

Alexandra Primary School Remote Learning Provision Strategy

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. Teachers will use a combination of approaches to teach pupils remotely and, as is the case during normal provision, teachers will select the best methods depending on the year group and topic they are teaching.

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

Key Stage 1: 3 hours

Key Stage 2: 4 hours

How will my child be taught remotely?

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

- A pre-recorded morning video each day to explain the learning for the day, to share any messages and to praise remote learning efforts.
- A daily live teaching session in the morning which is at staggered times to support families who are sharing devices.
- Daily recorded teaching of a broad range of subjects across the curriculum.
- Commercially available websites to support the teaching of specific subject areas, including video clips (such as Oak Academy English, White Rose Maths, Times Tables Rockstars).
- Daily live stream for the children to ask their teacher questions and to interact with their peers.

Accessing online remote education:

Children in Nursery and Reception will access their online learning through Tapestry. Logins for this platform are sent out to parents when their children join in September as it is a tool that is used regularly by parents and class teachers to record evidence of the children's achievements.

Children in Key Stage 1 and Key Stage 2 will access their learning on Google Classroom. In Key Stage 1 and Lower Key Stage 2, work will be available by 7pm the night before, so that parents are able to prepare any resources that will be required for learning the next day. In Upper Key Stage 2, work will be available from 7am so that the children can more independently organise their day ahead. Pre-recorded 'Loom' videos, Youtube videos or recorded 'Google meet' videos will be used to deliver teaching sessions, as well as Google forms, slides and docs that will be used to support teacher assessment.

Support to access remote education:

We are committed to ensuring that all pupils can access remote learning. We take the following approaches to support those pupils to access remote education:

- Chromebooks and data sim cards have been issued to families with no devices or internet access.
- Printed resources for the week can be delivered to families with no digital access.
- Pupils can submit this work back in on the next delivery date or by dropping packs back to the office if they are unable to scan and send it to the school office email.

Should parents have any questions or concerns over their child's ability to access learning during periods of remote provision, they should contact the school.

Live online sessions:

We understand the value in the children being able to have face-to-face contact with their class teacher whilst they are learning from home and so we have organised for live online sessions to be held on a daily basis. Each phase will have a dedicated time where the children will be invited to join a google meet with their class, if they are available to do so. These live sessions may be used for multitude of different purposes, such as teaching a new concept, explaining how to complete a task, reading a story or giving feedback on previous learning.

Guidelines for live sessions:

Please discuss the following expectations for the live sessions with your child. Teachers will also discuss expectations with the children during the first meeting.

- Face to face sessions will be in groups.
- Children should wear suitable clothing.
- Children should ideally be situated in a suitable 'public' area within the home with an appropriate background.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Do not record, store, or distribute video material without permission.

The timings are as follows and will remain the same each day:

Year Group	Time
Nursery	10.30am
Reception	10.30am
Year 1	9am
Year 2	9am
Year 3	10am
Year 4	10am
Year 5	11am
Year 6	11am

Remote education for self-isolating children when the rest of school is open:

Where individual pupils need to self-isolate, but other children from their year group are attending lessons in school, they will be offered access to their learning in any of the following ways, depending on the subject, the specific material being covered or what is most appropriate for that lesson:

- In the initial instance, a letter will be sent to parents to direct them to White Rose maths and Oak Academy English activities.
- If the period of isolation continues beyond two or three days, children may be emailed the work to complete at home or activities may be uploaded to their relevant online platform (Google Classroom or Tapestry). Tasks can be submitted back to the class teacher in the usual way.
- If pupils are unable to access the work remotely and have been identified as needing to isolate for a longer period of time, a hard copy of the work can be collated and posted home.

We strive to ensure that children who are self-isolating are not disadvantaged in any way and are still able to access their curriculum and be provided with high quality, challenging work.

Engagement and feedback:

Pupils should engage with all remote learning, including live teaching, and parents will set routines and offer guidance (where possible). It is expected that children attend all live sessions. Failure to attend these sessions will be followed up by members of the Senior Leadership Team. Should non-attendance be a persistent problem, the school will help support learners and families through the identification of barriers and by implementing supportive interventions, such as the issue of devices, hard copy work or support from outside agencies.

Teachers will carefully plan for the provision of remote learning for all children and, in-turn track, monitor and review their progress and attainment.

Teachers will:

- Ensure pupils receive clear explanations of new content and learning tasks
- Support growth in confidence with new material through scaffolded practice and modelling
- Allow opportunities for the application of new knowledge and the regular retrieval of previously taught knowledge.
- Enable pupils to receive regular feedback on their achievements and how to progress.

Additional support for pupils with particular needs:

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:

- Some tasks may be differentiated to enable children scaffolded support to access learning.
- A member of the support staff team will offer regular tailored support to guide through some of the activities outlined in the remote learning provision.
- Additional 1:1 support or small group intervention via remote learning.