

Plan for Remote Education at Lindow Primary school in ‘Lockdown 3’ following guidance from the Department for Education

When teaching pupils remotely, we expect schools to:

- *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’*

The Remote Learning offer from Lindow Primary school is a blended mix of digital and remote teaching. All Lindow pupils start the day with a morning register via Teams during which they will receive their daily timetable of work. The daily schedule and tasks are then posted as a link via Class Dojo and will be in the form of a Microsoft Sway document.

The work will include arithmetic, maths, writing, reading, spelling/phonics, arithmetic/times tables and topic to ensure that children are receiving input on a number of different subjects. It will approximately follow their usual class timetable and will equate to 3 hours of work. The document can be worked through at the child’s own pace at a convenient time for the family.

Whilst our Lindow Life Skills curriculum underpins all subjects, it is taught explicitly on a Friday and gives children an opportunity to evidence new skills for their Lindow Life Skills passport and to support the core strands of our curriculum: be articulate, have a sense of community, be empathetic, be co-operative and participate, have ownership of learning, be organised, make decisions, be responsible, be resilient and persevere, aim to be the best you you can be. This gives our families an opportunity to focus on the wider life skills and a platform to acknowledge and celebrate these strengths. Examples include: looking after wildlife, learning a cooking skill, writing a card to a neighbour.

‘provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos’

Each Microsoft Sway document will include links to modelled explanations. These will be their teachers using HUE visualiser, videos or sometimes links to other content for example Oak Academy, White Rose Maths or You Tube.

‘have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern’

There is an expectation that all Lindow pupils are engaging with the work set. The daily registers are used to direct pupils to tasks, including 3 pieces of work to be submitted every day. Teachers use the registers and work submitted to check children’s progress and identify any concerns. The register also gives children the opportunity to have daily live interaction with their teachers. The sessions are also recorded and made available for those who cannot access at the live time.

If pupils miss the Teams register, there is an expectation that parents/carers inform the teacher via DOJO with an explanation (e.g. tech problems, illness etc.). If children miss register and school has no explanation, this will be followed up by initially by the teacher. If 3 contacts are missed, this is

followed up appropriately, in the first instance with parents/carers receiving a call from school to see if any further support is required.

Similarly, if no work is submitted, contact is made by the class teacher and a variety of strategies may then be put in place appropriate to the family situation. Strategies to support vary from providing small group check in meetings, providing technical support or laptops, printed materials etc.

'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'

Lindow children will regularly receive a range of feedback on a number of different platforms. We will be using DOJO portfolio as the main method for feedback as it allows us to reward the children for completing their work. Teachers will also use a variety of digitally facilitated feedback appropriate to the age of the child. These may include: Quizzes via Teams, Kahoot, Spag.com, TT Rockstars, Numbots etc.

In addition, reading progress is checked weekly using Accelerated Reader or for KS1, comments via Dojo.

The personalised Microsoft Sway document will allow children to work at their own pace and replay the modelled examples until they are confident to proceed. Additionally, teachers can use this to set extra challenges for those who are able to access them. The class teacher will message any parents of pupils who may need extra support or consolidation and direct them to this element of the document. The document may also contain different levels of work for example different phonics phases. Parents/children are aware that teachers will make themselves available during school hours to help and they have been invited to contact the teacher ask for more challenge or support where needed.

Reading at Home

Our experience from other lockdowns has informed our decision to facilitate a safe & socially distanced weekly collection and changing of physical books for all year groups. This runs alongside a series of links to digital platforms including the facility for children to quiz remotely.

Mental Health and Wellbeing

As a school with a strong family ethos with the core values of caring, learning and achieving, we also offer whole school live Teams meetings: a weekly story time and a whole school celebration assembly on Friday.

The celebration assembly is led by the Head teacher and gives us additional opportunities to reach out to our families in a more relaxed format where children's achievements and birthdays are celebrated. There is a weekly winning house to incentivise and encourage children to be working towards a goal within their school community.

The story time allows family groups to sit together and listen to stories again in a relaxed and supportive environment.