



COVID Remote Education Strategy 2020-2021

Area of Remote Education outlined by DfE	EYFS	Year 1	Year 2
<p><i>Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: 3 hours a day, on average, across the school cohort</i></p>	Phonics and application of writing daily	Phonics daily	Phonics daily
	Maths daily	Maths daily	Maths daily
	Clever Fingers	Writing 4x per week	Writing daily
		Handwriting 2x per week Clever Fingers 1x per week	Handwriting 2x per week
	Daily Reading Groups	Daily Reading Groups	Daily Reading Groups
	Whole Class Reading and shared Writing daily	Whole Class Reading daily	Whole Class Reading daily
	Assembly daily	Assembly daily	Assembly daily
<p><i>Carefully sequenced curriculum to ensure pupils obtain the building blocks they need to move on to the next step.</i></p>	<p>All planning is linked to the school's curriculum through the use of succinct Medium Term Plans that are accurately linked to the school's progression of skills and knowledge for each subject.</p>		

<p><i>Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</i></p>	<p>The content and new concepts are being delivered daily by a teacher in a clear and consistent way through a combination of live sessions and pre-recorded sessions with differentiated tasks set afterwards.</p>
	<p>All curriculum learning is uploaded to each class' learning platform (Class Dojo) and all individual learning is posted to each child's personal portfolio.</p>
<p><i>Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</i></p>	<p>Completion of the engagement register is occurring weekly</p>
	<p>Children who are not engaging are being contacted in a timely manner by the Senior Leadership Team</p>
<p><i>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</i></p>	<p>Knowledge retrieval sessions are explicitly planned for and inform future lessons/learning.</p>
	<p>Teachers are planning suitable tasks for all learners (including differentiation)</p>
<p><i>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</i></p>	<p>Teachers are using the online learning platforms (eg. Mathletics & Reading Eggs) as an assessment tool to gauge the pitch and the accessibility of the learning provided</p>
	<p>Teachers are providing next steps to children where appropriate (e.g. via the Portfolio on Class Dojo)</p>

The pace of curriculum delivery is in line with the school's pedagogical approach and curriculum design. The implementation of the curriculum and its effectiveness is monitored by subject leads, SLT and through planning scrutiny and virtual lesson observations.

Parental surveys underpin the evidence of effective remote education. Surveys are sent out to parents every month.