

Remote Learning Offer for QUEST Primary Schools

Where a year group, bubble or class of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, our schools will offer immediate remote education. Below you will find details of our strong contingency plan in place for remote education.

In actioning these contingency plans, QUEST schools will:

- 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

When teaching pupils remotely, QUEST schools will:

- set tasks 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 or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

School scenarios	What we offer
Scenario 1 Schools remain open full-time for all primary pupils.	<ul style="list-style-type: none"> • Full school timetable available to all pupils including catch up provision.
Scenario 2 Schools remain open full-time for all primary pupils. Individual pupils and families may be self-isolating	<ul style="list-style-type: none"> • Full school timetable available to all pupils including catch up provision. • For individual pupils who are self-isolating we will provide a '<i>Top Tips Guide</i>' to access learning at home, with useful website and learning apps. In addition, for EYFS/KS1 tasks may be uploaded to Dojo. Paper packs will be provided, if requested. For KS2 pupils will have work/tasks allocated on our on-line platforms such as Century in-line with their peers in class.

Scenario 3

Schools remain open full time with at least one 'year group, class, bubble' working remotely

- Full school timetable for all children that are not isolating.

For pupils working remotely:

- All children in the bubble working remotely will have at home any relevant basic equipment e.g. ruler, 100 square etc. A single workbook per child to be made available for collection if required
- Teachers to share a suggested **daily** timetable covering the sequence of learning planned for that day. Reading, Writing SPAG, Maths and one DREAM curriculum subject delivered in line with Curriculum Map.
- Teachers to use Dojo as their virtual classroom to upload daily learning expectations for pupils/parents to follow.
- KS2 – Showbie and I-pad tools and apps to be used for assigning, assessing and feedback of pupil's learning.
- Work will be tailored to the children's ability as appropriate and teachers will gauge the pace based on pupil/parent feedback.
- Occasionally, teachers will assign a longer-term project that is part of the DREAM curriculum theme.
- Music and PE specialist will upload tasks to Dojo in line with current PPA schedule/timetable once per week for the class.
- Teachers to use high quality teaching and/or videos that are either pre-recorded or sourced from other online platforms for example, Oak National Academy/Century/White Rose/Twinkl/Classroom Secrets.

Daily, a 30-40 minute live zoom 'learning surgery' will be held; the code for which will be shared daily via Dojo. Here pupils will be able to interact with their Teacher and ask questions and seek further learning support.

SEND

- Our Inclusion Manager and 1:1 staff will support and tailor the curriculum for pupils with a EHCP.
- Teachers will signpost children/parents to Oak National Academy or other suitable online resources for specialist content for pupils with SEND. Where pupils are supported 1:1, and where appropriate, teaching assistants will provide daily learning opportunities for those children.

Feedback

- Teacher/TA to provide written/voice recorded feedback to the group/class. Each week, every child will receive some personalised feedback.

Assessment

- Kahoot/Outlook Forms /Mini quizzes/Testbase will be used to assess aspects of learning.
- KS2 Century diagnostics will be used to alter the pace and direction of the sequence of learning along with providing gap analysis data to allow teachers to assign personalised learning tasks.
- Bug Club diagnostics will be used to support the assessment of reading.

	<p>Families with no online access: Vulnerable pupils, where eligible, will access DfE device programme for devices and/or 4G routers/BT Wifi Hotspots.</p> <p>Attendance (less than 3 days online interaction per week/no contact for 2 consecutive days):</p> <ul style="list-style-type: none"> • Class teachers will send a Dojo message to a pupil's adult to enquire as to why the pupil is not accessing remote education. If no response is received within two days, teachers will signpost these pupils/families to the Learning Mentor who will make a telephone call to the family to discuss concerns and lack of engagement in learning. Outcome of conversation shared with the Class Teacher and Principal, if appropriate. • Vulnerable pupils/families will be contacted weekly by Learning Mentor and the Principal and/or other professional agencies involved where appropriate
<p>Scenario 4 Schools remain open full time only to vulnerable pupils and children of critical keyworkers. All other pupils will work remotely.</p>	<ul style="list-style-type: none"> • As Scenario 3 • Staff in school will facilitate the pupils in accessing the learning set by their class teacher on Dojo.