

Remote Learning Audit Against Government Expectations

(Last revision 15/01/21)

<u>Government Expectations 7th January 2021</u>	<u>Wimbledon Chase Provision</u>
<ul style="list-style-type: none">• The school should 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.	<p>The existing platforms are being used to deliver our content:</p> <ul style="list-style-type: none">• WCPS Virtual School accessed via the School Website• Google Classroom• Tapestry <p>Our Virtual School delivers our weekly and daily learning schedules for Years 1-6, signposting the children to Google Classroom. Nursery and Reception daily learning is delivered through Tapestry.</p> <p>Live lessons are delivered via Google Classroom</p> <p>Children's work is assigned, submitted and assessed daily through the Google classroom, Tapestry or Live sessions.</p> <p>Staff training has been provided regularly and remains ongoing through approved providers such as EdTech.</p>

- The school should overcome barriers to digital access for pupils by:
 - distributing school-owned laptops accompanied by a user agreement or contract.
 - 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.
 - encouraging vulnerable children to attend provision in person.

Our school continues to identify need through:

- Parent surveys designed to identify gaps in digital access.
- Identification of pupils who are struggling to access online learning.
- Well-being phone calls or video calls home to all families.
- To Prioritise contact with EHCP and vulnerable children during the first two days of lockdown to offer a place in school.

In response to this:

- School laptops have been allocated and delivered to families. Required paperwork has been completed.
- Chromebooks donated by a local charity have been gifted and delivered to identified families.
- Paper copies of work have been and continue to be delivered to those families who have requested it.
- Our Additionally Resourced Provision - The Study and The Ark - have remained open.
- Daily bespoke learning is being delivered to children with an EHCP, either in school or via the Google Classroom.
- Vulnerable children are held in mind, with their needs reviewed daily by teachers and at least weekly by the Senior Leadership Team.
- Guides are available on the school website to help parents access the Google Classroom.

- The remote education provided should be equivalent in length to the core teaching pupils would receive in school. It will include both recorded or live direct teaching time, time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1 (Year 1 and 2): 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2 (Year 3, 4, 5 and 6): 4 hours a day

Ofsted say *“Remote education is not the same as digital education. Sometimes it may be more effective to deliver remote education through worksheets... Some think that a live lesson is the “gold standard” of remote education. This isn't necessarily the case... Evidence suggests that concentration online is shorter than the length of a typical lesson... Different approaches to remote education suit different types of content and pupils.”**

Our school follows the blended approach to learning as stipulated in the Remote Learning Continuity Plan. The following core learning is typically set for the different Year groups below.

Nursery (1 hour 15 mins 5 x a week)

1 Phonics
1 Maths
1 Topic
Daily exercise
(3 live sessions a week)

Reception (1 hour 45 mins 5 x a week)

As above, plus
Reading
Handwriting
Daily exercise
(8 live sessions a week)

Further Nursery and Reception Provision

Pre-recorded story times and cross-curricular learning opportunities

Years 1 and 2 (Approximately 3 hours per day)

Phonics or Spelling (Y1 and 2)
English
Maths
1 core subject (three times a week)
1 or 2 foundation subjects
Handwriting
3 PE sessions per week
(10 live sessions per week)

Years 3,4,5,6 (4 hours a day))

1 English 1 hour

1 Maths 30 mins/1 hour

1 core subject (three times a week) 30 mins

1 or 2 foundation subjects 30 mins

Spelling/handwriting/Grammar 10-20mins

Reading for pleasure 20 mins

Daily PE 15 minutes suggested activity

Maths Facts Practice 10 -15mins

(10 live sessions per week)

Further Provision for Years 1-6

2 pre-recorded assemblies a week.

1 afternoon registration session or storytime daily.

<ul style="list-style-type: none"> The school should 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. <p>Ofsted say: <i>"We will often need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely. When we do this, we need to focus on the basics...in many cases, practising and a focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful"</i>*</p>	<p>All content delivery follows the school's current ambitious curriculum offer. Wherever possible teachers are adapting current curriculum plans and units of work in order to design lessons suitable for remote learning. This means that pupils will be given a variety of new learning and consolidation of previous skills.</p> <p>Weekly timetables allow for families to see the planned learning journey and careful consideration is given to the way lessons are taught.</p> <p>The White Rose Maths videos, which our school utilises for digital learning, are expertly chunked into incremental steps following Maths Mastery principles.</p> <p>Plans are monitored daily by the Senior Leadership Team.</p>
<ul style="list-style-type: none"> The school should 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. 	<p>Our systems and procedures allow teachers to have several daily opportunities to check children's engagement with their work. These being:</p> <ul style="list-style-type: none"> Live lessons Submitted work on Google Classroom or Tapestry Live afternoon registration or storytime sessions. <p>Registers are kept of daily lesson attendance and non-attendance is followed up by the school. Children who are not submitting work online are contacted by their class teacher or the Phase Leads as appropriate. Senior Leaders are informed and solutions are devised.</p>

<ul style="list-style-type: none"> • The school should set meaningful and ambitious work each day in an appropriate range of subjects. 	<p>Year teams have considered their existing medium term curriculum plans and created suitable weekly timetables that will work for remote learning: these are published on the Virtual School or via Tapestry.</p> <p>The weekly timetable includes a broad range of subjects and over a fortnight, all Core and Foundation Subjects(including Modern Foreign Languages for Years 2-6) will have been delivered.</p>
<ul style="list-style-type: none"> • The school should ensure that content provides frequent, clear explanations of new content,delivered by a teacher or through high-quality curriculum resources or videos. 	<p>The expectation is that our teachers will deliver live sessions to every child (Nursery- 3 sessions per week, Reception - 8 sessions per week, Years 1 to 6 - 10 session) as well as provide pre-recorded lessons in order to ensure that learning is guided and new concepts are taught appropriately. Pre-recorded lessons, both of the school's own making and those produced by other bodies such as Oak National Academy, allow for lessons knowledge and skills to be imparted in appropriate chunks and in a timely manner.</p> <p>High-quality resources such as White Rose Hub Videos, Wandle English Hub, Oak National Academy, Merton Schools Sports Partnership and BBC Teach are used to supplement learning where appropriate. External providers are often used in subjects such as Phonics,Science, Music and PE as the practical element of these subjects is difficult to replicate.</p>
<ul style="list-style-type: none"> • The school should be providing opportunities for interactivity, including questioning, eliciting and reflective discussion. 	<p>At our school we use our live sessions to interact with children in a responsive manner as we would in the classroom. Questioning, discussing and reflection are strategies used every day by teachers, and this is no different digitally.</p> <p>Discussion is encouraged online and offline work is used to reinforce these sessions.</p>

	<p>Google Classroom allows for older pupils and teachers to interact through written comments.</p> <p>Afternoon live sessions allow for a more relaxed setting in which children can develop these skills.</p>
<ul style="list-style-type: none"> The taught lessons should be providing scaffolded practice and opportunities to apply new knowledge. <p>Ofsted say: <i>"Beware of offering too much new subject matter at once. Make sure key building blocks have been understood fully first. We need to assess pupils' knowledge to determine this...As it's harder for pupils to concentrate when being taught remotely, it's often a good idea to divide content into smaller chunks. Short presentations or modelling of new content can be followed by exercises or retrieval practice."*</i></p>	<p>Our remote lesson design follows the principles of planning for outstanding teaching and learning based on classroom practice. Teachers may choose to use live lessons or pre-recorded lessons to introduce a new concept in small chunks, or to practise skills through carefully crafted exercises, or take the opportunity to plan work to be completed after the session. Pre-recorded lessons are often shorter, which can be necessary when introducing new concepts. In order to practise a new skill, teachers may create several opportunities over the course of a week. The pace of new learning may be slower than in the classroom.</p>
<ul style="list-style-type: none"> The school should enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate. 	<p>Our policy states that children will receive individual feedback from the work that is submitted to our online platforms, Google Classroom and Tapestry.</p> <p>Live lessons allow feedback to be given to the whole-class, small groups or individually.</p> <p>Afternoon live sessions and storytime are further means to feedback.</p> <p>Follow up phone calls home are used if appropriate.</p>
<ul style="list-style-type: none"> The school should use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge. 	<p>Through daily assessment of the children's work, either on the school's digital platform or through live lessons, teachers are able to adapt units of work and lesson plans as necessary. 1:1 live questioning and written feedback allows for teachers to identify gaps in the children's knowledge as it would do within a classroom. Children are encouraged to remain online at the end</p>

	<p>of a live session to ask for help if necessary.</p> <p>Teachers may use other forms of assessment such as quizzes and questioning during live sessions.</p> <p>Well-being phone calls with the children on a 1:1 basis allows the teachers to discover further how the children are responding to the school work.</p>
<ul style="list-style-type: none">• The school should ensure that the over reliance on long-term projects or internet research activities are avoided.	<p>Pre-recorded lessons, both of the school's own making and those produced by other bodies such as Oak National Academy, allow for lessons knowledge and skills to be imparted in appropriate chunks. As the school is offering a blended learning approach to remote learning, research activities or a long-term project may be used judiciously and where appropriate, but not as a matter of course.</p>
<p>* OFSTED: What's Working Well In Remote Education. (Published 11th January 2021)</p>	