



How does our remote learning offer comply with DFE requirements?

We know that Remote Learning is not the same as in school learning. We have carefully planned our approach to how we will support pupils at home, basing it on the most current research. This indicates that live teaching is not always as effective as recorded sessions and set work. We have ensured that there is a clear mix of set work, recorded high quality instruction (either from a member of staff in school or created by educational professionals) and daily live sessions where we can meet with pupils to discuss their learning. Our live sessions ensure that we continue to maintain a community of learners and maintain that supportive relationship between staff and pupils.

The matrix below sets out how our approach fulfils the DFE expectations for remote learning as published [Statutory obligations and expectations - Get Help with Remote Education - GOV.UK](#)

DFE expectations	Provision provided in school
<p>teach a 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</p>	<p>We use the same schemes for home learning as we do for in school learning. This includes:</p> <ul style="list-style-type: none"> - Times Table Rockstars - Education City - Reading Theory - Big Maths - Oxford Reading Owl - Maths: White Rose Maths Hub - English: Power of Reading / Classroom Secrets planning - Oak Academy - BBC - Literacy Shed - Test Base - Twinkl <p>These are all planned on a year by year progression of knowledge, aligned with the curriculum in school.</p>
<p>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</p>	<p>Many of our lessons have high quality tutorial video links.</p> <p>We provide a twice daily Zoom call to all our pupils to allow us to support with instruction.</p> <p>We use the Class Dojo platform to share resources for learning each day</p>

give access to high quality remote education resources	Class Dojo enables us to give access to high quality remote education resources.
select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use	All the staff are trained to use our online tools. These allow interaction, assessment and feedback through the feedback options on Class Dojo and the daily live calls on Zoom.
provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	We are able to provide these on request.
recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs	Many of our pupils with SEND are invited into school. Our EY leader and KS1 leader have supported the development of our KS1 and EY remote learning offer, to ensure it is appropriate for pupils of this age. We have subscribed to age appropriate provision like Educacion City, Times Table rockstars, White Rose Maths Hub that are at the correct level. For each bubble there is a teacher present to offer remote learning
publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation	This information is published on our website.
set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort	Each day pupils are set English, Maths, Reading and a wider curriculum subject. These are clear tasks, aligned to the curriculum in school, and are submitted to the teacher by the following day before the morning registration, We appreciate many parents are also working from home.
provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	We have a twice daily Zoom call with all of our pupils from the class teacher.
have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	<ol style="list-style-type: none"> 1. Online registration is daily. Pupils not present are contacted, according to the procedure on our Remote Learning and Safeguarding Policy Appendix 1. 2. Pupils work is checked daily by class teachers. 3. Pupils who do not engage are contacted by school using the above procedure.
gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate	Feedback is through Class Dojo, and is individual. Our teachers are also teaching pupils in school, so in many cases this will be an acknowledgement that the pupils have completed their work and it has been looked at. Some of the feedback will be more detailed as appropriate to the task.

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

Because pupils submit their work on a daily basis, the classteacher is able to review the progress of the pupils and adjust the work set the following day.

In the learning clinic they are able to talk with pupils about their learning.