

WREN SPINNEY COMMUNITY SCHOOL



Remote Learning – January 2021

The government's key expectations:	Wren Spinney's response:
<p>1) Schools 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;</p>	<ul style="list-style-type: none"> • Teachers are planning/timetabling for their classes: <ul style="list-style-type: none"> ○ Work at home is applicable to the pupil (EHCP Outcomes) ○ ○ Circle time ○ One maths and English lesson a week ○ ○ A reading session each day (Sensory story/reading/Colourful semantics) N.B. explanation for any activity where there is new content • Work is provided by physical work being delivered home and via Microsoft Teams.
<p>2) 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;</p>	<ul style="list-style-type: none"> • All staff and pupils can log into Microsoft Teams. • Work and resources are saved in the class groupings. • Videos can be saved to Teams (no live streaming).
<p>3) Provide printed resources to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work;</p>	<ul style="list-style-type: none"> • Linked to (1) above – resource packs are prepared for each pupil – personalised to take in account EHCP Outcomes. • Uptake of physical resources monitored through weekly welfare/teacher calls.
<p>4) 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;</p>	<ul style="list-style-type: none"> • Weekly safe & well calls to parents. Daily opportunities for individual, group or hybrid video calls via Teams.
<p>5) Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education;</p>	<ul style="list-style-type: none"> • Mike Tebbutt (Deputy Head) – Curriculum and Assessment • Jo Cliffe (Headteacher) – Remote Learning Overview • Phil Lewis (Pastoral Manager) - Wellbeing and Safeguarding Lead
<p>6) Publish information for pupils, parents and carers about their remote education provision on their website.</p>	<ul style="list-style-type: none"> • This document will be shared via the school website.

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How teachers are managing remote education:

Schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). We recognise that due to our pupils' Special Education Needs and Disabilities (SEND), they may frequently be unable to access remote education without adult support.

We are required to use our best endeavours to secure the special educational provision called for by the pupils' special educational needs. We should work collaboratively with families, putting in place reasonable adjustments as necessary, so that our pupils can successfully access remote education alongside their peers.

The work we set should be meaningful and across several different subjects, including either recorded content, electronic resources (through Teams) or physical resources.

For **mainstream** pupils (KS3 and KS4) 5 hours a day should be provided. Wren Spinney will provide a weekly timetable for pupils to follow with additional content that will cover 25 hours per week.

In line with governmental guidance, these expectations are qualified in relation to the pupils' age, stage of development or special educational needs. The majority of our pupils have severe learning difficulties or complex needs and are working at a developmental level significantly below their chronological age. For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school. Decisions should be considered on a case-by-case basis, avoiding a one size fits all approach. Teachers will ascertain with parents/carers the amount of content that their child will follow.

Parental concerns: if parents feel the school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with their child's teacher or a member of SLT.

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Intent	When teaching remotely, the school is looking to set meaningful and ambitious work for pupils to complete (including coverage of EHCP Outcomes). This will be via recorded content, electronic content or physical resources equivalent to the time that pupils spend in school, in different subjects, including either recorded or live direct teaching, of equivalent length to the core teaching pupils would receive in school, and including time for pupils to complete tasks and assignments independently.
Implementation	<p>Planning</p> <ul style="list-style-type: none"> • Timetabled sessions for the pupils to follow remotely, covering <ul style="list-style-type: none"> ○ EHCP Outcomes ○ Circle time ○ One maths and English lesson a week (minimum) ○ A reading session each day ○ Curriculum themes and topics <p>Resources</p> <ul style="list-style-type: none"> • Recorded Video Content (Microsoft Teams) • Electronic content (Microsoft Teams) • Links to external content (websites etc.) • Physical resources delivered to home
Impact	<p>Opportunities to:</p> <p>To continue progress against EHCP Outcomes</p> <p>To develop learning through remote opportunities</p> <p>Weekly wellbeing/teacher calls.</p> <p>As part of the weekly calls, it can be gauged if:</p> <ul style="list-style-type: none"> • set work has been engaged with • set work is suitable • if other relevant learning is taking place e.g., real-life/functional skills.

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