



Remote Education Provision Information for Parents, Carers and Pupils

January 2021

In light of guidance from the Department for Education and the statement from the Secretary of State for Education in the House of Commons on Wednesday 6th January, remote learning provision from schools needs to be more substantial than the expectation during the first school closure period from March 2020.

We have been considering how to make our provision at Moorlands manageable for teaching staff and our families, while also ensuring that children can make as much progress as possible and engage with their learning during this period of unanticipated school closure. The situation is fluid and we may have to make enhancements to the provision outlined here according to the children's needs, staffing requirements and any updated guidance.

The Curriculum

We teach the same curriculum remotely as we do in school wherever possible and appropriate. We recognise the importance of children continuing to access a broad and balanced curriculum and will provide a range of learning opportunities across each week.

Learning experiences and the use of technology

At Moorlands Schools Federation we endeavour to use online resources to support children's learning, consistent with the advice set out within this policy.

Households with limited or no access to the internet/technology

Moorlands Schools Federation is mindful of the fact that many children and young people live in households with no or limited access to the internet, or to the technology required to make use of online resources. We recognise that, even in households with full internet access, the number of suitable online capable devices may be insufficient at any one time to meet the demands of home-working adults and children attempting to access educational materials or live learning sessions. Live learning sessions are those that take place online, in real time and involve direct interaction between teachers and pupils. Moorlands Schools Federation has chosen to fairly distribute the school's supply of laptops and iPads to families in most need of devices.

Vulnerable children and families

Vulnerable children are encouraged to attend school wherever possible. Children with EHCPs and children who are vulnerable have been prioritised for a place in school. For those children with SEND who are not able to attend school, we have further augmented provision by providing differentiated learning in physical formats. Each child has received a paper pack based on their personalised Support Plan targets. Where a paper copy of the online class activities has been specifically requested by any parent/carer, this has also been made available for collection or hand delivered to their home. Within our provision, we recognise that many children and others in their households will be experiencing significant stress and uncertainty at this time. Therefore, placing excessive burdens on pupils in terms of the amount of work they are expected to complete is profoundly unhelpful. Remote learning expectations of children recognise that the demands on parents and other adult members of children's families at present may make it difficult for them to provide an environment conducive to extensive periods of home learning.

How long can I expect work set by the school to take my child each day?

Where possible, we expect that remote education (including live or recorded remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS: 2-3 hours

KS1: 3 hours

KS2: 4 hours

The guidance from the DfE is 4 hours or less for primary pupils

How will my child be taught remotely?

From Monday 18th January, each year group will provide:

- A brief daily welcome video (pre-recorded), posted at 8:30am, which will include sharing of the day's timetable, brief expectations and any reminders for that particular day.
- A daily 'check-in' Zoom session (10-30mins) with the children as a year group. This is an opportunity to check on the wellbeing of the children and give them the chance for some social engagement with the teaching team and their peers.
- One live video lesson delivered via Zoom each morning on a curriculum subject of the year group's choice. A range of curriculum areas will be covered across each week. Each lesson will last approximately 20-30 mins for EYFS, 30-45 mins for KS1 and 40-45 mins for KS2.
- Links to one or more of the following: recorded teaching (e.g. Oak National Academy lessons, White Rose videos or video/audio recordings made by year group teachers), free-to-access educational resources, commercially available websites, programmes to watch on CBBC or similar platforms and other activities such as exercise or cooking.
- Differentiated, small group live sessions as appropriate (e.g. to provide pre-teaching, offer additional intervention, support social interaction etc)
- Opportunities for ongoing practice of key skills through platforms such as Spelling Shed, Maths Shed and Times Table Rock Stars.

Timings

Live lessons have been timed carefully to accommodate households with siblings in different year groups. Some clashes are inevitable but we have initially adopted these timings to keep this to a minimum:

Live lessons via Zoom			
9.00am	9.45am	10.35am	11.15am
EYFS & Year 5	Year 1 & Year 4	Year 2	Year 3 & Year 6

'Catch up' Zoom		
11.00am	1.35pm	2.00pm
EYFS & Year 1	KS2	Year 2

Why is video learning important?

Mental Health and Wellbeing is impacted during long periods of lockdown while children miss out on important peer interaction. Not only is this interaction an essential part of developing and nurturing their social skills, it is important for their overall wellbeing to laugh and interact with their classmates. Video learning will provide the opportunity for regular contact with their peers and maintain good well-being whilst at home.

Structured learning over time

We aim to provide a similar level of learning to that of the classroom. Using video learning sessions alongside other carefully-considered resources, we are able to offer scaffolded and structured units of learning leading to a final outcome as would be the case if children were learning in school. This not only benefits the child's learning but also seeks to remove the burden from parents.

Immediate feedback and assessment

In each of the different video learning packages we have looked at, we have made sure that teacher/pupil interaction is possible. In the classroom, questioning to check understanding and challenge misconception is essential and by replicating this online, and by giving written feedback via

Class Dojo or instant verbal feedback on a live video, we can promote quality teaching and ensure progression can be made.

Engagement with remote learning

Class Dojo will be monitored daily by members of the teaching team in each year group. Pupils are encouraged to upload completed activities to their Dojo Portfolio. Where a lack of engagement or interaction is identified, a member of staff will make contact to offer suitable support.

KP, MC January 2021