



Prior's Mill C of E Primary School: Approach to Remote Learning

Named Lead: Miss Huddart – Deputy Headteacher

The plan below outlines how Prior's Mill C of E Primary School intends to provide high-quality remote education in cases where it is not possible, or is contrary to government guidance, for some or all pupils to attend school. Circumstances where it might not be possible for pupils to receive in-person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

The school follows the DfE non-statutory guidance:

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

In line with this guidance, remote education should only ever be considered as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Where it may be needed for individual pupils, groups of pupils or the whole school, Prior's Mill C of E Primary School uses Seesaw as an online platform to deliver remote education and each pupil (from Nursery - Year 6) has their own individual log in: <https://app.seesaw.me/#/login>

Families will be reminded to use this as soon as possible via email, communication, the school website and/or posts on the school's social media account.

Microsoft Teams is used to deliver live lessons and interventions, where appropriate. Live and recorded remote lessons will begin the following school day after an announcement is made to notify parents/carers of the need to enact this remote learning plan.

Parents/carers will be regularly reminded to ensure that school holds the correct contact details for them. This includes an up- to-date email address.

1.3 Platforms used to deliver remote learning

Digital education platforms can also facilitate teacher-pupil interaction, including feedback and assessment, as well as enabling pupils at home to stay connected to their peers in school.

Where pupils have access to appropriate devices, remote education might include recorded and/or live direct teaching time, as well as time for pupils to complete tasks, reading, and assignments independently, depending on their age and stage of development.

Work provided during periods of remote education should aim to be high quality, meaningful, ambitious and cover an appropriate range of subjects to enable pupils to keep on track with their education. Platforms used as additional support include: links and messages shared from school Facebook page, via email and the school website.

Live lessons will be delivered via Microsoft Teams.

In line with the DfE guidance, lessons do not necessarily need to be recorded by teaching staff at the school. If preferred, high-quality lessons developed by external providers such as Oak National Academy can be provided instead.

Oak National Academy

This is suitable for pupils from Reception upwards. The 'teaching content' will be provided through age-appropriate videos, which are pre-recorded by a teacher and these videos are complemented by quizzes, worksheets and creative activities. There's no login or password and the lessons can be accessed on any device.

Maths home learning | Home learning | White Rose Education

At Prior's Mill C of E Primary School, we follow the White Rose Schemes of Learning. This can then be accessed from home in the event of remote education - children will be guided to the appropriate year group they are in and to one of the topics available by clicking 'Schemes of Learning'. Every lesson comes with a short video showing you (as a parent/carer) clearly and simply how to help your child complete the activity successfully.

Children have their own log in details for the following platforms and these will be provided again as a reminder in the event of remote education:

Times Tables Rock Stars:

Pupils from Year 2 – Year 6 have access to TTRS. It is recommended that pupils access this regularly in order to practise and overlearn key content in relation to the multiplication tables.

Remote learning – expectations for explicit instruction

The DfE guidance states that pupils should be provided with remote education that is equivalent in length to the core teaching time that pupils would receive in school, where possible. In Key Stage 1, children should have work set for a minimum of 3 hours per day, with less for younger children. In Key Stage 2, this increases to a minimum of 4 hours per day.