

Information about remote education

Our plans for a blended (home/school) approach to learning are both detailed and complex, with reliance on good ICT connectivity. If pupils not in attendance, do not have access to online provision, for whatever reason, we have made arrangements to loan devices in order to support them during periods of lockdown. In exceptional circumstances, we will ensure hard copies of work are provided and make arrangements for appropriate feedback.

As we introduce new systems, we may encounter teething problems or decide to make adjustments. Please be patient and bear with us, as we endeavour to ensure everyone has access to valuable learning, in whatever way they are impacted by the current situation.

If you have any questions or concerns, including if you would like to talk to us about online access, please contact the school office on 01904 659726 or email stwilfrids@york.gov.uk.

Scenario	Teacher/school action	Pupil action	How parents can support
National Lockdown in which school is only open to vulnerable pupils and children of critical workers	<p>Teachers will upload work to Seesaw/Tapestry app daily, covering same curriculum content as being taught in school. This will include differentiated work to support or challenge pupils as appropriate.</p> <p>Teachers will approve pieces of work, prior to inclusion in pupil journals on learning platform.</p> <p>Teachers will provide feedback (written or verbal) in response to pupils' work. Please note that not every piece of work will receive feedback, as detailed marking is used to best effect in order to impact on learning, in line with our practice in school.</p> <p>Teachers will inform school leaders if any pupils are not engaging with remote learning. The Head of School or Executive Headteacher will follow up on these concerns, making contact with parents to discuss any problems or support required.</p>	<p>Pupils should access teaching sessions and complete tasks, before then responding /uploading their work.</p> <p>Pupils should complete their own work, even if it includes mistakes, as we often learn the most from making them.</p> <p>Pupils should respond to any marking and feedback given.</p> <p>Pupils can ask questions about their learning using the platform.</p>	<p>Parents can support their children by ensuring they are able to log on to their learning platform daily (we understand that times may vary) can access the allocated teaching points and complete the tasks provided.</p> <p>The majority of pupils should be able to complete tasks independently, however we are aware that our youngest pupils and those with additional needs, may need support with this.</p> <p>Parents should encourage their children to do the work themselves, give lots of praise and remind them that making mistakes is an important part of learning.</p> <p>Whilst pupils are working online, please ensure that they are working in an appropriate communal area, where you are within earshot to monitor what they access online/upload to the learning platform.</p>

Weekly content

Our pupils will have access to a range of resources to support their learning, including direct teaching, both externally sourced (e.g. Oak Academy and White Rose) and internally produced recordings. Teachers will also make use of a range of Apps to supplement tasks set for pupils on the learning platform. Tasks will include practical, written and verbal activities, some of which may be completed online, whilst others will require an upload of a picture or video recording to the platform. Tasks will be differentiated to support and challenge learners.

Our learning offer is designed to ensure an equitable provision for all pupils in terms of curriculum coverage, whether pupils are learning at home or in school. We will also continue to ensure breadth and balance within the curriculum. Each key stage will at least meet DfE expectations of time spent on learning at home, but this will obviously vary depending on key stage.

Typically, on a weekly basis, in addition to direct teaching sessions (recorded) and any whole school/class assembly or collective worship, we will provide:

EYFS

- 4 phonics tasks
- 2 individual reading books
- Daily mark making activities
- Daily number of the week activities
- 2 RE activities
- Responding to collective worship
- Topic work linked to a range of Prime and Specific Areas
- Physical activities

KS1

- 3 English tasks
- 4 phonics tasks
- 3 individual reading books
- 5 Maths tasks (incl 1 mental maths task)
- 2 RE activities
- 1 Collective Worship (planned by the child and shared at home)
- 1 Topic work linked to a range of foundation subject
- 1 Science
- Physical activities

KS2

- 5 English tasks
- 1 Spelling task
- 6 Maths tasks (including 1 mental task)
- 2 RE activities
- 1 Collective Worship (planned by child and shared at home)
- 2 Topic tasks linked to foundation subjects
- Physical activities

Please note that some tasks may be a consolidation or continuation from the previous lesson.

Taking into account recorded teaching sessions, responding to feedback and any form of collective worship or assembly time, given the tasks provided, the expectation is that pupils will be working for a minimum of 4 hours per day in KS2 (slightly higher in upper KS2) and a minimum of 3 hrs in KS1.

SEND

As well as provision of differentiated activities and targeted support from the teacher (including verbal feedback) additional support is provided to parents of pupils with special educational needs. All parents of

pupils with SEND have received packs, providing strategies to help them support their children and SENDCOs regularly telephone families to provide help or advice.

We use *Seesaw* as our digital platform for remote learning. It supports creative teaching and learning, including varied feedback options between pupils and their teacher. Our pupils also have access to the following apps and website to support learning:

Whole School

- Mathletics
- Purple Mash

EYFS & KS1

- Bug Club

Year 2 & KS2

- Spelling Shed
- Timetables Rockstars

These plans will undoubtedly evolve, as we all become more confident and creative in delivery. Please be patient and bear with us, as we endeavour to ensure everyone has access to their educational entitlement.

In the current climate, we also need to be mindful of the range of circumstances that we may encounter during this academic year, which also result in the necessity for online or remote learning. In line with DfE Guidance, we have carefully planned this learning provision based on different possible scenarios, details of which can be found below:

<p>Pupil self-isolating but feeling well</p>	<p>Teacher will upload work to Seesaw app daily, which closely matches the curriculum being covered in school. This will include some recorded teaching from the Oak Academy/ White Rose. Work set through other learning platforms will also be communicated through Seesaw.</p> <p>Teacher will provide feedback in line with response provided in class to move progress forward. Please note that every piece of work will receive a written response.</p>	<p>Pupil to complete work set and communicate with the class teacher as required.</p>	<p>Parents to ensure pupils log on daily to check for new work and encourage them to complete tasks.</p>
<p>Whole class self-isolating and teacher well</p>	<p>Teacher will upload work to Seesaw app daily. This will include recorded teaching from the Oak Academy. Work set through other learning platforms will also be communicated through Seesaw.</p>	<p>Pupil to engage in online learning/tasks, including live communication with class teacher through Seesaw app.</p>	<p>Parents to ensure pupils log on daily to check for new work and encourage them to complete tasks.</p>

	Teacher will provide live feedback/response to pupils via See Saw.		
Class self-isolating and teacher unwell	<p>Partner teacher/Key Stage Leader will upload work to Seesaw app daily, including some recorded teaching from the Oak Academy. Work set through other learning platforms will also be communicated through Seesaw.</p> <p>Partner teacher/TA will provide some response marking, however the expectation is that this will be less frequent.</p>	Pupils to engage with and complete online learning tasks.	Parents to ensure pupils log on daily to check for new work and encourage them to complete tasks.
<p>Class teacher self-isolating but well*</p> <p>*Part of isolation period may be impacted by dependent care leave if responsible for young child/ren, during which time teacher unwell scenario above is in place.</p>	<p>Teacher will contribute to class teaching remotely using Google Meet following agreed protocols.</p> <p>Class will be supported in their learning by HLTA and TA cover, with additional support of partner teacher and Key Stage Leader.</p>	Children will engage in live lesson facilitated and supported by HLTA/TA.	Support pupils with homework activities.