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
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	We use the same schemes for home learning as we do for in school learning. This includes: - Phonics: Read Write Inc - Maths: White Rose Maths Hub - English: Book led curriculum with a logical sequence of lessons - Science: Collins Snap Science scheme - Humanities: Progression grids to ensure knowledge and skills are age appropriate - MFL, RE, Computing – the schemes of work we use in school. These are all planned on a year by year progression of knowledge, aligned with the curriculum in school.
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	Many of our lessons have high quality tutorial video links. We provide a twice daily live TEAMS call to all our pupils to allow us to support with instruction. We use the SeeSaw/Teams platforms to deliver these to your pupils on a daily basis.
give access to high quality remote education resources	SeeSaw 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 SeeSaw and the daily live calls on TEAMS.
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 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 Read Write Inc, White Rose Maths Hub that are at the correct level. The SENDCo, and will support individual teachers with their provision. We also provide pupils with mini Teams and bespoke activities in small groups even when learning remotely.
publish information for pupils, parents and carers about their remote education provision on their website by 25	This information is published on our website.

January 2021 – an optional template is available to support schools with this expectation	
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 (45 mins), Maths(45 mins), Reading/RWInc/Spellings(30 mins) and two wider curriculum subjects (60mins). These are clear tasks, aligned to the curriculum in school, and are submitted to the teacher each day at 2pm for review. In addition, each day pupils are encouraged to complete fluency activities to practice their skills. These are daily spelling practice (10mins), arithmetic and times tables practice (10mins) and daily reading (30mins KS2/15minsKS1). Live sessions take place twice a day in addition to the above time.
provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	We have a twice daily TEAMS 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	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/support staff. 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 SeeSaw and Teams, 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 class teacher 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 individual pupils about their learning.