

Thomas Gray Primary School

Remote Learning
Expectations 2021





Department
for Education



Restricting attendance during the national lockdown: schools

Guidance for all schools in England

Key Points - Statutory Expectations



- ▶ The following expectations below are 'as a minimum':
 - KS1 - 3 hours a day on average across the cohort (with less for younger children)
 - KS2 - 4 hours a day (this has changed as it used to be 3 hours across all primary phases)
 - Recommends breaking this down into year groups so it is very specific.
- ▶ **In addition to the above, we are also expected to:**
 - Use a digital education platform (We now use seesaw, Google Classroom and Purple Mash)
 - Provide both recorded or live direct teaching time and independent tasks. (Teachers don't have to record themselves, this could be through a third party.)
 - Help pupils overcome barriers to digital access (providing devices, still have a limited availability)
 - Have systems to check **daily** whether pupils are engaging with their work. (This used to be weekly - pupils must be engaging and completing work daily, if this is not the case, parents need to be contacted.)



1. Remote education is a way of delivering the curriculum
2. Keep it simple
3. When adapting the curriculum, focus on the basics
4. Feedback, retrieval practice and assessment are more important than ever
5. The medium matters
6. Live lessons aren't always the best
7. Engagement matters

Thomas Gray Primary's Expectations



- ▶ In addition to all the statutory expectations and those outlined in the Home Learning Policy, teachers must:
- ▶ Keep a virtual daily record of pupil engagement in Google Classroom, Seesaw and Purple Mash Registers.
- ▶ Start each week with a message to Remote Learning Lead or Pastoral Officer informing them of non-engagers so they can ring in the first instance. (if persistent non-engagers follow policy guidelines, see next slide).
- ▶ Phone Calls, Zoom Registers, Completed Work activities and Cause for Concern Lists to be emailed to Pastoral Officer and Remote Learning Lead. (TA/Teacher responsibility)

What to do with persistent non-engagers

Class Staff to call non-engagers – recorded on Register Templates



Class Staff repeat call non-engager – recorded on Register Templates



Referred to Pastoral Officer and Remote Learning Lead



Concerns passed on to Headteacher



Pastoral/Remote Learning Lead to make contact log on My Concern/Early Help Visit

Teaching Assistant Roles and Responsibilities

Teaching assistants are responsible for:

- Supporting pupils with learning, remotely
- Supporting the teacher with marking and feedback (as directed by the teacher)
- Supporting the teacher with virtual lessons (as directed by the teacher)
- Contacting children if not engaging with learning
- Daily zoom or phone calls with their 1:1 child to check in on their welfare.
- Supporting children as directed by the SENCo/Remote Lead or Headteacher