



Evidence of meeting DfE Statutory requirements for remote learning

As we once again move to a mixture of remote and in school learning we are keen to work closely with parents to provide resources, materials, support and guidance for all pupils which will enable them to keep learning.

We have worked hard to support pupils to catch up during the Autumn Term and are keen that this momentum is continued over the coming months regardless of where a child is learning.

The DfE have published clear statutory expectations for learning remotely, the information below explains how we will fulfil this duty.

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.

All Crofty schools have developed ambitious, wide ranging, carefully sequenced curriculum which build children's knowledge and understanding from year to year.

The details of this curriculum can be found on the school website.

The remote learning offer takes this curriculum as the basis for learning opportunities, whether the children are at home or in school. Some tweaks have been necessary eg PE focuses on health and fitness where team games cannot be taught.

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.

Through use of Class Dojo we have established a system for teachers to set work, children to complete work and return it to their teacher and for classroom staff to respond with feedback.

Teachers and teaching assistants have been trained in the use of this platform.

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.

Where children do not currently have access to digital learning at home, arrangements have been made to support learning through the provision of workbooks/ work sheets.

In addition, children will be contacted by phone once a week by school staff to discuss learning and support/ challenge.

Weekly opportunities to 'hand in' work, collect feedback on previous learning and set future learning have been established through timetabled visits to the school site.

The trust is working to enable all pupils to access learning digitally.

Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

The named senior leader at Treloweth School is Kimberley Rogers.

The named senior leader for Crofty MAT is Tamsin Lamb.

Set meaningful and ambitious work each day in an appropriate range of subjects

- The school curriculum plan is followed for the term with adjustments made where specialist resources may not be accessible in a child's home eg DT, music
- Lessons are carefully planned following our curriculum on the usual templates.
- Daily reading, writing and maths learning are set, including phonics for EYFS/KS1 pupils.
- Children are encouraged to be physically active every day as part of our PE and PSHE curriculum.



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- Foundation subjects are taught across a rolling programme in line with the school's curriculum plan with at least one foundation subject learning opportunity daily.

Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

- **Key Stage 1: 3 hours a day on average across the cohort, with less for younger children**
- **Key Stage 2: 4 hours a day**

Pupils will be provided with a range of learning prompts to engage and interest them this may be through live discussion, recorded teaching, video demonstrations, links to other online video prompts etc.

From this starting point children will be set tasks which they can complete independently (as age appropriate) and evidence of their successful completing returned to the teacher.

This evidence will vary depending on the task eg completion of a reading journal, a photograph of a piece of art or creative task, a piece of writing or a page from the child's Power Maths book.

The quantity and range of tasks will be adjusted for the age of the child.

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- **providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources**
- **providing opportunities for interactivity, including questioning, eliciting and reflective discussion**
- **providing scaffolded practice and opportunities to apply new knowledge**
- **enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate**
- **using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge**

Live or pre-recorded teaching including modelling or explanations are used to enable the children to access and complete the task with more accuracy and ease.

High expectations for work are extremely important, feedback comments are thoughtful and directive in order to move learning forward.

Weekly class Zooms enable the whole class to meet and celebrate their learning.

The beginning of each lesson reactivates previous learning and addresses any misconceptions.

Low stakes testing and quizzes at the start or end of lessons or sections of units are used to monitor knowledge and understanding.

Lessons follow the usual classroom approach with visual materials using SMART notebook and teachers teaching using Loom.

Children are expected to submit a minimum of 3 pieces of learning a day for feedback.

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

- Keep a class log/ note to self / mark book record of the work that each child has completed.
- Make contact by phone with any child who does not submit work daily or check in to the daily register.