

The Senior Leader responsible for the quality and delivery of remote education is Mark Jepson (Deputy Headteacher)

Arrangements for Remote Learning in the event of School Closure and/or self-isolation

<p>Expectations</p>	<ul style="list-style-type: none"> It is expected that ALL pupils who are not attending school due to self-isolation or school closure will participate in the home learning activities set within the reasonable circumstances of the family context; Teachers will only be using and monitoring the messenger function on Class Dojo in the event of a school closure, or a pupil needing to self-isolate, between 9am – 3pm (Mon-Fri); Parents and carers of pupils in Chestnut Class will be able to contact the class teacher in the usual way of the messenger function on Class Dojo within the same time frame as noted above; Where school is open as normal, parents and carers should continue to follow the normal procedure of contacting the school office to arrange contact with the class teacher; Work set will mirror (as closely as possible) the provision and content that would be covered if the school was open or if the child was attending school.
<p>Individual pupils' self-isolating</p>	<ul style="list-style-type: none"> The teacher will provide work for the pupil via the messenger function on Class Dojo (EYFS/KS1) or on Google Classroom (KS2). This work will mirror the content in class as much as possible. An introductory letter will be sent.
<p>A whole class bubble isolating or the teacher is unable to attend school or in the event of a whole school closure</p>	<ul style="list-style-type: none"> If a whole class has to isolate, the approach to remote learning delivered in January 2021 - March 2021 will resume. The class teacher will (if well enough) post daily details of activities to be undertaken on Google Classroom or Class Dojo for parents and carers; The class teacher will (if well enough) host a daily video meeting explaining the day's learning for pupils; Zoom or Google Meet will be used to check in with pupils (either as a whole class or as smaller groups as appropriate) about their learning at least once each day to aid pupil accountability, motivation and engagement; Where families do not have access to remote learning, they should contact the class teacher via Class Dojo to discuss alternative printed resources which can reasonably be provided; Teachers will not be able to interact with pupils on an individual basis; The class teacher will work with parents/carers of SEND pupils to discuss how their remote learning may be supported.

- Timetables will look different on days where parent consultations take place. Changes will be communicated with parents via the usual channels.

Remote learning offer in the event of lockdown/self-isolation

ACORN CLASS

EYFS

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<ul style="list-style-type: none"> 9:00 explanation of the day on ClassDojo 9:15 EYFS/KS1 assembly (Mrs Hill) 9.30am daily Phonics session pre-recorded and shared via ClassDojo Choice of outdoor/play based activities as outlined on remote learning menu A daily Maths Lesson Daily Reading/ listening to a story. Teacher & LSA share a story daily shared via ClassDojo 2.45pm - End of the day Zoom <u>Work to be submitted via Class Dojo</u> 	<ul style="list-style-type: none"> 9:00 explanation of the day on ClassDojo 9.30am daily Phonics session pre-recorded and shared via ClassDojo Choice of outdoor/play based activities as outlined on remote learning menu A daily Maths Lesson Daily Reading/ listening to a story. Teacher & LSA share a story daily shared via ClassDojo 2.45pm - End of the day Zoom <u>Work to be submitted via Class Dojo</u> 	<p><u>Wellbeing Wednesday!</u></p> <ul style="list-style-type: none"> 9:00am explanation of the Wellbeing Wednesday tasks on ClassDojo 9:15am EYFS/KS1 Wellbeing assembly (Mrs Bolton) <p>Tasks to be centred on improving wellbeing and reducing screen-time where possible. Possible tasks might be:</p> <ul style="list-style-type: none"> - Keeping fit and active (PE) - Being creative (art, music etc.) - Being outdoors - Reading - Etc. <p>Specific tasks will be shared on Class Dojo each week.</p> <ul style="list-style-type: none"> 3:00pm Zoom Check 	<ul style="list-style-type: none"> 9:00am explanation of the day on ClassDojo 9.30am daily Phonics session pre-recorded and shared via ClassDojo Choice of outdoor/play based activities as outlined on remote learning menu A daily Maths Lesson Daily Reading/ listening to a story. Teacher & LSA share a story daily shared via ClassDojo 2.45pm - End of the day Zoom <u>Work to be submitted via Class Dojo</u> 	<ul style="list-style-type: none"> 9:00am explanation of the day on ClassDojo 9.30am daily Phonics session pre-recorded and shared via ClassDojo Choice of outdoor/play based activities as outlined on remote learning menu A daily Maths Lesson Daily Reading/ listening to a story. Teacher & LSA share a story daily shared via ClassDojo 2:00pm – EYFS/KS1 Show and Tell Zoom 2:30pm Non-Screen Task <u>Work to be submitted via Class Dojo</u>

BIRCH CLASS
YEAR 1

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> 9.00am - Explanation of the day at on ClassDojo 9:15 EYFS/KS1 Assembly (Mrs Hill) 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 1.30pm-Foundation subjects Introduced via Class Dojo planning in line with curriculum 2.45pm - End of the day Zoom <p><u>Pupils will submit work via class Dojo Portfolio</u></p>	<ul style="list-style-type: none"> 9.00am - Explanation of the day at on ClassDojo 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 1.30pm-Foundation subjects Introduced via Class Dojo planning in line with curriculum 2.45pm - End of the day Zoom <p><u>Pupils will submit work via class Dojo Portfolio</u></p>	<p><u>Wellbeing Wednesday!</u></p> <ul style="list-style-type: none"> 9:00 explanation of the Wellbeing Wednesday tasks on ClassDojo 9:15 EYFS/KS1 assembly (Mrs Bolton) <p>Tasks to be centred on improving wellbeing and reducing screen-time where possible. Possible tasks might be:</p> <ul style="list-style-type: none"> - Keeping fit and active (PE) - Being creative (art, music etc.) - Being outdoors - Reading - Etc. <p>Specific tasks will be shared on Class Dojo each week.</p> <ul style="list-style-type: none"> 3:00pm Zoom Check 	<ul style="list-style-type: none"> 9.00am - Explanation of the day at on ClassDojo 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 1.30pm-Foundation subjects Introduced via Class Dojo planning in line with curriculum 2.45pm - End of the day Zoom <p><u>Pupils will submit work via class Dojo Portfolio</u></p>	<ul style="list-style-type: none"> 9:00 explanation of the day on ClassDojo 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 2:00pm – EYFS/KS1 Show and Tell Zoom 2:30pm Non-Screen Task) <p><u>Pupils will submit work via class Dojo Portfolio</u></p>

WILLOW CLASS
YEAR 2

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> 9.00am - Explanation of the day at on Zoom 9:15 EYFS/KS1 Assembly (Mrs Hill) 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 1.30pm-Foundation subjects Introduced via Class Dojo planning in line with curriculum 2.45pm - End of the day Zoom <p><u>Pupils will submit work via class Dojo Portfolio</u></p>	<ul style="list-style-type: none"> 9.00am - Explanation of the day at on Zoom 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 1.30pm-Foundation subjects Introduced via Class Dojo planning in line with curriculum 2.45pm - End of the day Zoom <p><u>Pupils will submit work via class Dojo Portfolio</u></p>	<p><u>Wellbeing Wednesday!</u></p> <ul style="list-style-type: none"> 9:00am explanation of the Wellbeing Wednesday tasks on Zoom 9:15am EYFS/KS1 assembly (Mrs Bolton) <p>Tasks to be centred on improving wellbeing and reducing screen-time where possible. Possible tasks might be:</p> <ul style="list-style-type: none"> - Keeping fit and active (PE) - Being creative (art, music etc.) - Being outdoors - Reading - Etc. <p>Specific tasks will be shared on Class Dojo each week.</p> <ul style="list-style-type: none"> 3:00pm Zoom Check 	<ul style="list-style-type: none"> 9.00am - Explanation of the day at on ClassDojo 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 1.30pm-Foundation subjects Introduced via Class Dojo planning in line with curriculum 2.45pm - End of the day Zoom <p><u>Pupils will submit work via class Dojo Portfolio</u></p>	<ul style="list-style-type: none"> 9:00 explanation of the day on ClassDojo 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 2:00pm – EYFS/KS1 Show and Tell Zoom 2:30pm Non-Screen Task <p><u>Pupils will submit work via class Dojo Portfolio</u></p>

SYCAMORE CLASS
YEAR 3

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. 9:15am - Assembly with Mr O’Grady Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 1.30pm- Foundation subject 2.45pm - End of the day Google Meet. <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>	<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 1.30pm- Foundation subject 2.45pm - End of the day Google Meet. <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>	<p><u>Wellbeing Wednesday!</u></p> <ul style="list-style-type: none"> 9:00am explanation of the Wellbeing Wednesday tasks on Google Classroom 9:15am KS2 assembly - Mr Jepson <p>Tasks to be centred on improving wellbeing and reducing screen-time where possible. Possible tasks might be:</p> <ul style="list-style-type: none"> - Keeping fit and active (PE) - Being creative (art, music etc.) - Being outdoors - Reading - Etc. <p>Specific tasks will be shared on Google Classroom each week.</p> <ul style="list-style-type: none"> 3:00pm End of the day Google Meet. 	<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 1.30pm- Foundation subject 2.45pm - End of the day Google Meet. <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>	<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 2.00pm- KS2 Quiz (Mr O’Grady/Mr Jepson) 2:30pm Non-Screen Task <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>

Remote learning offer in the event of lockdown/self-isolation

ELM CLASS
YEAR 4

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. 9:15am - Assembly with Mr O’Grady Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 1.30pm- Foundation subject 2.45pm - End of the day Google Meet. <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>	<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 1.30pm- Foundation subject 2.45pm - End of the day Google Meet. <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>	<p><u>Wellbeing Wednesday!</u></p> <ul style="list-style-type: none"> 9:00am explanation of the Wellbeing Wednesday tasks on Google Classroom 9:15 KS2 assembly- Mr Jepson <p>Tasks to be centred on improving wellbeing and reducing screen-time where possible. Possible tasks might be:</p> <ul style="list-style-type: none"> - Keeping fit and active (PE) - Being creative (art, music etc.) - Being outdoors - Reading - Etc. <p>Specific tasks will be shared on Google Classroom each week.</p> <ul style="list-style-type: none"> 3:00pm End of the day Google Meet. 	<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 1.30pm- Foundation subject 2.45pm - End of the day Google Meet. <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>	<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 2.00pm- KS2 Quiz (Mr O’Grady/Mr Jepson) 2:30pm Non-Screen Task <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>

Remote learning offer in the event of lockdown/self-isolation

OAK CLASS
YEAR 5/6

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. 9:15am - Assembly with Mr O’Grady Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 1.30pm- Foundation subject 2.45pm - End of the day Google Meet. <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>	<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 1.30pm- Foundation subject 2.45pm - End of the day Google Meet. <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>	<p><u>Wellbeing Wednesday!</u></p> <ul style="list-style-type: none"> 9:00am explanation of the Wellbeing Wednesday tasks on Google Classroom 9:15am - KS2 assembly with Mr Jepson <p>Tasks to be centred on improving wellbeing and reducing screen-time where possible. Possible tasks might be:</p> <ul style="list-style-type: none"> - Keeping fit and active (PE) - Being creative (art, music etc.) - Being outdoors - Reading - Etc. <p>Specific tasks will be shared on Google Classroom each week.</p> <ul style="list-style-type: none"> 3:00pm End of the day Google Meet. 	<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 1.30pm- Foundation subject 2.45pm - End of the day Google Meet. <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>	<ul style="list-style-type: none"> 9.00am - Registration on Google Meet. Link accessed via Google Classroom. Lessons and tasks set on Google Classroom which mirror the classroom learning: 9.30am - Daily English session 10.30am Break 10.45am- Daily Maths session 12.00pm-Lunch 1.00pm - Daily Reading activity 2.00pm- KS2 Quiz (Mr O’Grady/Mr Jepson) 2:30pm Non-Screen Task <p><u>Pupils will submit work and receive feedback via class Google Classroom</u></p>

CHESTNUT CLASS

Enhanced Provision

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> 9.00am - Explanation of the day at on ClassDojo 9:15 Assembly with Mrs Hill (EYFS/KS1) or Mr O’Grady (KS2) 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 1.30pm-Foundation subjects Introduced via Class Dojo planning in line with curriculum 2.45pm - End of the day Zoom <p><u>Pupils will submit work via class Dojo Portfolio</u></p>	<ul style="list-style-type: none"> 9.00am - Explanation of the day at on ClassDojo 9.30am - Daily English session at on ClassDojo followed by activity 10.30am Break 10.45am - Maths introduced via Class Dojo followed by activity 12.00pm-Lunch 1.00pm - Daily reading activity introduced on ClassDojo 1.30pm-Foundation subjects Introduced via Class Dojo planning in line with curriculum 2.45pm - End of the day Zoom <p><u>Pupils will submit work via class Dojo Portfolio</u></p>	<p><u>Wellbeing Wednesday!</u></p> <ul style="list-style-type: none"> 9:00am explanation of the Wellbeing Wednesday tasks on ClassDojo 9:15am Assembly with Mrs Bolton (EYFS/KS1) or Mr Jepson (KS2) <p>Tasks to be centred on improving wellbeing and reducing screen-time where possible. Possible tasks might be:</p> <ul style="list-style-type: none"> - Keeping fit and active (PE) - Being creative (art, music etc.) - Being outdoors - Reading - Etc. <p>Specific tasks will be shared on Class Dojo each week.</p> <ul style="list-style-type: none"> 3:00pm Zoom Check 	<ul style="list-style-type: none"> 9:00am explanation of the day on ClassDojo 9.30am daily Phonics session pre-recorded and shared via ClassDojo Choice of outdoor/play based activities as outlined on remote learning menu A daily Maths Lesson Daily Reading/ listening to a story. Teacher & LSA share a story daily shared via ClassDojo 2.45pm - End of the day Zoom <p><u>Pupils will submit work via class Dojo Portfolio</u></p>	<ul style="list-style-type: none"> 9:00am explanation of the day on ClassDojo 9.30am daily Phonics session pre-recorded and shared via ClassDojo A daily Maths Lesson Daily Reading/ listening to a story. 2:00pm – EYFS/KS1 Show and Tell (Zoom) 2:30pm Non-Screen Task <p><u>Pupils will submit work via class Dojo Portfolio</u></p>

What's Working Well in Remote Education?

At West Horndon Primary School, we are proud of our pupils, parents and staff for their dedication in ensuring that our high standards of education continue to be delivered through remote means. Here are three examples of things that are working well in our delivery of remote education:

We are proud of our efforts in ensuring that the content we planned to deliver in the classroom in Spring 1 is being delivered remotely. Our curriculum can be accessed [here](#). Pupils' remote learning portfolios of work are stored securely on Class Dojo (KS1) and Google Classroom (KS2).

'The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step.' – [OFSTED Guidance, 2021](#)

Our Remote Learning Offer has been carefully planned to ensure that there is a combination of live and asynchronous approaches to delivering input as we recognise that live lessons are not necessarily the best way of providing remote education. We are pleased with the work we have done in ensuring that there is a combination of online and offline learning as we also recognise the importance in ensuring that pupils are not spending all of their time accessing remote learning through an electronic device. Cutting down on screen-time remains a priority for us where appropriate, and we are proud of the efforts of staff in providing a range of engaging non-screen time tasks.

'Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case...live lessons are not always more effective than asynchronous approaches.' – [OFSTED Guidance, 2021](#)

We are proud of our pupils' engagement with remote learning tasks, and we continue to recognise the importance of providing timely, accessible feedback. Our staff have been creative in their approaches to providing feedback that is purposeful and scaffolds, supports or deepens understanding as necessary. We also take great pride in the efforts our staff go to in carrying out regular welfare checks with families.

'Feedback and assessment are still as important as in the classroom. It is important for teachers to stay in regular contact with pupils.' – [OFSTED Guidance, 2021](#)

We are incredibly thankful to everyone within our school community who has played a vital role in ensuring that our remote learning offer is robust, relevant and purposeful. We appreciate the feedback we have been provided by parents and carers as these views have helped to shape this short summary of what is working well in remote education. We continue to encourage all stakeholders to provide feedback to ensure that our remote learning offer continues to be as good as it can possibly be.