

REMOTE LEARNING AT HOLMFIRTH JIN

DfE EXPECTATION	HOLMFIRTH JIN RESPONSE
<p>1.The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day 	<p>All classes email weekly plan + timetable to parents. Morning sessions consist of Reading, GPS, English and Mathematics. Afternoon sessions consist of Topic (History + Geography), Science + Computing. There are also PE and Fitness, Wellbeing and story activities. The minimum hours are met.</p>
<p>2.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 so that pupils can progress through the school’s curriculum</p>	<p>Remote learning follows sequence of teaching established within school for Phonics, GPS and Mathematics. It also includes bespoke activities. Use of White Rose + Oak Academy resources, including videos, learning activities and worksheets. Foundation subjects also follow the same pathway. Topic, Science and Computing identified for remote learning for potential ease of access for parents and pupils.</p>
<p>3.Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)</p>	<p>Seesaw set up. Codes sent to parents in September 2020. Used during Autumn term for practice and preparation. Immediate use for remote learning on Wednesday 5th January 2021.</p>
<p>4.Overcome barriers to digital access for pupils by:</p> <ul style="list-style-type: none"> • distributing school-owned laptops accompanied by a user agreement or contract • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. 	<p>Email sent to all parents, for identification of barriers. Donation of 4 laptops distributed to pupils in Year 6 (PP + Vulnerable). 2 x Tablets configured by Eddie Dalton and distributed. Registration with Business2Schools and request for 24 laptops. Issued parents with information about increasing broadband data allowances at home. Printed resources provided for parents identifying need + specific Y6 workbooks.</p>
<p>5.It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.</p>	<p>Vulnerable pupil list identifies own cohort. JW / SB / JR monitoring of pupils. Telephone communication for pupils not currently in school. Weekly review of needs.</p>

<p>6. Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</p>	<p>Class teachers keep records of interaction and engagement. Class teachers have provided personal school email address for direct communication. Direct communication can also be provided through the use of the Seesaw platform.</p>
<p>7. Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</p>	<p>Julian Rose (Head) identified + Nicola Stables with admin rights.</p>
<p>8. Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021</p>	<p>Information published on website at beginning of September 2020, with update in October 2021. Information regarding the use of Seesaw emailed to parents during Autumn Term. Further information provided to parents about remote learning during week beginning January 4th 2021. Weekly information to be sent home going forward until pupils return to school full time.</p>
<p>9. Set meaningful and ambitious work each day in an appropriate range of subjects</p> <ul style="list-style-type: none"> • provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum: • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day 	<p>Range of subjects identified. In addition to subjects previously mentioned, scope for other subjects eg music + art where appropriate and where resources permit. Use of activities + recorded video lessons amount to the suggested designated times.</p>
<p>10. Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</p> <ul style="list-style-type: none"> • providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources • providing opportunities for interactivity, including questioning, eliciting and reflective discussion • providing scaffolded practice and opportunities to apply new knowledge • enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate. 	<p>Explanations provided on powerpoints (voice over) or with written instructions on slides. These are age appropriate and chunked into manageable pieces.</p> <p>Interaction is encouraged from pupils and parents, who are able to post comments, voice and videos on Seesaw.</p> <p>Feedback is provided frequently. Our policy is that work is approved and liked, if appropriate. Where there is excellence, distinct improvement or effort or misunderstanding, immediate feedback is provided. Whole class feedback is also provided prior to the next day, where appropriate. The immediacy of the feedback is dependent upon the class teacher's involvement with the pupils of Critical Worker parents within school.</p>

- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoiding an over-reliance on long-term projects or internet research activities

Projects may be over 2 afternoons, if topic work is undertaken, but this would change each week. The use of research is only to complete a designated activity.