

Remote Education Provision

Rushey Green Primary School

(Draft Jan 2021)



Overview

This document provides important information for all stakeholders about the remote learning provision at Rushey Green.

- ❑ Our online offer will aim to follow the curriculum set out in our year group overviews where possible.
- ❑ Our curriculum planning aims to provide a broad, balanced and engaging education in line with the context of the National Curriculum.
- ❑ To enable a high quality provision, Rushey Green has subscribed to Google G Suite where powerpoints, videos and other interactive activities will be uploaded.
- ❑ Our approach to remote learning includes a blend of Google classroom activities, paper resources, online learning through live learning using Google Meets, pre-recorded lessons and other online learning platforms.
- ❑ To enhance the learning experience children will also have access to PurpleMash and Times Table Rockstars.
- ❑ There are three phases of remote learning at Rushey Green:
 - ❑ 1. Individuals
 - ❑ 2. Whole class/Bubble
 - ❑ 3. Lockdown

Our Guiding Principles

- ❑ Children self-isolating or shielding must have access to their entitled education.
- ❑ Online learning must be safe and secure.
- ❑ Provision is of a high-quality, contains a challenging programme of learning in core and wider curriculum subjects.
- ❑ Enables easy, direct communication between child and teacher for questions, clarification and feedback.
- ❑ Responsive to children's learning needs including children with SEND.
- ❑ Equality of access for all children including those without devices.
- ❑ Manageable for children given potential need for independence.

There are 3 Phases of our Remote Learning Provision:



Phase 1

Individual/small
number of
children
self-isolating



Phase 2

Whole class/year
group bubble
collapses for
self-isolation



Phase 3

Lockdown - where
key worker and
vulnerable pupils
are in school
(more than 30
children)



EEF Research: Remote Learning



EEF - Education Endowment
Foundation



[Best evidence on supporting
students to learn remotely](#)

[Blog: What learning should we
be promoting for home during
school closures?](#)

[Blog: Live teaching and
pre-recorded video lessons –
how can we best navigate the
evidence?](#)

When implementing strategies to support children's remote learning, or supporting parents to do this we need to consider:

- ❑ Teaching quality is more important than how lessons are delivered
- ❑ Ensuring access to technology is key, especially for disadvantaged pupils
- ❑ Peer interactions can provide motivation and improve learning outcomes
- ❑ Supporting pupils to work independently can improve learning outcomes
- ❑ Different approaches to remote learning suit different types of content and pupils



Phase 1
Individual/small
number of
children self
isolating.



Phase 1



Lessons are sequential and designed to build on knowledge and skills.

Helping your child keep on top of the learning for each subject will make the transition back to school much easier.

- ❑ If a child is self-isolating at home because they or someone in their household is either waiting for test results or have been advised by track and trace to self isolate they will be set work uploaded to Google classrooms.
- ❑ The lessons and activities will link as closely to the curriculum in school where possible.
- ❑ English and Maths will be uploaded to Google Classrooms and feedback will be given on work that is handed in.
- ❑ Activities for the wider curriculum will be provided in the paper pack - these lesson will include Science, History, Geography, Music, Art and R.E.
- ❑ Computing and some consolidating activities will be provided through Purple Mash.
- ❑ Home packs are sent/delivered home fortnightly for those children who do not have a device.



Phase 2/3
Whole class/year
group bubble
closure and
Lockdown



Phase 2 & 3



- ❑ If a class or a year group bubble has to close, or in the event of a lockdown, each year group will produce an enhanced package of remote learning through Google Classrooms and Purple Mash.
- ❑ Learning will be meaningful and ambitious in a range of subjects as set out by the year group curriculum. Wherever possible and appropriate, we teach the same curriculum remotely as we do in school.
- ❑ Teachers will prepare at least one live lesson daily in addition to a morning meeting and end of day story time and at least 2 lessons will be pre-recorded by the class teacher each week.
- ❑ There is a daily catch up to discuss or show learning to the class.
- ❑ Activities for the wider curriculum will initially be from a paper pack and Purple Mash. From day two, teachers will use a range of high-quality web resources to set up these lessons on Google Classrooms.
- ❑ Lessons will provide a clear explanations of new content, as well as providing opportunities to practice and apply the new knowledge.
- ❑ Children will have an opportunity to reflect on their learning to ensure they continue to progress, through feedback in the live lessons and written feedback for the work that has been handed in.
- ❑ To support the delivery of high quality lessons, teachers will use online learning platforms such as Oak National Academy, BBC Bitesize, PurpleMash and White Rose Maths amongst others.



Early Years Foundation Stage (a typical remote learning day in Reception and Nursery)

Up to
3 hours



Morning Welcome

Meeting and greeting the children is a vital part of the day. Teachers will explain the timetable and ensure that all children are ready for learning.



Maths

Teachers deliver a live maths session each day in reception as well as using pre-recorded lessons that build on prior learning and assessment for learning. In nursery one pre recorded maths session is uploaded to Google classrooms each week



Phonics and Reading

Teachers deliver a live phonics session each day in reception using the letters and sounds programme. High frequency words are also taught during this time. Teachers also upload pre-recorded lessons of the sounds taught. In nursery one pre recorded phonics lesson is uploaded to Google classrooms each week.

Story time

In reception at the end of everyday, children take part in a live story- telling session., along with singing and fun games. Stories are also pre recorded and uploaded for children to listen to. In nursery a live story session happens at 12 o'clock each day.



Wider Curriculum

Children are set two weekly tasks around Creative Development and Understanding the World. These are 'hands on activities' that can be completed throughout the week.



P.E.

PE. is encouraged daily to develop fitness and to provide well deserved breaks and supports the children's mental well being. Teachers provide a range of fitness activities including Joe Wicks workout videos.



Key Stage 1 (a typical remote learning day in Year 1 and 2)

A minimum of
3 hours



Morning Welcome

Meeting and greeting the children is a vital part of the day. Teachers will explain the timetable for the day; share any whole class feedback from the previous day and engage children with a fun activity.



Maths

Teachers use pre-recorded lessons and web-based resources including White Rose Math to deliver our Maths curriculum which builds on prior learning and assessment for learning.



Phonics and Reading

Teachers deliver a daily live lesson for phonics lessons. Children are encouraged to read a wide range of books through the Oxford Owl website.



Wider Curriculum

Teachers deliver our planned curriculum. Some of these lessons are pre-recorded and others use quality web-based resources. Our Music and Art specialists have pre-recorded lessons with comprehensive activities. Teachers also provide activities for outdoor learning.



English

Teachers use a combination of live and pre-recorded lessons in addition to other web-based resources to deliver or English curriculum. The lessons build on prior knowledge and assessment for learning.



P.E.

P.E. is encouraged daily to develop fitness and to provide well deserved breaks and support the children's mental well being. Teachers provide a range of fitness activities including Joe Wicks workout videos.



Key Stage 2 (a typical remote learning day in Years 3-6)

A minimum of
4 hours



Morning Welcome

Meeting and greeting the children is a vital part of the day. Teachers will explain the timetable for the day/week; share any whole class feedback from the previous day and engage the children with a mindfulness, Maths or English starter activity.



Maths

Teachers use both live and pre-recorded lessons in addition to web-based resources including White Rose Math to deliver our Maths curriculum which builds on prior learning and assessment for learning.



Spelling and Reading

Teachers use a combination of pre-recorded lessons and activities to teach spelling rules and word lists.



Wider Curriculum

Teachers deliver our planned curriculum. Some of these lessons are pre-recorded and others use quality web-based resources. Our Music, Art and MFL specialists have pre-recorded lessons with comprehensive activities.



English

Teachers use a combination of live and pre-recorded lessons in addition to other web-based resources to deliver or English curriculum. The lessons build on prior knowledge and assessment for learning.



P.E.

P.E. is encouraged daily to develop fitness and to provide well deserved breaks and support the children's mental well being. Teachers provide a range of fitness activities including Joe Wicks workout videos.



Why use pre-recorded lessons?



Convenience

Pre-recorded input allows our children to access their learning at a time that is convenient for their family.

Enjoyment

If a lesson was enjoyable such as a story or a song it can be watched over again and again.

Clarity

Being able to stop the video allows the children to work through any difficulties they may have.

Screen Time

Pre-recorded lessons allow for breaks and downtime from the screen allowing our parents to control the amount of time their children are staring at the screen each day.

Teachers

Teachers, who have been called into school to teach the key worker's children, are able to deliver lessons in person and ensure that the children at home get to see their own class teacher during these times.

Shared Devices

Pre-recorded lessons allow families with more than one child to manage the use of devices throughout the day so that each child gets equal access to the remote education provision.

Pre-recorded lessons have many advantages for our children as a remote education tool.

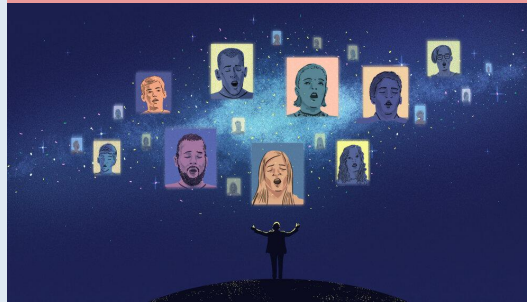


Additional Remote Provision - wider school life



Virtual Choir

Our Music specialist has been working closely with children, teachers and parents to develop our virtual choir project, bringing Rushey Green children together while they are apart.



Peripatetic Lessons

There will be some live, weekly, online instrument lessons will be delivered by our peripatetic teachers.



Additional Remote Provision - Humanities Projects



Humanities lies at the heart of our curriculum and each term teachers in KS1 & 2 set a project for the children. This allows the children to develop their understanding independently and creatively. These projects link to our work on Sustainable development goals and Rights Respecting School and will continue to happen in the virtual world a Rushey Green.



Optional Extended Learning Opportunities



Rushey Green Primary School has developed a range of home learning activities on the website. These optional activities are there to support families who require further provision beyond that set in Google Classrooms. Click on the link to explore the [Home Learning Materials](#) on offer on our website.



Children with additional needs (SEND)



At Rushey Green we understand that some children with special educational needs and disabilities (SEND) will require additional support when accessing our remote education provision. We acknowledge the pressures that may be placed on families when the learning is not accessible to the child. Here are some examples of support we have in place:

Differentiation

Teachers will differentiate learning for children if appropriate. This will allow all children to access learning within their age related expectations.

Targeted Support

Where a child is struggling with an age related concept, teachers will target the child directly and provide pre-learning or a particular resource to support the child. Paper based learning may be used where appropriate.

SENDCo

Our SENDCo monitors the children with additional needs in each class. They provide resources for children to support children's needs. They make weekly calls to families whose children have special educational needs. Additionally, the SENDCo arranges virtual coffee mornings for about managing their own and children's anxiety and virtual drop ins with the Educational Psychologist and Speech and Language therapist.





Teacher - Child Contact

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As part of safeguarding at Rushey Green Primary a member of staff will have regular contact with your child.

Teachers will provide daily feedback to handed in work. This feedback will be provided at the earliest opportunity.

Feedback

Pastoral Lead

Our Pastoral Lead and Learning Mentor will contact families who may benefit from additional support, including with access to remote provision.

Our SENDCo and the Centre for the Deaf is proactive in their support for children with additional needs. They will make telephone contact, provide additional resources and guidance for teachers.

SENDCo & Centre for the Deaf

Telephone

Teachers will make contact with families if a child has not attended lessons for two days to ensure the well-being of the child.

Senior Leadership

Senior Leaders will make telephone contact with families and conduct home visits as required.



Engagement and Feedback



Whole Class Feedback

Teachers will use the morning welcome meetings to give general strengths and areas for development

Good examples of work handed in can be shared via Google Meets.

Group Feedback

For English or Maths a teacher may respond to a group of children who need some additional feedback or input. The input may be pre-recorded in appropriate.

Individual Feedback

Written and verbal feedback will be given through Google classrooms and Google Meet.

Teachers will feedback on one piece of Maths and English that has been handed in daily.

Teachers will respond to two pieces of work handed from other subjects per pupil throughout the week, ensuring a range of subjects are covered across the term.

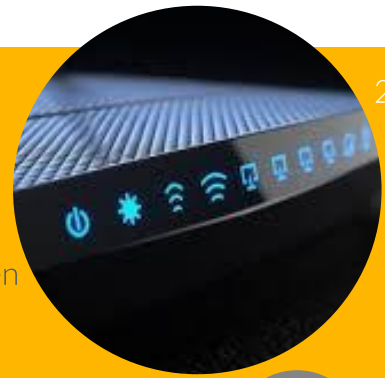
Individual feedback may not be provided if learning is handed in later than the due date. At Rushey Green, our expectation is that, where possible, live lessons are attended and responses to activities are handed in on time.





Accessing Remote Learning Provision

Some children may not have suitable online access at home. To allow access, Rushey Green takes the following approach:



1

Audit

Class Teachers, Pastoral Leads, Learning Mentors and Senior Leaders identify the needs from a range of information.

2

Order Devices

A designated Lead orders the devices from the DfE. The in school technicians will add the antivirus and filtering services.

3

Assign Devices

The parent/carer is contacted to arrange collection of the and to sign a loan agreement form.

4

Connectivity

Where there are connectivity issues, a range of options are made available to the parent/carer including a free SIM with 30g of data, a data boost via the DfE scheme or a 4G router with free data.

5

Access

Access by the pupils is monitored by teachers and designated senior leaders to ensure the children are accessing the remote learning.





Thank You

If you have any questions:

Contact us: admin@rusheygreen.lewisham.sch.uk

