

## Remote Education Offer

Through speaking with children, parents and teachers, our remote offer has evolved into what is outlined below:

- 1) Pupils are provided with a **weekly timetable** which provides daily learning activities. There are suggested morning and afternoon activities, but families have the flexibility to complete this at an appropriate time.

*(This is because some parents have told us that due to their own work commitments, they find it easier to access the learning at different times during the week).*

- 2) **Oak Academy** teaching videos are used as a regular teaching resource. These have the advantage that they can be viewed at a time that is suitable for the family and the teaching can be paused and replayed if necessary. The teaching in these videos often follows a familiar structure.

*Children and parents tell us that this helps to make the material accessible. A potential pitfall to using these resources is that children and teachers report that the material can sometimes become predictable and repetitive.*

- 3) **Printed Resources**

*A number of parents and children reported to us that they enjoyed using workbooks both during the first lockdown period and for homework.*

These books are accessible, pitched well to year group objectives and have the advantage of not relying on technology such as an internet connection.

*Parents and teachers report that a disadvantage of using this resource is that they often require an input from an adult to complete the task.*

- 4) **Microsoft Class TEAMS Calls**

As part of our remote learning offer each child will receive three class TEAMS calls during each week. Depending on the age of the child, these may be used to:

- explain the content of the learning for the day (or the week)
- teach the children a specific concept – for example on or more phonemes.
- share a story (perhaps linked to PSHE)
- assess how well children have learnt a particular concept/ or several concepts (for example through the use of class quizzes).
- Allow children to interact with each other (for example with a wellbeing focus).

*Parents and pupils tell us that they enjoy material delivered by their class teacher and they are more likely to complete tasks to a good standard if the class teacher is directly involved in setting the task.*

## 5) **Assemblies**

Once a week, there will be a virtual assembly for the children in the Infants, Year 3&4 and Year 5&6. The theme of these assemblies will vary each week, but it will always include celebrating the successes of the children at home and motivating them to continue learning.

## 6) **One to one TEAMS Session**

*Many children and parents have told us that our one-to-one TEAMS session, offered each week and between fifteen to thirty minutes in duration are the most valuable part of our remote learning offer.*

The content of these sessions will differ depending on the age of the children and their specific need but it may include:

- A welfare check to see how they are doing at home and if there is anything that can be done to support the child.
- Teaching a particular concept- perhaps a misconception from work that has been emailed in or pre-teaching something that is going to be covered later in the week.
- Hearing the child read and/ or setting them reading targets to be completed during the week.
- Assisting the parent with specialist teacher knowledge – for example how best to teach specific phonemes.

## 7) **Work that children produce is for a purpose.**

*Teachers, pupils and parents all tell us that children work best if they know that someone is going to look at the work they are producing.*

Parents and children are encouraged to send work in for the teacher to look at. The swiftest way to do this will usually be via the child's email account. Sometimes teachers will comment back via email, and sometimes work will be fed back on during the one-to-one session.

*Parents told us that they appreciated the teacher being contactable via email during the week.*

## 8) Moorfield school uses **electronic platforms** such as Purple Mash or Times Tables Rock Stars to set tasks and respond to children's learning.

## 9) **Reading**

Reading remains central to our remote learning offer. Children will be provided with reading books (available from collection in the school reception) and are expected to take part in a reading activity each day.

## 10) **Health, fitness and well-being.**

Staff use a variety of different methods to encourage children to live a healthy lifestyle during a period of remote learning. Teachers may well use resources such as YouTube channels or set the children other physical activity challenges.

*(Parents tell us that they value time spent away from sitting at a desk).*

### **Extension Activities**

To ensure that we have high expectations for children's learning we will provide children with extension activities. In some circumstance's teachers will make it clear to children when they must complete these activities. In other situations, the activities with be optional.

### **Projects**

Sometimes, when the class teacher feels it appropriate, they may set the class a project. Activities such as these will not be set frequently, but sometimes they will be used, particularly if the task lends itself to more 'hands on learning'. This will be especially applicable in the EYFS and Key Stage One.

*Children tell us they enjoy practical activities such as this. Some parents value them whilst others believe it places too much of a burden on the adult.*

### **Children with SEN / other additional needs**

Because of their needs, some children will be offered provision that is over and above the rest of the children in the class. This might take the form of additional one to one TEAMS calls from the teacher, or small group work with a teaching assistant.

*Parents tell us that they appreciate this personalised approach.*