



SARRATT CHURCH OF ENGLAND PRIMARY SCHOOL

Laying the foundations for our children to be confident, respectful and to achieve their full potential.

Remote Education Provision

Remote education provision:

This information is intended to provide clarity and transparency about the current provision for home learning at Sarratt C of E School.

The remote curriculum: what is taught to pupils at home

- We teach broadly the same curriculum remotely as we do in school. Long term plans for Cornerstones and science continue to be followed as do routines for daily guided reading or phonics and fluency. Weekly focus spelling lists continue to be shared, practiced and tested. English and Maths units are selected from the Oak national Academy to fit in with those intended on the school LTPs where possible*

**Where this is not possible or the unit does not meet the needs of a particular cohort, teachers have opted to prerecord lessons or deliver sessions though live teaching.*

Remote teaching and study time each day

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

We expect that remote education (including remote lessons and independent work) will take pupils broadly the minimum number of hours each day:

Reception	3 hours
Key Stage 1	3-4 hours
Key Stage 2	4-5 hours

Should children/ parents wish to do more than the minimum hours, quality online resources are signposted for optional activities.

These include:

BBC bitesize, CGP, Oxford Owl, Joe Wicks PE, Phonics Play

Children are also encouraged to pursue and share opportunities for creativity and wellbeing away from the screen.

Accessing remote education

Each class teacher builds a Google site to communicate weekly home learning to the parents and children. This system was chosen for the following reasons:

- The website is a live document so updates can be made throughout the week without needing to share or send out a new version.
- The website can be easily formatted to include links, videos, pictures and presentations. This means that all of the information is in one place for families to easily access.
- It is a familiar format for parents using the same structure as School Newsletters.

If a child does not have digital or online access at home, how will the school support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We have taken the following approaches to support those pupils to access remote education:

- All children without a suitable device were identified in the first days of January. An order was placed with the DFE for 5 Chromebooks which have been distributed. We have also lent 5 school Laptops and a tablet donated by a member of the community.
- Disadvantaged children who were struggling to access home learning are now attending school having been quickly identified and spaces offered. Home visits have taken place to distribute devices and set up access for identified children.

How will my children be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- The Oak National Academy is used for the teaching of English and Maths where appropriate and in line with the school's curriculum and needs of the children. A combination of pre-recorded lessons/ audio presentations and live sessions are used where the teacher has opted to deliver a unit of work.
- Cornerstones and Science projects are shared on the Google Site with accompanying presentations, resources and videos where appropriate. Activities range from set worksheets to research projects. Science lessons include experiments that can be completed at home and recorded (e.g. rocket launches in Y5) or as a class during a live lesson (e.g. recreating the process of digestion in Y4).
- Google Classroom is used throughout KS2 to set and share assignments – teachers and children communicate throughout the day providing interactive feedback using the Classroom Stream and Google Chats.
- The use of Google Meets has been rolled out across school. In KS2 children have class meetings twice daily as a minimum. Additional sessions have been used for SEND interventions, to explain tasks and to provide feedback on work. In the lower school, Google Meets are scheduled at set times during the week. In Reception these are for class story times and small group sessions. In Y1 and Y2 they occur 3 times a week to share stories and feedback on home learning experiences.
- Home learning emails in the Lower School are used for families to communicate and share work directly with the teacher. Each email is responded to and feedback is given on work submitted.
- Spelling and guided reading follow the same procedure as the School Curriculum. Spelling lists are shared each week with Y1-Y6 with practice instructions and weekly testing. Guided reading texts are selected by the teacher with daily activities to develop comprehension.
- PE activities are set by our PE Lead and shared on Class Google Sites and on the Google Classroom.
- Pre-recorded Worship and Gold Book videos are shared each week on a Monday and Friday.

Here are some links Class Google Sites:

<https://sites.google.com/sarratt.org.uk/year4010221/home>

<https://sites.google.com/sarratt.org.uk/1st-february-2021/home>

<https://sites.google.com/sarratt.org.uk/year2--week-5-2021/home>

We also use the same format for our weekly newsletter:

<https://sites.google.com/sarratt.org.uk/29thjanuary2021/home>

Engagement and feedback

We understand that each family is different and is facing different challenges at home – from balancing work and home schooling to sharing devices. Our programme of home learning is designed to be flexible so schedules can be adapted if necessary. Therefore we do not send daily deadlines or expect every child to attend every Google Meet. We do expect:

- Children to complete the learning shared on the Google Site by the end of the week (Sunday) and share with the teacher via home learning email or the Google Classroom
- Deadlines set on the assignments sent out to KS2 children via Google Classroom to be met.
- Our oldest children to be independent learners utilising the systems set up via Google Classroom and Google Chats to communicate directly with the teacher and engage in learning.

Teachers offer feedback on work submitted via the Google Classroom or emailed to the home learning addresses. KS2 children can share work via the classroom stream with their peers who can also comment and offer feedback.

Where teachers are concerned about the level of engagement from a child, the following steps are completed:

- Teacher to contact the parent directly either via email or phonecall to offer support (this has resulted in the loaning of devices, taking parents step-by-step through instructions for accessing links, offering a space in school for disadvantaged children where circumstances make it difficult to access learning)
- Should this continue (rare cases) regular contact is made including directly with the child via phonecall or Google Meet to support and take pressure away from parent.

Those children not engaging early on in January were contacted via phone to ensure access to a device was possible. Where this was an issue, access was provided through school laptops/ DFE scheme

How will you assess work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers offer feedback on work submitted via the Google Classroom or emailed to the home learning addresses in the Lower School. All emails sent are responded to during school hours.
- KS2 children can share work via the classroom stream with their peers who can also comment and offer feedback.
- Google forms and quizzes created by the teacher are set up to mark answers automatically.
- Google Meets are used to give class feedback and address misconceptions.
- Google chats and collaborative documents allow the teachers in KS2 to address and respond to work as it is completed.
- Work is shared and celebrated in the Gold Book video each Friday

Additional support for pupils with particular needs

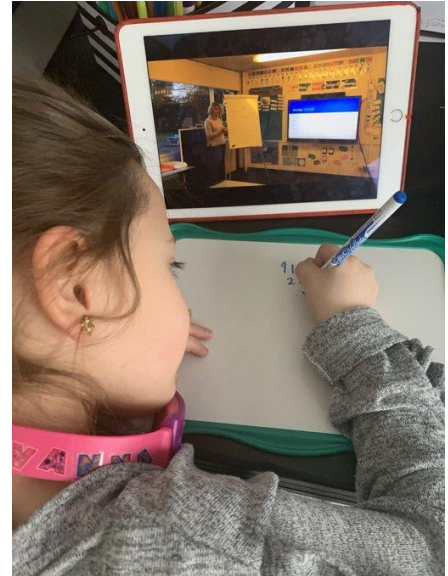
How will you work with children who need additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Provision for children with SEND made in school (for those with EHCP or specific needs requiring school attendance) or through remote means.
- Teachers have made direct contact with families currently home schooling to offer advice and guidance for supporting their child's learning. Additional learning materials have been provided where necessary and Google Meets (individual and small group) have been introduced to deliver interventions/ target learning.
- Children receiving therapy through school counselor are accessing the sessions remotely.
- Children who, because of identified barriers/ challenges, have difficulties accessing and engaging with remote learning have been offered a place in school.

Home Learning at Sarratt School:

Live Lessons



Projects and Independent Learning

