Remote Education Strategy 2020 – 2021

Summer 2021 Update

School Overview			
School Name	Grendon Primary	Number of Pupils	354
Proportion of Disadvantaged Pupils	200= 56%	Proportion of SEND Pupils	71 = 20%
Publish Date	September 2020	Review Date	July 2021
Strategy Lead	Helen Ridley	Teacher Support	Russell Goodman, Paul Feely
Funding Allocation	£2000 (from £27,600 Catch-Up Premium)		

The purpose of this document is to provide a clear strategic plan to ensure we offer immediate and effective remote education where a whole class, group or small number of pupils need to self-isolate or quarantine, or where there is a local lockdown requiring pupils to remain at home. It does not apply to children who are at home ill with non covid-19 symptoms, or absent in other circumstances.

As such, our **Remote Education Priorities** are to

- ensure accessibility for all ages, abilities and needs
- provide a balance a range of high quality remote education resources both on and offline
- teach planned and well sequenced units that link to the school's curriculum expectations
- allow staff to measure progress, attainment and provide feedback at key points

The strategy identifies plans for remote education in response to 3 different scenarios.

- Stage 1: School remains open to all pupils. Children may be absent for non Covid-19 related circumstances but do not access remote education beyond this stage. Teaching and learning is school based. Homework is set weekly.
- Stage 2: School remains open, although individuals or small groups of children are self-isolating, awaiting test results or quarantining. Teaching and learning is school based. Teachers continue to teach most pupils in school. Remote education is provided for children meeting the Stage 2 criteria.
- Stage 3: School is closed to whole bubbles or closed completely. Teachers teach classes remotely. Remote education is provided for all.

The **Remote Education Overview** below outlines our approach to remote education provision during Autumn 2020 as well as our approach to improving the quality of this existing offer over the remainder of the academic year. The **Remote Education Plan** that follows, expands on this, detailing actions needed to ensure effective implementation and providing a means to hold us to account for funding is allocation. Both documents are intrinsically linked to our 'We Can' ethos and school vision that highlights our focus on both academic and pastoral curricula. The strategy should be read in conjunction with the School Improvement Plan and Catch up Strategy Document.

Remote Education Overview

Stage	Definition/ Criteria	Current Expectation	Current Offer Summer 2021	Improved Offer
Stage 1	School remains open to all pupils. Children may be absent for non Covid-19 related circumstances but do not access remote education beyond this stage. Teaching and learning is school based. Homework is set weekly.	Children attend school in line with usual attendance procedures. They should only be absent as a result of illness (non-covid-19) or other authorised circumstances. Remote learning is neither provided nor expected. Homework should be completed weekly in line with policy.	Teaching and Learning continues in school	Teaching and Learning continues in school
			Homework is set weekly and consists of: **Weekly spellings** - website based (paper based as part of home learning pack) **Reading book** from school and access to online library **MyMaths** (differentiated online tasks set by teacher) **Grammar** (Y6 online using Spag.com) **Half termly project** linked to identified foundation subject - website based (paper based where needed)	**Homework** is set weekly and consists of: **Weekly spellings** - learning platform based (paper based as part of home learning pack) **Reading book** from school and access to online library **MyMaths** (differentiated online tasks set by teacher) **Times Tables Rock Stars** (online X practice) **Grammar** (Y2 and Y6 online using Spag.com) **Half termly project** linked to identified foundation subject - website based (paper based where needed) **Revision Scheme** (paper based revision for Y2 and Y6)
			Additional web-based activities are signposted from school website.	Additional web-based activities signposted from school website.
			EYFS Tapestry used to record observations and parental engagement.	EYFS Tapestry used to record observations, parental engagement and set homework tasks.
Stage 2	School remains open, although individuals or small groups of children are self-isolating, awaiting test results or quarantining. Teaching and learning is school based with teachers continuing to teach most pupils in school. Remote education is provided for those children meeting the Stage 2 criteria.	Most children continue to attend. Stage 1 actions continue as above for children in school. For children meeting the Stage 2 criteria, our expectation is that they will complete 4 lessons daily (English, Maths and 3rd subject from Oak National, plus either a reading, spelling or MyMaths activity) All written work to be completed in Home Learning exercise books and returned to school for feedback following isolation. Year group email address signposted for communication. Any particularly good examples of home learning books to be	**3 Oak National Academy lessons daily** for English, Maths and a 3rd subject, signposted from class pages of school website https://classroom.thenational.academy /schedule-by-year	**3 Oak National Academy lessons daily** for English, Maths and a 3rd subject, signposted from class pages of school website https://classroom.thenational.academy /schedule-by-year
			Common exception word lists available from class pages of the school website (or on paper in home learning pack) **Weekly spellings** - website based (or paper based in home learning packs)	**Common exception word lists** available from class pages of the school website (or on paper in home learning pack). **Weekly differentiated spellings** - learning platform based (or paper based as part of home learning packs)
			Reading book from school and access to online library for reading material	**Reading book** from school and access to online library for reading material
			Phonics Video Lessons recorded by school staff available on website.	**Phonics Video Lessons** recorded by school staff available on website.
			MyMaths - differentiated online tasks set by teacher (as part of Stage 1 homework)	**MyMaths** - differentiated online tasks set by teacher (as part of Stage 1 homework) Times Tables Rock Stars – online X practice
			Additional web-based activities signposted from school website	Additional web-based activities signposted from school website
			Devices/internet access may be provided for identified families from the DfE based on need. Paper based packs (age-related or SEN) will be supplied for children who still cannot access online learning at home.	Devices/internet access may be provided for identified families from the DfE based on need. Paper based packs (age-related or SEN) will be supplied for children who still cannot access online learning at home.

		rewarded by HR on return to school. Safe and well calls made by SJ/AD. LS contacts pupils with SEND.		
Stage 3	School is closed to whole bubbles or closed completely. Teachers teach classes remotely. Remote education is provided for all. School may continue to open to vulnerable children and children of critical workers.	Where bubbles remain open, children will still attend school. Stage 1 and 2 actions are in place where those criteria are meet. Where bubbles or the whole school is closed, teachers work from home, and will facilitate home learning for their class. Our expectation is that children will complete 4 lessons daily (English and Maths from Oak National, a 3rd subject lesson set by teachers and either a reading, spelling or MyMaths activity). Work to be emailed to year group email addresses. Daily feedback and suggestions for improvement will be given. All written work to be completed in Home Learning exercise books and returned to school for feedback following closure. Communication between children, parents and teachers is available through the year group emails.	**Day 1 of closure: 3 Oak National Academy lessons** for English, Maths and a 3rd subject signposted from class pages of school website https://classroom.thenational.academy/schedule-by-year	**Day 1 of closure: 3 Oak National Academy lessons** for English, Maths and a 3rd subject signposted from class pages of school website https://classroom.thenational.academy/schedule-by-year
			From day 2 of closure: Children attend daily welcome meeting on Zoom at 9.00am. This will set expectations for the day and make clear what lessons the children should be completing each day. Children will also be invited to a second zoom meeting at 3pm for feedback on the day's learning and a range of class activities.	From day 2 of closure: Children attend daily welcome meeting on Microsoft Teams. Work for each day will be set and available on Teams. Reading (or phonics), Writing, Maths and one other subject daily
			From day 2 of closure: 2 Oak National Academy lessons daily for English and Maths, signposted from class pages of school website carefully chosen to match what is being taught in school.	From day 2 of closure children will participate in video lessons taught be teachers in Reading (or phonics), Writing, Maths and one other subject daily
			From day 2 of closure: a 3rd subject lesson prepared by school staff and available on class pages of the school website.This may be paper based or a video lesson.	
			Common exception word lists available from class pages of the school website (or on paper in home learning pack) **Weekly spellings** - website based (or paper based in home learning packs)	**Common exception word lists** available from class pages of the school website (or on paper in home learning pack). **Weekly differentiated spellings** - learning platform based (or paper based as part of home learning packs)
			Reading book from school and access to online library for reading material.	**Reading book** from school and access to online library for reading material.
			Phonics Video Lessons recorded by school staff available on website.	**Phonics Video Lessons** recorded by school staff available on website.
			MyMaths – Online tasks available for children to access independently.	**MyMaths** – Online tasks available for children to access independently Times Tables Rock Stars – online X practice
			1-1 or small group interventions/SEND support delivered by teachers or teaching assistants for targeted children through zoom meetings.	**1-1 or small group interventions/SEND support** delivered by teachers or teaching assistants for targeted children through Microsoft teams.
			Additional web-based activities signposted from school website.	Additional web-based activities signposted from school website.

| | | Safe and well calls to be made by teachers where children are not present at daily zoom meetings.

LS contacts pupils with SEND.

Class teacher chooses a star of the day. | Devices/internet access may be provided for identified families from the DfE based on need. Paper based packs (age-related or SEN) will be supplied for children who still cannot access online learning at home. | Devices/internet access may be provided for identified families from the DfE based on need. Paper based packs (age-related or SEN) will be supplied for children who still cannot access online learning at home. |

Remote education provision: Frequently Asked Questions

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home, Stage 3 above in our Remote Education Overview table. For details of what to expect where individual pupils are self-isolating, please see the final question or Stage 2 above in our overview table.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

A child's first day of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. On the first day, they should engage in:

- 3 Oak National Academy lessons for English, Maths and a 3rd subject signposted from class pages of school website.
- Common exception word lists available from class pages of the school website (or on paper in home learning pack).
- Weekly spellings - website based (or paper based in home learning packs)
- Reading book from school and access to online library for reading material.
- Phonics Video Lessons recorded by school staff available on website.
- MyMaths – Online tasks available for children to access independently.

Following the first day of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. It may not be possible to complete units of work across the curriculum where particular resources are needed for example, DT mechanisms or PE equipment. We will however adapt our in school curriculum to this wherever possible so that these units are not prioritised to be taught at home or in school during closure.

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 broadly the following number of hours each day.
Reception children should work towards 3 hours, children in Years 1 and 2 will do 3 hours and children in Years 3, 4, 5 and 6 will do 4 hours daily.

How will my child access any online remote education you are providing?

At present, children will access all online learning through the school website, www.grendon.bham.sch.uk. Links to all lessons are found on our Class pages or from the Remote Learning section on our Covid 19 tab. This can also be accessed by clicking on the red banner scrolling across the home page of our website.

We are using Zoom for live meetings daily and have provided both instructions and a code of conduct.

Having secured a funding and a technology partner through the Government scheme we are moving to ensure we use Microsoft 365 as the school's learning platform in the future.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some children may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We will issue laptops to families where a lack of devices proves to be a barrier to accessing learning.
- We will work with mobile phone providers to increase data available using the Government scheme.
- We have secured access to and can issue Vodafone sim cards that will provide data.
- We have requested a supply of 4G routers through the Government scheme.
- We will issue paper packs to families only where we cannot remove barriers in other ways. These can be returned to school in arrangement with us, for marking and feedback.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Live teaching twice daily through Zoom.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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

We recognise the pressure that implementing our Remote Education Strategy has on all stakeholders, but also recognise the importance of continuing children's education as effectively as possible.

- We have and will continue to make our expectations clear by publishing this strategy on our website, by Headteacher's letter to parents weekly and in all safe and well calls and individual contacts staff have with families.
- We will reward success and engagement.
- We expect to work with families to ensure that children are engaging in remote education as described above.
- We expect that families will read and implement code of conduct for any live teaching sessions.
- We expect that families will talk to us if there are barriers to this and together we will work out the best solution.

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

- We will record both attendance at Zoom meetings and work received in school each day.
- Registers will be summarised at the end of each week and families will be contacted by phone or email if we are concerned about levels of engagement.
- We will work with families to remove barriers and improve engagement weekly.

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

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

- We will ensure that individual feedback is given to all work submitted to us via email.
- We will use daily zoom meetings to provide whole class feedback as well as sharing examples at the start and end of a day.
- We can provide individual feedback through phone calls where needed.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Differentiated links to Oak National Academy lessons are provided by SENCo and emailed to specific families.
- Phonics lessons have been grouped and children can access at their own level.
- Individual reading material and spelling lists are provided to individual families.
- SENCo provides support for targeted families
- Specific intervention such as speech and language therapy will continue by phone or Microsoft Teams as planned.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Stage 2 in our Remote Education Overview describes the process for this case.

Remote Education Plan 2020 – 2021 Autumn/Spring Term RAG rated and Summer Term new actions

Action What?	Expected Impact What effect?	Resources With what?	Additional Cost	Time When?	Personnel Who?
Communicate Remote Education Strategy with all stakeholders through: INSET for staff Written information pack and letter for parents Remote Education Strategy Document shared with Governors Discussion and modelling with children	All stakeholders have a clear and shared understanding of expectations in order for policy to be implemented effectively.	Strategy Document Parents letter Parents information pack School website	N/A	Sept 20 Oct 20 FGB Autumn 20 From Sept 20	HR HR/AD HR Class Teachers
Purchase Home Learning exercise books, label and send home with each child	Children have access to resources in order that they can record written learning. Feedback can be given and assessment for learning strategies employed to measure progress and attainment.	Exercise book, pencil and folder per child	£500	Sept 20	HR
Produce Home Learning Packs that contain Exercise book and pencil Common Exception Word list Weekly spellings week by week for the Autumn term MtMaths login details Update work from home pack to include weekly spelling lists for Spring Term and Summer Term.	Home Learning can begin immediately because children and families have all the information that is needed.	Weekly spelling lists Common Exception words lists MyMaths login	N/A	September 20 January 2021	HR Class teachers
Ensure stakeholders have, know and can use necessary logins • Tapestry (EYFS) • MyMaths (Y2 – Y6) • Spag.com (Y2 & Y6) • Rock stars x tables	Children with online access at home are able to access learning tasks.	Tapestry Software MyMaths Spag.com Online library Parents information pack	Already in use Already in use Already in use See below N/A £500	By October half term 2020	Class teachers
Ensure children are familiar with the school website design and can navigate to key pages	Children with online access at home are able to access learning tasks.	School website	N/A	By October half term 2020	Class teachers
Research and implement chosen online library access ensuring all children have access and parents understand processes	Children have access to a wide range of reading material in order for them to continue to read and embed skills	Online library access	£500	October 2020	LF
Secure DfE funding for Microsoft 365 learning platform and work with allocated partner to secure access and set up	Staff and children have access to an online learning platform in order to facilitate teaching, learning and assessment for remote learning	Microsoft 365 Concero Education Partners	£1500 (£1000 DfE grant + £500)	From October 2020	HR/AD/PF
Train all stakeholders in the use of Microsoft 365 as a learning platform	Staff and children are able to use chosen elements of Microsoft 365 in order to engage in remote teaching and learning	Microsoft 365 Concero Education Partners	Included above	Summer 2021	HR/AD/PF

Survey parents in order to establish level of access at home to online learning	All children can engage with remote learning as a result of provision of IT equipment and online access or paper based materials as required	Google forms survey Analysis of data Follow up with parents DfE laptop scheme	N/A N/A N/A Free to schools	October 2020 October 2020 October 2020 As & when school closes From November	HR HR HR/AD HR/AD HR/EDIT
Staff produce pack of 'Work From Home' sheets and resources for identified children in Stage 2 (to be repeated in Spring and Summer terms and SEN pack provided in addition to age related pack)	Engagement increases as all children have access to high quality learning materials	Appropriate worksheets	N/A	November 2020	Class Teachers
Website updated to show • Remote Education Strategy Document (website version) • Instructions for access • Oak national link from class pages • Common exception words on class pages	Children and families can access online learning because systems and processes are clear and understood by all	School website	N/A	October 2020	RG
Ensure Wheelers ebooks system is implemented effectively and communicated to all stakeholders	All children have access to online reading resources to ensure they can continue to read for pleasure during school closures	Subscription to online library Information for staff and parents	£500 See above		
Purchase a revision scheme designed for home learning for Y2 & Y6	Gaps close and knowledge is embedded because children have increased opportunity to put learnt skills into practice	Achieve 100 and Achieve 100+ for KS2 KS1 revision scheme	Included in pupil premium plan	Spring 2021	HR
Ensure remote learning is signposted clearly from website and that instructions are explicit and accessible	Engagement increases because expectations are clear and remote learning is easy to find	School website	N/A	December 2020	RG
Ensure homework (Stage 1) is accessible from the website, including half term's list of weekly spellings and foundation stage project	Use of paper is reduced and children become more familiar with the website in preparation for home learning.	School website	N/A	January 2021	RG
Produce information sheet for staff and parents in order that zoom meetings can be scheduled and joined.	Access to zoom meetings ensures that expectations for the day are clear and shared.	Information sheets on website and handed out as part of home learning packs	N/A	January 2021	
Introduce zoom code of conduct for behaviour and expectations of meetings	Zoom meetings can be conducted in a professional manner, with staff able to engage with children and share expectations for the day.	Zoom instruction sheets	N/A	January 2021	HR
Update instruction sheets to show new process for Stage 2 and Stage 3 closures	Engagement increases because expectations are clear and remote learning is easy to find	School website	N/A	January 2021	HR/RG