



# Ditton Primary School

Liverpool Road, Widnes, Halton WA8 7HD



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## Ditton Primary School Remote Education Offer

The DfE published their Guidance for full opening – schools on 2<sup>nd</sup> July 2020. This guidance outlines the expectations that ‘remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.’

At Ditton Primary School we need to certify that our plans ensure that any pupils educated at home for some of the time (e.g. because they are shielding, bubbles have been advised to quarantine, local lockdown) are robust, easy to implement and ensure that our pupils are given the support they need to master the curriculum and make good progress.

Primarily, at Ditton, we have plans in place to deliver the full curriculum to pupils who are out of school as we will share our lessons from inside the classroom. This will continue in the event of a local lockdown as our lockdown plan will keep our key worker children in year group bubbles, so the teacher who is physically in the school building will lead lessons, supported by any year group staff available whilst they are working at home. It is expected that in the event of a local lockdown, the children of key workers and vulnerable children will continue to attend school.

The DfE guidance outlines the expectations for Remote Education Support on page 31 of the guidance:

DfE guidance:	School action:
<p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p>	<ul style="list-style-type: none"> <li>Plans in place for classroom delivery to be shared to home/ online learners using Teams or broadcast channel</li> <li>Work in EYFS is being shared via Tapestry, and if needed through Teams or broadcast channel</li> <li>All lessons are recorded and stored on Teams so that parents/ carers can access them at other times; this supports: several children using same or limited number of devices; limited internet/ broadband strength; working patterns of parents/ carers;</li> <li>Plans in place to match devices to named children in hours preceding lockdown – some will be collected from school - some will be delivered;</li> <li>Shared lessons will be in place regularly so that the automaticity of engaging through Teams is there for teachers constantly with no need to reacquaint with the system at short notice. This will support learners who are quarantining, off school but well enough to complete school work, children of parents/ carers required to stay shielding.</li> <li>In September, start of 2020/21, teachers will ensure all children are aware of these plans, outline expectations and check log-in details.</li> <li>In the event of a local lockdown, teachers will repeat the above, passwords will be printed and sent out again from the office. Teachers will issue an exercise book for children to work in at home.</li> <li>In the event of a local lockdown, Key Stage Teaching Assistants will be utilised; this team chase daily engagement in the remote education offer by making telephone calls to parents/ carers and taking steps to ensure all children can engage, e.g. issue a dongle, and provide exercise books for completion of work at home.</li> </ul>

continued





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In developing these contingency plans, we expect schools to:

- 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
- 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
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- 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.

- Curriculum in line with school's overall curriculum map. In autumn 2020, this will be reduced, in line with the DfE guidance, to focus on English, Maths, PSHE, and P.E.
- Access to documents for completion, e.g. worksheet, or for uploading work completed on books, will be made via Teams.
- Teachers can make use of other online resources to support online learning and our remote education offer. Some of these will be used as home learning work when children are expected to attend school to support our main curriculum offer.
- Resources include, but are not limited to, TT Rock Stars, Reading Plus, etc.
- Progress will be judged through the use of questions and suitable tasks with clear expectations that teachers check regularly. Feedback will be given in a similar way whether children are at home or in school, in line with the feedback and marking policy.
- Teachers will adjust the pace or difficulty of what is being taught in response to questions, completed tasks or assessments. Where necessary, material will be revised and explanations simplified to ensure children understand.
  - If many children are at home, additional staff from the year group will support that group by being online during the lessons, asking and answering questions, supporting the teaching element,
  - If only a few children are at home, they will be on the screen in the classroom (names, we have suggested home videos are switched off) and can put up their hand, so teacher can see this.

Work is submitted in the same way as if child is in school. In school assessment feedback policies are applied and the same to our learners at home.



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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
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos

- Capacity for every lesson to be shared for remote learning, throughout the school day. This will mean that children at home will access the lessons taught in the classroom. They will be set assignments linked to the taught lessons and teachers/ support staff will work to gauge how well pupils are progressing in each subject. This may involve additional contact with learners at home, though, for example, comments/ dialogue on Teams or Seesaw during lessons, telephone calls to parents/ carers if further discussion needed.
- Lessons will take place and activities set so that all children have meaningful and ambitious work each day in a number of different subjects, whether they are in school or at home.
- A weekly timetable will be shared in class and on line that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers.
- A well- planned and carefully-sequenced curriculum will be taught to ensure that knowledge and skills are built incrementally. There will be clarity about what is intended to be taught and practised in each subject.
- New content will be clearly explained and revisited frequently.
- Lessons will be delivered by a teacher in the school or through high quality curriculum resources and/or videos accompanied by explanations, with the opportunity to ask questions.

Resourcing:

- All teachers have use of an iPad/laptop which they use to deliver their teaching content during lessons.
- All teachers have access to an interactive whiteboard to support lesson delivery in the classroom.
- All children have log-on and password details to make use of Teams or Tapestry
- All adults and children have access to a range of online resources.
- The office team keep the lists of loaned equipment including devices and monitor return of such devices.
- During the start of the pandemic, several children were provided with a device via Children's Social Care; the Safeguarding Team have a list of who was provided with a device, and have incorporated it to the work of the Pastoral Team above. In the event of a local lockdown, the Safeguarding Children's Champions should check that the parent/ carer still believes the device is in working order.

Next steps:

- This plan will be further monitored in September 2020 at the start of the new academic year.
- Shared lessons in EYFS to be trialled from September 2020 using shared screens (as per Year 1 to 6) and/ or webcams as appropriate. Lessons will be shared via Teams or broadcasting. Work will be shared and uploaded via Tapestry and Teams.
- Further work to be completed with parents/ carers to ensure provision from school can be managed in the home.
- Share our revised assessment and feedback policy with parents/ carers to ensure they understand not all work may appear to be 'marked', or individual feedback given, it will be considered by the teacher to inform next steps in learning.

Mr Chris Jones – Executive Headteacher