



## Remote Education Strategy

### Autumn 2023 Update

School Overview			
School Name	Grendon Primary	Number of Pupils	361
Proportion of Disadvantaged Pupils	198 = 56%	Proportion of SEND Pupils	75 = 21%
First Published	September 2020	Review Date	January 2024
Strategy Lead	Helen Ridley	Teacher Support	Russell Goodman, Paul Feely
Funding Allocation	£2000		

The purpose of this document is to provide a clear strategic plan to ensure we implement immediate and effective remote education, (including homework), when appropriate. It does not apply to children who are at home ill, or absent in other circumstances. It is only implemented where it is not possible or contrary to government guidance for some or all pupils to attend face-to face education.

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 due to illness or other authorised 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. Individuals or small groups are required not to be in school because leaders decide that it is not possible for their setting to open safely to all, or that opening for all would contradict guidance from local or central government.
- Stage 3: School is closed to whole classes, year groups or closed completely. Teachers teach classes remotely. Remote education is provided for all.

The **Remote Education Overview** below outlines our immediate approach to remote education provision, as well as our approach to improving the quality of this existing offer. 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.

Remote Education Overview				
Stage	Definition/ Criteria	Current Expectation	Current Offer Autumn 2023	Improved Offer
Stage 1	<p>School remains open to all pupils.</p> <p>Children may be absent from school but do not access remote education beyond this stage.</p> <p>Teaching and learning is school based. Homework is set weekly.</p>	<p>Children attend school in line with usual attendance procedures.</p> <p>They should only be absent as a result of illness or other authorised circumstances.</p> <p>Remote learning is neither provided nor expected. Homework should be completed weekly in line with policy.</p>	Teaching and Learning continues in school	
			<p><b>Homework</b> is set weekly and consists of:</p> <p><b>Weekly spellings</b> - website based</p> <p><b>Reading book</b> from school and access to online library</p> <p><b>MyMaths</b> (differentiated online tasks set by teacher)</p> <p><b>Times Tables Rock Stars/Numbots</b> (online X practice)</p> <p><b>Grammar</b> (Y6 online using Spag.com)</p> <p><b>Half termly project</b> linked to identified foundation subject - website based (paper based where needed).</p> <p>All homework is accessed through Microsoft 'Teams', with children having individual logins.</p>	Homework becomes increasingly well matched to need, as 'assignments' are assigned to groups of children.
			Additional web-based activities are 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	<p>School remains open, although individuals or small groups of children are absent because of safety concerns or guidance from local or national government.</p> <p>Teaching and learning is school based with teachers continuing to teach most pupils in school.</p> <p>Remote education is provided for those children meeting the Stage 2 criteria.</p>	<p>Most children continue to attend.</p> <p>Stage 1 actions continue as above for children in school.</p> <p>For children meeting the Stage 2 criteria, our expectation is that they will complete 4 lessons daily (English, Maths and 3<sup>rd</sup> subject from Oak National, plus either a reading, spelling, My Maths or Rock Stars activity)</p> <p>All written work to be returned to school for feedback following absence.</p> <p>Year group email address signposted for communication and feedback.</p> <p>Any particularly good examples of home learning books to be rewarded by HR on return to school.</p> <p>Safe and well calls made by AD.</p>	<p><b>3 Oak National Academy lessons daily</b> for English, Maths and a 3<sup>rd</sup> subject, signposted from class pages of school website <a href="https://classroom.thenational.academy/schedule-by-year">https://classroom.thenational.academy/schedule-by-year</a></p>	
			<p><b>Common exception word lists</b> available from class pages of the school website</p> <p><b>Weekly spellings</b> - accessed through Teams.</p>	<p><b>Common exception word lists</b> available on Teams</p> <p><b>Weekly differentiated spellings</b> - available on Teams</p>
			<b>Reading book</b> from school and access to online library for reading material	
			<b>Phonics Video Lessons</b> recorded by school staff available on website.	
			<b>MyMaths</b> - differentiated online tasks set by teacher (as part of Stage 1 homework)	
			<b>Times Tables Rock Stars/Numbots</b> (online X practice)	
			Additional web-based activities signposted from school website	
			Devices/internet access may be provided for identified families from the DfE based on need.	

		PP contacts pupils with SEND.		
<b>Stage 3</b>	<p>School is closed to whole classes or closed completely.</p> <p>Teachers teach classes remotely. Remote education is provided for all.</p> <p>School may continue to open to vulnerable children and children of critical workers.</p>	Where classes remain open, children will still attend school. Stage 1 and 2 actions are in place where those criteria are met.	<b>Day 1 &amp; 2 of closure: 3 Oak National Academy lessons</b> for English, Maths and a 3 <sup>rd</sup> subject signposted from class pages of school website <a href="https://classroom.thenational.academy/schedule-by-year">https://classroom.thenational.academy/schedule-by-year</a>	<b>Day 1 &amp; 2 of closure: 3 Oak National Academy lessons</b> for English, Maths and a 3 <sup>rd</sup> subject signposted from class pages of school website <a href="https://classroom.thenational.academy/schedule-by-year">https://classroom.thenational.academy/schedule-by-year</a>
		Where classes or the whole school is closed, teachers work from home, and will facilitate home learning for their class.	<b>From day 3 of closure:</b> Children attend daily welcome meeting on Teams at 9.30am. 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 Teams meeting at 2.30pm for feedback on the day's learning and a range of class activities.	
		Our expectation is that children will complete 4 lessons daily (English and Maths video lessons, a 3 <sup>rd</sup> subject lesson set by teachers and either a reading, spelling or MyMaths activity).	<b>From day 3 of closure: 2 video lessons</b> , 1 English and 1 Maths available on Teams.	From day 3 of closure children will participate in live lessons taught by teachers in Reading (or phonics), Writing, Maths and one other subject daily
		Work to be emailed to year group email addresses. Daily feedback and suggestions for improvement will be given.	<b>From day 3 of closure: a 3<sup>rd</sup> subject lesson prepared by school staff</b> uploaded onto Teams in PDF form.	
		All written work to be returned to school for feedback following closure.	<b>Common exception word lists</b> available from class pages of the school website <b>Weekly spellings</b> - accessed through Teams.	<b>Common exception word lists</b> - available on Teams <b>Weekly differentiated spellings</b> - available on Teams
		Communication between children, parents and teachers is available through the year group emails and in live meetings.	<b>Reading book</b> from school and access to online library for reading material.	
		Safe and well calls to be made by teachers where children are not present at daily Teams meetings.	<b>Phonics Video Lessons</b> recorded by school staff available on website.	
		PP contacts pupils with SEND.	<b>MyMaths</b> - Online tasks available for children to access independently.	
		Class teacher chooses a star of the day.	<b>Times Tables Rock Stars/Numbots</b> (online X practice)	
			<b>1-1 or small group interventions/SEND support</b> delivered by teachers or teaching assistants for targeted children through Teams meetings.	
			Additional web-based activities signposted from school website.	
			Devices/internet access may be provided for identified families from the DfE based on need.	

## **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 to remain at home, Stage 3 above in our Remote Education Overview table. For details of what to expect where individual pupils or small groups are absent because of safety issues or local or national government advice, 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 two days 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 these days, children should engage in:

- 3 Oak National Academy lessons for English, Maths and a 3<sup>rd</sup> 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.
- Times tables rock stars/numbots - 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 Microsoft Teams and the school website, [www.grendon.bham.sch.uk](http://www.grendon.bham.sch.uk).

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

### **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 to secure access to data cards that will provide data.
- 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 Teams.
- 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 letters 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 Teams 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 Teams 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 have been advised that they cannot be, how will their remote education differ from the approaches described above?**

Where individual pupils or small groups are absent 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.