Eliot Bank and Gordonbrock
Schools Federation

Remote Education Provision

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Overview

- Our curriculum planning framework aims to provide a broad, balanced and exciting education set within the context of the National Curriculum.
- Remote education, where needed, is of a high quality and aligns as closely as possible with in-school provision.
- To enable effective remote education provision, the Eliot Bank and Gordonbrock utilise G Suite for Education. This platform allows for a single point of access for all lessons and resources, including interactive content.
- This platform is enhanced through subscription-based services, such as Mathletics and Big Cat Collins.
- There are three components to our remote learning provision:
    1. **Weekly home learning**
    2. **Remote education provision for self-isolating pupils**
    3. **Remote education provision for larger groups of pupils in the event of a full or partial closure scenario**
- This presentation is designed to provide stakeholders with key information about the remote learning provision at the Federation.

Remote Education Provision

There are three components to our remote education provision:

01 Home Learning

Weekly home learning is provided to pupils in Year 1 to 6. Half-termly activities are set for children in EYFS.

02 Self-Isolating or Quarantining Pupils

For pupils unable to attend school due to a period of self-isolation or quarantine, work is uploaded on a daily basis.

03 Full or Partial Closure

All learning, for all pupils affected, moves online, in line with our outbreak management plan.

Background

Our remote education provision builds on research and guidance from the EEF, DfE and Ofsted.

EEF
Education Endowment Foundation

- [Best evidence on supporting pupils to learn remotely.](#)
- [What learning should we be promoting at home during school closure?](#)
- [Live teaching and pre-recorded lessons - how can we best navigate the evidence?](#)

DfE
Department for Education

- [Remote education and good practice](#)
- [Adapting teaching practice for remote education](#)
- [Review your remote education provision framework: schools](#)
- [Remote education lesson examples: key stage 2 science](#)

Ofsted
Office for Standards in Education

- [What's working well in remote education](#)

01

Home Learning

01

Home Learning

- For all Key Stage 1 and 2 pupils, weekly home-learning tasks are uploaded to Google Classroom. Half-termly tasks are available for Nursery and Reception pupils.
- In Key Stage 1 and 2, pupils will, generally, receive a Mathletics task and an additional English/foundation subject task on Google Classroom. Children in EYFS receive additional phonics support. All children are expected to read on a daily basis. This is monitored by class teachers through reading records and journals.
- Through the comments feature on Google Classroom, teachers provide feedback to home learning submitted by pupils.
- Good examples are shared in class, on displays around school and in the school's weekly newsletter, motivating pupils to engage with their home learning.

02

Self-Isolating or Quarantining Pupils

02

Self-Isolating or Quarantining Pupils

- If a pupil is unable to attend school because they have to self-isolate or quarantine, then work will be uploaded to Google Classroom. If they are well enough, they should complete the tasks set.
- The pupil will be set tasks that align as closely as possible with the lessons taking place in the classroom.
- They will have Maths and English tasks uploaded daily which are aligned with their peers' classwork, andl receive feedback on work turned in.
- In addition, teachers have prepared a sheet of foundation subject lessons. These include: Science, History or Geography, Computing, RE and PE. Typically, each subject has up to six lessons with links to pre-prepared learning. The lessons cover the aspects of the curriculum, as set out in the whole-school Context for Learning. They will change to reflect the content of each term's learning. These lessons are sequential: designed to build the pupils' skills and knowledge as they self isolate or quarantine.
- By helping the pupil stay on top of the learning covered in class, their transition back into school, at the end of their isolation or quarantine period, is made easier.

03

Full or Partial Closure

03

Full or Partial Closure

- In line with our outbreak management plan, in the event of a full or partial closure scenario, the teaching team will provide an enhanced package of remote education through Google Classroom.
- Work set will be meaningful and ambitious in a range of subjects as set out in each year group's Context for Learning. Wherever possible and appropriate, we teach the same curriculum remotely, as we do in school.
- Teachers will prepare a range of 'as live' lessons, as well as selecting high-quality web-based resources. Subscription services, such as Mathletics and Big Cat Collins, are also incorporated into the offer.
- These lessons will provide clear explanations of new content, as well as offering opportunities to practise and apply this new knowledge.
- Through the daily morning message from a teacher to their class and through individual feedback, pupils will be provided opportunities to reflect on their work to ensure they continue to make progress.
- Regular feedback to turned-in work and the pupil-teacher dialogue through the Google Classroom comments feature will help the teachers plan appropriate next steps for all pupils.
- Opportunities for live interaction with the class teacher and peers, through the use of Google Meet, will be planned for in such scenarios. The focus of these Meets will be assessment for learning - revisiting key learning so far to ensure learning is embedded and pre-teaching upcoming content, as appropriate.

Early Years Foundation Stage

The following represents a typical day of remote education for our EYFS pupils (Nursery and Reception):

Morning Briefing

A key part of the day is the Morning Briefing from the class teacher. In the briefing, the class teacher will talk through the outline for the day, share whole-class feedback from the previous day and engage pupils with fun activities to kick-start their day.

English

Teachers use a combination of pre-recorded lessons, and bespoke and web-based resources to deliver our English curriculum to pupils, building on prior learning and assessment for learning.

Phonics and Reading

Teachers use a combination of pre-recorded lessons and DfE-sponsored Letters and Sounds videos to continue with the teaching of phonics. In addition to this, pupils will be expected to access Collins Big Cat to read an e-book to an adult for 15 minutes each day.

Maths

Teachers use a combination of pre-recorded lessons and bespoke and web-based resources, including White Rose Maths, to deliver our Maths curriculum to pupils, building on prior learning and assessment for learning.

Other Areas of Learning

Teachers deliver our planned curriculum to pupils through topics. Some of these sessions may be pre-recorded; others may utilise a wide-range web-based resources.

5-A-Day and PE

We recognise the importance of activity on both our physical health and mental wellbeing, particularly during periods of full or partial closure. Teachers provide pupils with access to 5-A-Day and encourage regular activity. PE, including dance lessons, are also set on a weekly basis.

Key Stage 1

The following represents a typical day of remote education for Key Stage 1 pupils:

Morning Briefing

A key part of the day is the Morning Briefing from the class teacher. In the briefing, the class teacher will talk through the outline for the day, share whole-class feedback from the previous day and engage pupils with fun activities to kick-start their day.

English

Teachers use a combination of pre-recorded lessons and bespoke and web-based resources to deliver our English curriculum to pupils, building on prior learning and assessment for learning.

Phonics and Reading

Teachers use a combination of pre-recorded lessons and DfE-sponsored Letters and Sounds videos to continue with the teaching of phonics. In addition to this, pupils will be expected to access Collins Big Cat to read an e-book to an adult for 15 minutes each day.

Maths

Teachers use a combination of pre-recorded lessons and bespoke and web-based resources, including White Rose Maths, to deliver our Maths curriculum to pupils, building on prior learning and assessment for learning.

Foundation Subjects

Teachers deliver our planned curriculum to pupils through Contexts for Learning. Some of these sessions may be pre-recorded; others may utilise a wide-range web-based resources.

5-A-Day and PE

We recognise the importance of activity on both our physical health and mental wellbeing, particularly during periods of full or partial closure. Teachers provide pupils with access to 5-A-Day and encourage regular activity. PE, including dance lessons, are also set on a weekly basis.

Key Stage 2

The following represents a typical day of remote education for Key Stage 2 pupils:

Morning Briefing

A key part of the day is the Morning Briefing from the class teacher. In the briefing, the class teacher will talk through the outline for the day, share whole-class feedback from the previous day and engage pupils with fun activities to kick-start their day.

English

Teachers use a combination of pre-recorded lessons and bespoke and web-based resources to deliver our English curriculum to pupils, building on prior learning and assessment for learning.

Spelling and Reading

Teachers use a combination of pre-recorded lessons and tasks to continue with the teaching of spelling rules and word lists. In addition to this, pupils will be expected to read books from home or e-books to an adult for at least 20 minutes (3/4) each day. E-books are available for all children via their Collins Big Cat account.

Maths

Teachers use a combination of pre-recorded lessons and bespoke and web-based resources, including White Rose Maths, to deliver our Maths curriculum to pupils, building on prior learning and assessment for learning.

Foundation Subjects

Teachers deliver our planned curriculum to pupils through Contexts for Learning. Some of these sessions may be pre-recorded; others may utilise a wide-range web-based resources.

5-A-Day and PE

We recognise the importance of activity on both our physical health and mental wellbeing, particularly during periods of full or partial closure. Teachers provide pupils with access to 5-A-Day and encourage regular activity. PE, including dance lessons, are also set on a weekly basis.

Additional Remote Provision

The Arts curriculum is central to our curriculum design. As such, it takes centre-stage in our remote education provision.

In a full or partial closure scenario, our specialist music teacher, Joe Prescott, will deliver weekly music assemblies and pre-recorded curriculum teaching to all year groups. Our School Arts Council, led by Mr Prescott, remains active on Google Classroom.

Federation-designed, school-wide art projects will be introduced during periods of school closure. Virtual galleries on the schools' websites will showcase the children's work and be shared with the community.

The Benefits of Pre-recorded Input

Live lessons may seem the obvious solution to remote education, but pre-recorded lessons offer many advantages in the context of our communities:

Enjoyment

If a lesson was enjoyable, a song shared or a story read, it can be reviewed over and over.

Convenience

Pre-recorded input also allows pupils to access their learning at a time that is convenient for the family.

Pause for Clarity

It enables children to pause the video and take time to work through any difficulties.

Teachers in School

Possible disparity, as more teachers are called on to deliver learning in school to the children of critical workers, is removed. This method means all children see and hear from their own class teacher.

Screen Time

We know that long periods of screen-time is a concern for our parents.
Pre-recorded input allows for breaks between lessons.

Shared Devices

Where lessons are recorded, they can be accessed later by pupils, making flexible use in the context of limited or shared device access within a household.

Optional Extended Learning Opportunities

The schools have developed extensive home-learning sections on their school websites to provide pupils with a range of optional learning opportunities should a parent require provision beyond that set in Google Classroom.

Eliot Bank Primary School
www.eliotbank.lewisham.sch.uk

Parents > Home Learning

Gordonbrock Primary School
www.gordonbrock.lewisham.sch.uk

Parents > Home Learning
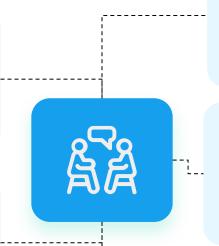
Teacher-Pupil Contact

Daily Feedback

Teachers will provide feedback, including next steps, to 'turned in work. This feedback is provided to pupils at the earliest opportunity - more details on the following slide.

Telephone Contact

Teachers aim to make telephone contact with families on a regular basis. During these calls, they will talk to the pupil about their wellbeing and work.

Learning Mentor

Our Learning Mentors - one based in each school - make weekly calls to certain families within the Federation who may benefit from additional support, including with access to remote provision. Mentoring sessions take place remotely for pupils.

SENDCo

Our SENDCos are proactive in their support for pupils with additional needs, through telephone contact, resources and by providing guidance for teachers about remote education provision.

Senior Leadership Team

Each school's Senior Leadership Team make telephone contact with families, and conduct home-visits, as required.

Feedback

Whole-Class Feedback

- Where there are commonalities in feedback for pupils, teachers will use the Morning Meeting to feedback general strengths and areas for developments to the whole class.
- Good examples of work turned in, will be shared using Shared Screen functions of video recording software.
- Routine Google Meets offer a live platform to feedback to pupils more generally, too.
- The Stream will be utilised to give general feedback to pupils.

Group Feedback

- For English and Maths: Towards the end of the week, a teacher may respond to a group of children who need some additional feedback or input. Pre-recording video input for these pupils as appropriate.

Individual Feedback

- Written feedback or verbal feedback - using Mote - to respond to pupils' turned in work
- Teachers will provide feedback on one piece of Maths and one piece of English turned-in work, per day from each pupil.
- Teachers will respond to two pieces of turned-in work, from other subjects, per pupil throughout the week, ensuring that a range of subjects is covered over the term.
- All other turned-in work will be acknowledged.

Individual feedback will not be provided to pupils on work that is turned in a day later than the due date – for example, work set on Monday, that is due on Tuesday and turned in after Wednesday will not be responded to. There may be some exceptional circumstances where a teacher would feedback at a later point, but this would need to be agreed with SLT.

Additional Support for Pupils with Particular Needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from an adult at home. We acknowledge the difficulties this may place on families and, working with parents and carers, we will use our best endeavours to support those pupils. These are some of our approaches:

Differentiation

Where appropriate, teachers will differentiate work to allow for children of a range of abilities to access their learning at a level that is suitable for them, but is cognisant of the age-related expectations for the end of the year.

Targeted Support

Through the Materials function in Google Classroom, teachers will deploy resources to specific children to support in their access to a particular task, where necessary. This may be pre-learning or a link to a resource, e.g. a multiplication grid, to assist a child in accessing their learning.

SENDCo

SENDCos have provided staff training on additional support for pupils with particular needs, in the context of remote education provision. They will proactively support teachers, including offering weekly drop-in support sessions, as needed. The SENDCos will provide provision for pupils with an EHC Plan and will be available for contact for parents and carers of those with children on an EHC Plan or recorded as SEN Support. They have developed a SEND Resource Hub for the school website to enable staff to signpost parents and carers to additional support.

Accessing Remote Education

We recognise that some pupils may not have suitable online access at home. We take the following approach to support those pupils to access remote education:

Audit

Class Teachers, Learning Mentors and Senior Leaders identify need, triangulating a range of information available.

Device Assigned

At the earliest opportunity, the parent or carer is contacted to arrange collection of the device, including signing a loan agreement form.

Access

Going forwards, access by the pupil is monitored by a designated senior leader to ensure that they are accessing the remote education provision.

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Order Devices

A designated senior leader orders devices from the DfE. The schools' technical support team deploy anti-virus and filtering services.

Connectivity

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

Do you have any questions?

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