



## William Martin Schools and Nursery & St James' Church of England Primary School



Government Guidance	What are we offering?	Who is responsible?
<ul style="list-style-type: none"> <li>• 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 so that pupils can progress through the school's curriculum</li> </ul>	<p>Teachers plan according to the detailed long-term plans (available on the website). White Rose maths scheme is used.</p> <p>Work was emailed out and added to the website w/b 4/1/21 for 8 days' worth of work.</p> <p>From 18/1/2021 teachers will upload their own work weekly to the website and parents will be directed there to access it.</p>	<p>Class Teachers</p>
<ul style="list-style-type: none"> <li>• select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)</li> </ul>	<p>Teachers record teaching videos each week to support the work that is being sent home.</p> <p>Every class has a zoom session each week. During this time there is an opportunity for pupils to talk to their teachers about the home learning.</p> <p>Class emails and work posted on the website provide platforms for feedback.</p> <p>Purple Mash- every pupil has login in details for this platform. Pupils can interact with their teachers via emails and receive feedback on this platform.</p> <p>Times Tables Rockstars- all pupils have logins Parents can email teachers for login details if they are lost or forgotten.</p>	<p>Heads of School and Subject leaders to support staff with passwords etc.</p> <p>Class Teachers- assign and check work</p>



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	All pupils have access to Bug Club reading books.	
<p>In developing their remote education, we expect schools to:</p> <ul style="list-style-type: none"> <li>• overcome barriers to digital access for pupils by:</li> <li>• distributing school-owned laptops accompanied by a user agreement or contract</li> </ul>	<p>Laptops have been prepared with access to Microsoft Office, as well as shortcuts to the online learning platforms.</p> <p>Parents survey sent 7/1/21 to check for access to devices and chance to request additional data.</p> <p>Laptops have been distributed to parents requesting access.</p>	Heads of School
<ul style="list-style-type: none"> <li>• providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.</li> </ul>	<p>Paper pack list updated frequently and they are available for parents to collect each week. Packs can be delivered if a family is unable to collect.</p> <p>Paper packs are copied on Thursday/Friday ready for the following Monday and left for collection labelled with names. From Monday 18<sup>th</sup> January paper packs will be available to collect or request delivery from 9.00 every Monday. Extra staffing deployed to give these out.</p>	Teachers organise copying of packs (differentiated where appropriate)
<ul style="list-style-type: none"> <li>• It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.</li> </ul>	<p>Numbers in school will be kept to an absolute minimum for everyone's safety.</p> <p>Weekly safeguarding meetings are held. Any concerns around pupils at home are discussed and action to offer them a place in school is taken if necessary.</p>	Safeguarding/Pastoral team continue to assess pupils' home situations.
<ul style="list-style-type: none"> <li>• have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</li> </ul>	<p>Email communication can be made daily.</p> <p>Vulnerable pupils have been RAG rated and those most vulnerable receive daily calls from the pastoral team.</p> <p>Purple Mash and TT Rockstars can be checked for engagement, if and when necessary.</p>	Teachers/LSAs make weekly calls. Pastoral Team make daily and other



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	Every class has a weekly zoom meeting- chance to say hi, story read by the teacher/challenge or quiz. A register is taken at the beginning of the session, those who do not attend are phoned by the class teacher/LSA.	frequency of calls to most vulnerable. Heads of School oversee weekly contact and conducts home visits if necessary.
<ul style="list-style-type: none"> <li>• identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</li> </ul>	<p>Gina Bailey/Claire Kearney/Casey Cox will oversee the quality of education.</p> <p>Celina Walsham will oversee EHCP education offer</p>	<p>Gina Bailey/Claire Kearney/Casey Cox</p> <p>Celina Walsham</p>
<ul style="list-style-type: none"> <li>• publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 - an optional template is available to support schools with this expectation</li> </ul>	<p>Letter sent to parents regarding our remote offer on 15/01/21.</p> <p>This document provides details of the remote learning offer.</p>	<p>Gina Bailey Claire Kearney Casey Cox</p>
<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> <li>• set meaningful and ambitious work each day in an appropriate range of subjects</li> </ul>	<p>Timetables should be set for each week to support families to structure their days. Additional work is available on the school website.</p> <p>A combination of online/paper based/practical/physical and outdoor activities are encouraged.</p>	Class Teachers
<ul style="list-style-type: none"> <li>• provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:</li> <li>• Key Stage 1: 3 hours a day on average across the cohort, with less for</li> </ul>	<p>Please note this expectation has changed from the previous government update:</p> <p>KS1- up to 3 hours a day</p> <p>KS2- 4 hours a day</p> <p>Each weekly timetable must reflect this.</p>	Class Teachers



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<p>younger children</p> <ul style="list-style-type: none"> <li>• Key Stage 2: 4 hours a day</li> </ul>		
<p>Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content.</p>	<p>Teachers to explore Oak Academy lessons and match lessons to our curriculum. Links can be added to the weekly timetable.</p> <p>Links to BBC education offer are on the class pages.</p> <p>Links to RE, PE and Mental Health and Wellbeing resources/videos are available to all pupils via dedicated pages on the school websites.</p>	<p>Class Teachers Subject Leaders</p>
<ul style="list-style-type: none"> <li>• consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:             <ul style="list-style-type: none"> <li>• providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources</li> <li>• providing opportunities for interactivity, including questioning, eliciting and reflective discussion</li> <li>• providing scaffolded practice and opportunities to apply new knowledge</li> <li>• enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate</li> </ul> </li> </ul>	<p>Aim over next two weeks is a video for each day for English/Phonics to support learning at home. Teachers received training on this on 13/1/21 using Zoom to record and You Tube to upload to. These will be uploaded to the website to complement the timetable and worksheets already uploaded.</p> <p>Class emails should be checked every day and where possible, if not teaching in school, responded to during school hours. These responses can provide feedback to tasks and further support to answer any questions.</p>	<p>Class Teachers</p>
<ul style="list-style-type: none"> <li>• using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge</li> </ul>	<p>Look at Purple Mash and TTRockstars data to set future tasks based on successes/difficulties.</p> <p>Plan accordingly based on submitted tasks for individuals and feedback from parents.</p>	<p>Class Teachers</p>



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<ul style="list-style-type: none"> <li>• avoiding an over-reliance on long-term projects or internet research activities</li> </ul>	<p>By setting weekly work we are giving pupils notice but also making tasks varied and different each week.</p>	<p>Class Teachers</p>
<p>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.</p> <p>Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.</p> <p>We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.</p>	<p>Differentiated tasks should be set for pupils who cannot access the work set.</p> <p>Support plans have been updated to reflect the activities given to parents to complete at home with their child. These activities link directly to the objectives on the child's individual support plan.</p> <p>Letters sent out to provide support and advice for parents with pupils that have SEND.</p> <p>EYFS teachers set a range of activities which do not solely rely on digital engagement.</p> <p>SEND &amp; EAL page on website, links have been added for EAL children to access resources.</p>	<p>Class Teachers- LSAs of 1:1 pupils can support the setting of tasks.</p> <p>Celina Walsham, Lucy Coote, Bex Gill can support teachers with ideas for SEN pupils.</p>
	<p><b>Additional Offer</b></p> <p>Wow walls/'Celebrating Home Learning' galleries produced each week to celebrate home learning- uploaded to the website.</p> <p>Star of the Week- a pupil to be selected each week and emailed a certificate. This will also be celebrated on the website.</p>	<p>Class Teachers</p>



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Updated 22/01/2021

This guidance is from the document:

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