



Remote Learning Plan St Peter's CE Primary Bratton

Summary information

School	St Peter's CE Primary Bratton		
Academic Year	2020-21	Number of pupils	408

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19).

On 22nd October the DFE made it statutory for schools to offer remote learning to pupils. This applies to school and bubble closures as well as children's self isolation.

Whilst remote learning does not offer and cannot be expected to offer the same quality of provision as children would receive in the school environment, it can provide a level of education remotely.

Context

Statistically, children who come from disadvantaged backgrounds have been effected by lockdown more than children who are from less disadvantaged or vulnerable backgrounds.

91% of children from St Peter's live in IDACI G areas. Suggesting little deprivation. However, this does not take account of some of the real experiences of families in our school. Some have had time deprivation during lockdown, others have suffered economic shock and impact.

During initial lockdown, an average 15 children a day accessed child care from school. This was available from 7.30am – 6.00pm. Numbers steadily increased until up to 140 children a day were attending school in June.

Throughout the lockdown, on line learning was made available and school made full use of Oak National Academy resources.

Laptops have been available for free loan since April, this provision has been strengthened and further resources made available for isolating bubbles, such as prepaid data sticks. Currently about 50 laptops are loaned.

Funding Support

IT support

School has received a total of 5 devices to support with remote learning from other organisations. This includes:

- 1 second hand device from Telford and Wrekin Local Authority
- 4 new devices from DFE due to bubble closures

School buys support from the ICT service of Telford and Wrekin Council, which includes remote support and 1 day per week on site support.

Requirements of remote education:

Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

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

provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos

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

Action is taken at least weekly if children are not engaging in home learning.

In primary schools, 3 hours of learning should be provided each school day within a reasonable time scale of the absence beginning.

How school will meet these expectations:				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Children engage in home learning	<p><i>If children do not engage in home learning for 2 consecutive days the school office are informed, who will send a standard letter.</i></p> <p><i>If children are still not engaging after 4 days or the engagement is sporadic, the teacher phones home to discuss non-engagement in learning.</i></p> <p><i>If the non-engagement continues, e.g. after 2 days the class teacher refers this to the Deputy Head Teacher. A member of the leadership team will then phone home.</i></p>		Leadership team	End Jan 21
Children have the right resources to engage in home learning	<p><i>St Peter's Bratton is not making paper work packs available for home learning. We have offered parents the opportunity to borrow a school device FOC throughout the pandemic, incase learning should need to revert to home based.</i></p> <p><i>When a bubble closes, we offer this opportunity again and are able to offer data cards and 3G dongles.</i></p> <p><i>Should we run out of resources to offer this we will review this practice.</i></p> <p><i>Where we close a bubble during the school day or suspect a bubble may close, teachers will send home resources such as reading journals and books to allow ongoing access at home.</i></p>		Leadership team	End Jan 21
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	<p><i>Teachers will set learning each day on Microsoft Teams. All children in school have an Office 365 account and can access this resource.</i></p> <p><i>Each day there will be English, maths and another subject area – totally approx 3 hours.</i></p> <p><i>Teachers select which pieces of work children return to them and they give feedback on.</i></p>		Leadership team	End Jan 21

	<i>When a child isolates due to suspected coronavirus for themselves or in their household, teachers will make work available from day 2 of absence. The full offer will be available from day 3 of absence.</i>			
Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos	<i>The school curriculum is dovetailed with learning on Oak Academy. Teachers will signpost the video lessons, tasks and classes to use on Oak Academy, as part of their daily learning. Teachers will supplement this and refine it, according to work submitted by pupils. Where a bubble is closed, teachers will use the chat function to a higher level of engagement with pupils that can be achieved when a single child or small group are self-isolating, but the rest of the bubble remains in school.</i>		Leadership team	End Jan 21
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	<i>Teachers will set specific tasks for children to complete and they can provide feedback on or ask them to submit information like a screen shot of an Oak Academy quiz. Teachers will expect one piece of work submitted each day.</i>		Leadership team	End Jan 21
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	<i>Teachers will use the work submitted to reshape work and tasks or tackle concepts in different ways. The reshaping will take place from the daily tasks set and the conversation in the chat function. Parents are given a dedicated email address to contact the teacher on for each year group.</i>		Leadership team	End Jan 21