EDUCATION AT ST JAMES CE PRIMARY SCHOOL HANDSWORTH

Rationale:

Within Section 5 of [Guidance for Full Opening](#), the DfE sets out its expectations for a school's remote learning offer should a class, group or small number of pupils need to self-isolate, or if there is a local lockdown.

The framework below outlines the school's provision for blended learning. It also details the expectations for teachers.

Individual pupils self-isolating		
DfE Guidance for Full Opening	What we as a school will do:	What teachers will do:
<p>'Give access to high quality remote education resources.'</p> <p>'Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.'</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.'</p> <p>'Plan a programme that is of equivalent length to the core teaching pupils would receive in school.'</p>	<ul style="list-style-type: none"> - Audit family access to devices/ Wi-Fi available for online learning. - Provide online learning via the school website, appropriate for all year groups. Subscribed to Online programs to support the curriculum. <p>Maths – Education City, White Rose Maths Hub, Times Table Rock stars, Discovery Education, Primary Homework Help</p> <p>Writing and Spelling – Oak Academy, SPaG.com, BBC Bitesize, Primary Homework Help</p> <p>Reading – Bug Club, BBC Bitesize, Primary Homework Help. Letters and Sounds (Phonics)</p>	<ul style="list-style-type: none"> - Prepare packs of differentiated homework for pupils who are self-isolating at home. - Allocate each child in their class a set of books to read online (appropriate to their reading age) via Bug Club. Monitor usage and update regularly. - Set up differentiated pathways via Education City (activities will support the current maths objectives/ topics being taught in class) Monitor usage and update regularly. - Set up a weekly folder via BGFL's 'Shared Files' to drop in worksheets/ power points/ links to activities/

<p><i>'Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.'</i></p> <p><i>'We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.'</i></p> <p><i>'Arrangements in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice.'</i></p>	<p>Foundation Subjects – Oak Academy, BBC Bitesize, Discovery Education, Primary Homework Help</p> <ul style="list-style-type: none"> - Provide a homework pack to be sent home for all pupils who are self-isolating - Provide a differentiated pack of homework for children with SEN - Purchase CGP 'catch up' books for every child in Rec-Y6 to support learning at home. 	<p>resources to support learning that is currently happening in the classroom, for children to access at home.</p>
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Bubbles/Whole-School Self-Isolating or Lockdown

DfE Guidance for Full Opening	What we as a school will do:	What teachers will do:
<p><i>'Give access to high quality remote education resources.'</i></p> <p><i>'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.'</i></p> <p><i>'Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is</i></p>	<ul style="list-style-type: none"> - Audit family access to devices available for online learning. - Offer parents/ pupils across the whole school the opportunity to 'loan' a laptop for the remainder of the academic year (specifically aimed at families who have limited access to technology or have multiple children learning at home). Provide Wi-Fi access for families if needed. Home/ School Agreement shared and signed before collection. 	<p>Plan and deliver 'live' online lessons via Microsoft Teams to support work packs:</p> <ul style="list-style-type: none"> • Maths: 1 lesson per day. • English: 1 lesson per day. Reading, Writing or SpaG • Phonics (EYFS and KS1): 5 x Phonics lessons per week

linked to the school's curriculum expectations.'

'Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.'

'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.'

'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.'

'Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.'

'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.'

- Provide a homework pack to be sent home with all pupils, which will be structured Day 1 Maths, Day 1 English, Day 1 Topic and so on.
- Pupils will receive a program of teaching that supports the work pack that the children have taken home and is equivalent to the core-teaching pupils would receive in school.
- Provide 'live' daily online lessons via Microsoft Teams, that are sequenced and linked to the St James School curriculum.
- During ICT lessons, train pupils how to access their emails and Microsoft Teams which allow interaction and contact between pupils and their teachers/teaching assistants.
- Provide parents with a 'How to...' guide for accessing Microsoft Teams via the website/ app and a suggested daily timetable
- Supplement teacher prepared and delivered home learning online learning via the school website, appropriate for all year groups. Issue children with their log-ins/ passwords for them to take home.

Maths – Education City, White Rose Maths Hub, Times Table Rock stars, Discovery Education, Primary Homework Help

Writing and Spelling – Oak Academy, SPaG.com, BBC Bitesize, Primary Homework Help

Reading – Bug Club, BBC Bitesize, Primary Homework Help, Letters and Sounds (Phonics)

- **Foundation Subjects:** 1 lesson per day linked to topic being taught in class. Supplemented with activities from Oak Academy Website.
- **EYFS/ KS1:** Story time sessions
- **EHCP pupils:** Prepare a pack of work tailored to individual targets.
- Provide all pupils/parents with a suggested daily timetable including links of any online resources and worksheets/activities.
- Provide further worksheets/ extension activities/ challenges/ **via BGFL's 'Shared Files' or children's emails** for children to complete following their online lessons.

Assessment, Feedback and Marking:

- **KS2:** Marking work together and verbal feedback during online lessons. Mark, give feedback and assess children's completion of work via BGFL's 'Shared Files'
- **EYFS and KS1:** Marking work together and verbal feedback during online lessons. Mark, give feedback and assess children's completion of work via BGFL's 'Shared Files'

<p><i>‘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.’</i></p> <p><i>‘We expect schools to consider these expectations in relation to the pupils’ age, stage of development and/or special educational needs, for example where this would place significant demands on parents’ help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.’</i></p> <p><i>‘If a pupil is not attending school due to circumstances related to coronavirus (COVID-19), we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity, but this does not need to be tracked in the attendance register.’</i></p>	<p>Foundation Subjects – Oak Academy, BBC Bitesize, Discovery Education, Primary Homework Help</p> <ul style="list-style-type: none"> - Provide extra paper home learning packs where needed for individual children without access to online learning. - Provide pupils with EHCPs with work tailored to individual targets and access to outside agency support/intervention where possible. - Set up class spreadsheet registers to be used daily to keep a record of and monitor who is in school and online engagement. - Provide TAs who are working from home a ‘school mobile phone’ if needed to make ‘well-being calls’ to pupils who have not been in to school and have not engaged with online lessons. - Ensure all families have been communicated with by the end of each week/ fortnight. 	<p>Assessment Expectations:</p> <ul style="list-style-type: none"> • Use all work completed to inform planning of next work packs and online lessons. • Use all work completed to inform teacher assessments <p>Create new work packs every two weeks in line with the core teaching pupils would receive in school in order to ensure coverage of P.O.S and progression.</p> <p>Monitoring of Online Learning/ Safeguarding:</p> <p>Take a daily register on BGFL’s One Drive to keep a record of and monitor their pupils’ online engagement – am/pm sessions.</p> <p>TAs to make ‘well-being’ calls once a week to pupils who have not been in school and not accessed the online lessons. Check to see how they are doing, how they are getting on with their work pack, encourage children to access the online lessons if they can – any questions about the work, direct them to other activities/ resources if needed. TAs to record summary of key points of phone calls on the ‘online learning registers’ via BGFL’s One Drive.</p> <p>After weekly phone-calls, DHT to follow up any children who we have not had contact with.</p>
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