

# Remote Education Support: A Statement Molescroft Primary School & Woodmansey CE Primary School

September 2020



WOODMANSEY CE  
PRIMARY SCHOOL

## Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools are to offer immediate remote education.

This statement is what we shall do in order ensure that a quality education provision can continue for pupils at home due to a *Covid 19* related absence.

The arrangements will:

- ensure the continuation of the planned curriculum that allows access to high-quality online and offline resources and technology that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools and communication systems, which staff, parents and pupils are familiar with, that will allow interaction, assessment and feedback.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so to support families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we shall:

- set assignments so that pupils have meaningful and ambitious work each day relating to all the subjects planned to be taught in school on each day.
- teach the already 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources.
- 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
- 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact.

All of the above will be considered in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

The work set will not be over reliant on long-term projects or internet research activities.

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## Off-site learning: the timeline of provision

### Day 1: A parent reports a child's absence.

If this is because the child is too ill to attend school for any reason (Covid or any other), the attendance record is made and the parents are to continue to phone school daily, as normal, until the pupil returns.

If the absence is related to *Covid 19* e.g. enforced quarantine, or waiting for a test result

A form is completed for the child by the admin officer which is sent to the teacher indicating

- The reason for absence,
- Whether or not the child is well enough to work.
- The availability of technology at home for working e.g. lap top, tablet, printer access to the internet etc.
- The parent will be reminded of the homework already set for the week and the usefulness of the Homework Pack as a source of activities and of the resources already signposted on the website.  
<https://molescroftprimary.net/learning-online/>
- If the child is not well enough to work, then no further action is taken by the teacher until the health status of the child has changed, parent to inform on daily call the continued absence and also to indicate when child is able to engage in home learning.

### Day 2, or the day after a parent reports that a child is fit for home learning:

Communication is sent from teacher of tasks the child is to do at home. This is sent by email and may include work sheets scanned materials and any further support materials.

Teachers as a matter of course, when planning work, will be aware of this possible need. When planning teachers will have in the back of their mind "what would I send to a child working at home"

We will aim to email home by the end of lunchtime. This may be supported by a telephone call, particularly in cases of pupils with SEND and the very young.

### Day 3 onwards

The child's teacher will communicate directly with child and/or parent. Ideally by Showbie. Email and Zoom can also be used and/or telephone.

Over all planning, may be prepared for the week ahead listed as Monday Tuesday etc.

Work will be set for the broad curriculum based on what is actually to be taught on each day.

The time of the communication with home and will have to fit into the teacher's working day. Teachers will identify a time in each day when a Teaching Assistant

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could cover them to enable them to make the communication with home. Thus, may be a for half an hour in the normal teaching day.

This communication will enable the child to get feedback on their work

## Whole Year Group Lockdown.

This is a completely different expectation. Immediately the planned curriculum transfers to home learning.

The class teacher will set work on a daily basis from home. If a teacher is too ill to do this, the partner teacher will do this for the whole year group, though clearly the level of support and feedback possible will be diluted.

If both year group teachers are unable to work, the school will, as far as is possible assign another teacher (not still physically teaching in school) to provide learning from home.

Teachers will work a normal working day from home and in this time will email parents with instructions and any details of any key times for any on line videos, on line meetings or telephone calls etc.

“Showbie” is expected to be our main driver for feedback to pupils.

We recognise that **Maths No Problem** cannot, in the longer term be “self-taught” and in case of a full year group lockdown will need to be accompanied by videos of a lesson explanation, possibly using the App– explain everything.

**Please note, this is a different expectation to that in the first lockdown, April to July 2020. It is expected that all children will do the work set and engage in the remote learning. Children are expected to work a full school day at home. Teachers will communicate with home through appropriate means if work is not being done, submitted or completed.**

## Off-site learning: Related Policies and Considerations

Teachers will be mindful throughout of the following policies which will ensure that the continuation of learning at home will be safe and meet all legal requirements.

### Data protection including:

- Accessing personal data
- Processing personal data
- Keeping devices secure

### Safeguarding including;

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety protocols
- E Safety