Wimbledon Chase Primary School

Remote Learning Continuity Plan

Parents & Pupils

Issue Date	September 2020	Reviewed	January 2021 March 2021

Remote Learning Continuity Plan

The coming months, I am sure will bring an element of challenge and I am also sure as a school community we will continue to draw strength and support from each other. Whilst this plan will help us prepare for a number of eventualities, it cannot prepare us for all. The leadership team, whilst following Government guidance, will share what is going well, what needs to be reviewed and refined, as well as areas for continuous improvement. We need to act upon lessons we are learning/have learned during these unprecedented times.

Purpose of plan

Wimbledon Chase Primary School is committed to the continued provision of a varied and engaging education, including strong pastoral support, in the event of pupils being unable to attend school. This includes pupils who are well but need to self isolate; such as an individual pupil, a class/year group/phase, or due to Local Lockdown. The plan summarises how the provision will take place, so that there are consistent and well-understood expectations of the level of support that will be provided. The intended outcome is to support all pupils, to maximise pupil learning, whilst following the curriculum and for our pupils to be safe and happy at home and at school.

This is a new and evolving plan that will be regularly reviewed. The ability to be able to implement the plan in full, will also depend on the availability, health and well-being of staff. If your child is ill and unable to attend school please notify the office following normal procedures.

Rationale for Remote Learning plan

This plan has used the evidence assessment provided by the Education Endowment Foundation's (EEF) 'Remote Learning: Rapid Evidence Assessment' paper produced April 2020. The key findings from this paper are:

1. Teaching quality is more important than how lessons are delivered

Pupils can learn through remote teaching.

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching"). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning and how pupils' understanding is subsequently assessed.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.

Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.

In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes. Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different

age groups. Each Year group will have regular opportunities to meet with their peers via Google Classroom. These sessions will be facilitated by their class teacher.

4. Supporting pupils to work independently can improve learning outcomes
Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.
For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.
Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. Different approaches to remote learning suit different tasks and types of content
Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.
For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.
Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

Learning From Home
Learning from home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations, and possible illness in the family. We appreciate the huge role that parents continue to play and encourage families to structure the day to give balance, variety and a sense of purpose. Parents can play a key role in helping pupils adhere to a routine, and the amount of support will vary depending on the age and personality of the child. Time should be made for regular breaks, exercise, pursuing other interests (safely within the current social distancing guidelines) and connecting virtually with friends and relatives.

Remote Learning

	Set Learning Accessed through Google Classroom. (Tapestry for Phase 1). Daily Learning uploaded by 9am that day.	Live Meetings and Pre Recorded Sessions Live teaching/meetings held via Google Meet.	Feedback Google Classroom. Google Meet (verbal) Tapestry
Nursery	Daily exercise,phonics, maths, topic activities	**Monday, Wednesday, Friday** Live Active listening sessions and celebration assembly on Friday (whole class) approx. 15 mins Pre recorded 3 stories a week via Tapestry by a member of the Nursery team.	Teacher to provide feedback regarding work and activities posted by parents via Tapestry. Parents complete observations via Tapestry

Reception	Links to Daily Phonics via Wandle Hub, White Rose Maths and Topic Learning communicated via Tapestry	**Monday** – Timetable set for the week. **Monday, Wednesday, Friday -** Live lesson (approx 15 minutes) with follow up activity.(repeated twice - 2 groups of 15 children) Daily Live session -Active Listening Session and celebration assembly on Friday (whole class) approx. 15 mins **Friday** - Celebration Assembly	Teacher to provide feedback regarding work and activities posted by parents via Tapestry. Parents complete observations via Tapestry.
Phase 2	**Year 1 and 2-**Core Learning of up to 3 hours daily set over a broad range of curriculum subjects. **Year 3-**Core Learning of 4 hours daily set over a broad range of curriculum subjects. Weekly Video Assembly	**Monday** – Phase Lead Assembly Daily live lesson **-** English, Maths or other (repeated twice - 2 groups of 15 children) approx. 30 mins Daily live registration/ story time session - whole class approx. 20 mins Other pre-recorded sessions as necessary. **Friday** – Senior Leadership Assembly	Work marked/feedback given via Google Classroom/Google Meet. Feedback and misconceptions/moving learning on during weekly live maths sessions.
Phase 3	Core Learning of 4 hours daily set over a broad range of curriculum subjects.	**Monday** – Phase Lead Assembly Daily live lesson **-** English, Maths or other (repeated twice - 2 groups of 15 children) approx. 30 mins Daily live registration session - whole class approx. 20 mins Other pre-recorded sessions as necessary. **Friday** – Senior Leadership Assembly	A piece of work daily marked/feedback via Google Classroom/Google Meet. Feedback and misconceptions/moving learning on during weekly live maths sessions.
SLCN ARP	Individual emailed learning packages sent daily or hand delivered for literacy, maths , S&L.	**Friday -** Live session for Study pupils well- being catch up and review the weeks learning and preparation for next week learning. S&L therapist to phone parents and arrange 1:1 virtual sessions.	Phone call to check in with child and parent. One parent is posting work daily and the child is receiving feedback.

SEND and EHCP Pupils	Access to the live lessons is the same as mainstream. Individual differentiated work set in Google classroom. Differentiated work emailed or posted (as required)	As in their mainstream year group. Phone calls from the class teacher to check in with parents and child. Additional calls and emails from assistant heads and SENCO as needed. S&L therapist to phone parents and arrange 1:1 sessions. ELSA contact as required. Small group virtual support groups	Feedback from class teachers as for mainstream pupils .
EAL Pupils	Access to the live lessons is the same as mainstream. Individual differentiated work set in Google classroom. Differentiated work emailed or posted (as required) Pupils working at EAL 1 and 2 are invited into school for 2 sessions a week.	As in their mainstream year group. Phone calls from the class teacher to check in with parents and child. Additional calls and emails from assistant heads and SENCO as needed. S&L therapist to phone parents and arrange 1:1 sessions. ELSA contact as required. Small group virtual support groups	Feedback from class teachers as for mainstream pupils .

Year Groups	Feedback, Marking and Assessment
Nursery and Reception	Nursery pupils have direct contact with their teachers 3x a week. Reception pupils have daily contact with their teachers. Teachers will check all uploaded work on Tapestry and provide engagement feedback through written comments. Teachers in Nursery provide group and individual feedback during live sessions. Reception Teachers provide feedback which may include :- • Written comments • Verbal feedback • Questioning during online sessions

	● Small group or 1 to 1 virtual sessions ● Pupils may be assessed through: ● Work uploaded on Tapestry ● Questioning during live lessons and review sessions ● Small group or 1 to 1 virtual sessions
Phase 2 **(Years 1, 2 and 3)**	Pupils will have daily contact with teachers. Teachers will check all uploaded work on Google Classroom and provide feedback. This may include :- ● Written comments ● Verbal feedback ● Questioning during online sessions ● Small group or 1 to 1 virtual sessions ● Weekly maths misconception sessions Pupils may be assessed through: ● Work uploaded on Google Classroom ● Quizzes ● Questioning during live lessons and review sessions
Phase 3 **(Years 4,5 and 6)**	Pupils will have daily contact with teachers. Teachers will check all work uploaded to Google Classroom and provide feedback. This may include :- ● Written comments ● Verbal feedback ● Questioning during online sessions ● Online group discussion ● Small group or 1 to 1 virtual sessions Pupils may be assessed through: ● Work uploaded on Google Classroom ● Quizzes ● Questioning during live lessons and review sessions ● Weekly written task

Pastoral Support

WCPS will also continue to provide a strong sense of pastoral support for pupils self isolating or during Local Lockdown/partial closure. Guidance will be offered to parents on supporting their children with remote learning. The school's pastoral support system will provide resources for parents to support their children's mental and emotional wellness, in addition to ensuring our most vulnerable students will continue to receive focused pastoral support. This will involve regular weekly contact via phone/email/video calls. The regularity of the contact will be dependent on the needs and vulnerability of the family/child.

The class teacher will normally be the first point of contact to support pupil's pastorally. There are a number of Learning Support Assistants who, along with the class teacher, may remain in regular contact with pupils on 1:1 support.

Mrs Butler and Mrs Gilonas are ELSA trained mentors, who work with pupils to provide focussed levels of pastoral support, as agreed by Mrs Warwick, the Inclusion Lead and parents.
Mrs Dotchin is our parent support advisor. Mrs Dotchin can be contacted via parentsupportadvisor@wimbledonchase.merton.sch.uk

Teaching and Learning

The quality of learning is at the heart of our plan and should always take precedence over the method or delivery platform. Learning needs to come from both individual and group effort, with some opportunity for a teacher to assess and give feedback to each pupil. Remote Learning allows for flexibility for teachers to set tasks of varying lengths, as appropriate to the subject and year group, and for parents and pupils to organise their days as befits their personal circumstances and learning styles. The school will provide advice on how to organise the day via the *blended learning timetable* but will be clear with parents that the priority must be the children's emotional and health wellbeing.

Individual self-isolating

Where individual children are absent from class due to self isolating, the teacher will provide a weekly pack of resources for daily learning to take place. This may include signposting to resources on educational websites, uploading a framework of lessons via Google Classroom or Tapestry, contacting the pupil or parent, depending on the age of pupil, to discuss learning for the following week. The teacher will make contact once per week. These resources will also be available on the Virtual School area of the school website (wcps (lowercase), followed by your child's year group (e.g. wcps1 the day after absence is reported.

Classes/Year Group self isolating

The class/year group will receive a weekly timetable. This will consist of a range of resources to support up to 4 lessons per day. The timetable will set out when to log on for live lessons, pre-recorded lessons and resources to support the re-capping of key skills from the previous lesson, as well as new learning. Daily learning will be set via Tapestry for Reception and Nursery and via Google Classroom or Virtual Classroom for Years 1-6.

The school will continue to follow the White Rose maths medium term plans (Years 1-6) in and out of school so that children can access the next sequential lesson remotely. The school has a coherent literacy progression plan so that children will continue to receive high quality and school appropriate learning. This will include daily phonics, where appropriate.

Username and Passwords

Children will be issued with a Google Classroom username and password. They will also be re-issued with their LGFL passwords and user ID if appropriate. These will be at the back of their Home-School/Communication book or via a letter. A training guide and video explaining how to access Google Classroom will be uploaded on the Wimbledon Chase school website, in the Virtual School area. Remember the password for the Virtual School area is wcps (lowercase), followed by your child's year group (e.g. wcps1). Do contact password@wimbledonchase.merton.sch.uk if you forget passwords or need help with technical queries.

In school, the older children will be learning how to login and use Google classroom as part of their IT lessons. Parents may wish to support their child/ren to access a live lesson or 'take turns'.

Daily Learning

Children will be set the following work each day
- Nursery up 1 hour 15 mins
- Reception up to 1 hour 45 mins
- Key Stage 1 (Years 1 and 2): 3 hours a day on average across the cohort, with less for younger children.
- Key Stage 2 (Years 3-6): 4 hours a day .

Daily Maths

Nursery set daily maths activities that can be completed over the week. Most activities will be game based activities. Reception set a daily maths activity which may include using White Rose representations and visuals, as well as an extension task. Year 1 – 6 follow the White Rose medium term and daily plans. A warm up recaps previous learning or supports that day's learning. Children watch a White Rose teaching video and complete a number of questions to embed their understanding. If appropriate, extension activities are set for children that have secured the daily learning. For Years 1-6, there will be 4 White Rose maths lessons and 1 teacher-led live session for Q&A, misconceptions, setting new tasks.

Daily Literacy

Nursery receives daily phonics activities to complete over the week. Most activities will be game based. Reception will access daily phonics and reading activities that may include writing and handwriting. They are also set pre- recorded phonics sessions each week. Year 1 are set a phonics lesson from the Wandle English Hub each day. Year 2 are set a phonics lesson from the Wandle English Hub each day during the autumn term.

Year 1 – 6 receive a daily literacy activity. This follows a three staged writing journey (Immersion, Skills, Writing) however, the stages will vary in length depending on the genre, year group and outcome expectation. The teaching will be set via a voice over PowerPoint, a video of modelled writing, pre-recorded instructions or a live lesson. The teacher will decide which approach per day is suitable for different types of tasks and outcomes and this will be detailed in advance on the weekly timetable.

Children in Reception and Years 1-6 are expected to read every day. Please record their reading in either their Home/School communication diaries or Reading Record Books. Teachers also set comprehension questions during each genre and children without access to books can access free e-books through the Oxford Owl website.

Foundation Subjects

Nursery and Reception are set daily topic activities to complete over the week. These activities will be linked to the Early Years Curriculum.
Years 1 – 6 set another activity each day from these subjects: Geography, History, Art, DT, Drama, PE, PSHE, Music, French. This activity will follow the school's curriculum.

Marking and Feedback will be built into Live lessons

Focus pieces of work will be marked and feedback will be given via live lessons, Google Classroom or Tapestry.

Live Lessons and Meetings

Principles

- Real-time or 'live' lessons with a member of staff can be beneficial, not least in providing structure and points of contact for pupils during the week.
- At the same time, effective learning can take place through other kinds of set learning and 'interactive' lessons that are not delivered 'live' including for example, pre- recorded lessons and independent tasks.

The school has clear procedures in place to ensure the safety of children and staff during live sessions. (Appendix 1)

Live lessons timetable January 2021

Year Group	Lessons
Nursery	3 x per week Live sessions 2pm
Reception	3 x week 9:15am/ 10 am
Year 1	Daily 1 x 9.00am/9.45 am Daily 2.45pm whole class session
Year 2	Daily 1x 11.00 am/11.45 am Daily 1.30pm whole class session
Year 3	Daily 1 x 11.00am/11.45am Daily 1.30pm whole class session
Year 4	Daily 1 x 10.45am/11.30am Daily 1.30pm whole class session
Year 5	Daily 1x 9.45am/10.30am Daily 1.30pm whole class session
Year 6	Daily 1 x 9.15am / 10.00am Daily 1.30pm whole class session

Children with SEND

Children on the SEND register or with an EHCP will receive differentiated learning if necessary. This will be dependent on the child's needs and requirements. The class teacher will be in regular contact with parents to ensure the pupil is accessing the learning provided. Children with an LSA will receive regular 1:1 live teaching if appropriate. Children that receive specialist support will continue to receive this via online sessions and this will be organised by the Inclusion Lead Mrs Warwick or the deputy Inclusion Lead, Mrs Knapman. Mrs Warwick/Mrs Knapman will regularly check in with class teachers and parents to ensure all children on the SEND register are receiving learning that is appropriate to their needs and levels.

Appendix 1

Guidance for Live Sessions

The purpose of this guidance is to support effective remote pastoral care, and remote teaching and learning at Wimbledon Chase Primary School should class/ year groups enter a period of self-isolation/ local lockdown. It aims to set out the expectations of staff, parents and pupils, with attention to the important considerations of safeguarding, GDPR and the maintenance of professional standards. In developing this guidance, the School has referred to the Acceptable Use policy and our Safeguarding and Child Protection policy.

If any safeguarding concerns arise during video conferencing, the School Safeguarding policy will be followed and the Designated Safeguarding Leads informed.
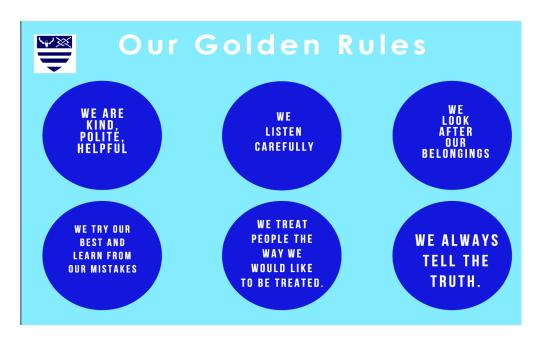
Parents:

- Consent is required from parents for children to participate in live lessons (via SIMs Parent App).

- Lessons will take place during school hours.

- Live lessons will be recorded by the teacher. Parents/pupils are not allowed to record.

- Please identify a suitable location for your child to use for the live lesson/meeting, for example a living room or dining area.

- Parents should ensure that as far as possible distractions are removed and there is quiet. Background noise adversely affects the experience for all participants.

- Parents should make every effort to support lessons/meetings delivered in this way by ensuring their child is comfortably dressed, prepared and ready to learn.

- Parents should familiarise themselves with the expectations on pupils in this guidance and ensure their child adheres to them.

- Parents are responsible for ensuring that the privacy of other family members is maintained during video sessions.

- Parents must be in the room during the lessons

- The teacher, for unforeseen circumstances may need to end the lesson at any point.

- Parents are responsible for the child's online safeguarding during the live lessons.

- Remember, pupils are expected to present themselves and behave appropriately. High standards of behaviour are expected for online learning sessions just as they are in the classroom.

Pupils:

- Treat your video conference as you would a lesson. Be on time and be ready to learn.

- Make sure you are in a suitable location; your device is charged (or plugged in) and that you are suitably dressed prior to the beginning of each scheduled live lesson.

- A parent must be in the room with you during the lesson.

- Keep your device on a secure surface, such as a table.

- Check your camera and microphone are working prior to the start of the lesson.

- Remember to behave as you would in school.

- Raise your hand if you have a question and use agreed hand gestures to show understanding such as thumbs up.

- Listen and focus on the lesson and learn.

- Put your lesson on 'mute' when the teacher is talking.

Children to remember and adhere to the school's Golden Rules

Our Golden Rules

WE ARE KIND, POLITE, HELPFUL

WE LISTEN CAREFULLY

WE LOOK AFTER OUR BELONGINGS

WE TRY OUR BEST AND LEARN FROM OUR MISTAKES

WE TREAT PEOPLE THE WAY WE WOULD LIKE TO BE TREATED.

WE ALWAYS TELL THE TRUTH.

Audit Against Government Expectations

(Last revision 15/01/21)

Government Expectations 7th January 2021	Wimbledon Chase Provision
● The school should 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.	The existing platforms are being used to deliver our content: ● WCPS Virtual School accessed via the School Website ● Google Classroom ● Tapestry Our Virtual School delivers our weekly and daily learning schedules for Years 1-6, signposting the children to Google Classroom. Nursery and Reception daily learning is delivered through Tapestry. Live lessons are delivered via Google Classroom Children's work is assigned, submitted and assessed daily through the Google classroom, Tapestry or Live sessions. Staff training has been provided regularly and remains ongoing through approved providers such as EdTech.

● The school should overcome barriers to digital access for pupils by: - distributing school-owned laptops accompanied by a user agreement or contract. - providing printed resources, such as textbooks and workbooks to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. - encouraging vulnerable children to attend provision in person.	Our school continues to identify need through: ● Parent surveys designed to identify gaps in digital access. ● Identification of pupils who are struggling to access online learning. ● Well-being phone calls or video calls home to all families. ● To Prioritise contact with EHCP and vulnerable children during the first two days of lockdown to offer a place in school. In response to this: ● School laptops have been allocated and delivered to families. Required paperwork has been completed. ● Chromebooks donated by a local charity have been gifted and delivered to identified families. ● Paper copies of work have been and continue to be delivered to those families who have requested it. ● Our Additionally Resourced Provision - The Study and The Ark - have remained open. ● Daily bespoke learning is being delivered to children with an EHCP, either in school or via the Google Classroom. ● Vulnerable children are held in mind, with their needs reviewed daily by teachers and at least weekly by the Senior Leadership Team. ● Guides are available on the school website to help parents access the Google Classroom.

● The remote education provided should be equivalent in length to the core teaching pupils would receive in school. It will include both recorded or live direct teaching time,time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum: • Key Stage 1 (Year 1 and 2): 3 hours a day on average across the cohort, with less for younger children • Key Stage 2(Year 3,4 ,5 and 6): 4 hours a day **Ofsted say** *"Remote education is not the same as digital education. Sometimes it may be more effective to deliver remote education through worksheets… Some think that a live lesson is the "gold standard" of remote education. This isn't necessarily the case...Evidence suggests that concentration online is shorter than the length of a typical lesson... Different approaches to remote education suit different types of content and pupils."**	Our school follows the blended approach to learning as stipulated in the Remote Learning Continuity Plan. The following core learning is typically set for the different Year groups below. **Nursery** (1 hour 15 mins 5 x a week) 1 Phonics 1 Maths 1 Topic Daily exercise (3 live sessions a week) **Reception** (1 hour 45 mins 5 x a week) As above, plus Reading Handwriting Daily exercise (8 live sessions a week) **Further Nursery and Reception Provision** Pre-recorded story times and cross-curricular learning opportunities **Years 1 and 2** (Approximately 3 hours per day) Phonics or Spelling (Y1 and 2) English Maths 1 core subject (three times a week) 1 or 2 foundation subjects Handwriting 3 PE sessions per week (10 live sessions per week) **Years 3,4,5,6** (4 hours a day)) 1 English 1 hour 1 Maths 30 mins/1 hour 1 core subject (three times a week) 30 mins 1 or 2 foundation subjects 30 mins Spelling/handwriting/Grammar 10-20mins Reading for pleasure 20 mins Daily PE 15 minutes suggested activity Maths Facts Practice 10 -15mins (10 live sessions per week) **Further Provision for Years 1-6** 2 pre-recorded assemblies a week. 1 afternoon registration session or storytime daily.

• The school should 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. **Ofsted say:** *"We will often need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely. When we do this, we need to focus on the basics...in many cases, practising and a focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful"**	All content delivery follows the school's current ambitious curriculum offer. Wherever possible teachers are adapting current curriculum plans and units of work in order to design lessons suitable for remote learning. This means that pupils will be given a variety of new learning and consolidation of previous skills. Weekly timetables allow for families to see the planned learning journey and careful consideration is given to the way lessons are taught. The White Rose Maths videos, which our school utilises for digital learning, are expertly chunked into incremental steps following Maths Mastery principles. Plans are monitored daily by the Senior Leadership Team.
• The school should 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.	Our systems and procedures allow teachers to have several daily opportunities to check children's engagement with their work. These being: • Live lessons • Submitted work on Google Classroom or Tapestry • Live afternoon registration or storytime sessions. Registers are kept of daily lesson attendance and non-attendance is followed up by the school. Children who are not submitting work online are contacted by their class teacher or the Phase Leads as appropriate. Senior Leaders are informed and solutions are devised.
• The school should set meaningful and ambitious work each day in an appropriate range of subjects.	Year teams have considered their existing medium term curriculum plans and created suitable weekly timetables that will work for remote learning: these are published on the Virtual School or via Tapestry. The weekly timetable includes a broad range of subjects and over a fortnight, all Core and Foundation Subjects(including Modern Foreign Languages for Years 2-6) will have been delivered.
• The school should ensure that content provides frequent, clear explanations of new content,delivered by a teacher or through high-quality curriculum resources or videos.	The expectation is that our teachers will deliver live sessions to every child (Nursery- 3 sessions per week, Reception - 8 sessions per week, Years 1 to 6 - 10 session) as well as provide pre-recorded lessons in order to ensure that learning is guided and new concepts are taught appropriately. Pre-recorded

	lessons, both of the school's own making and those produced by other bodies such as Oak National Academy, allow for lessons knowledge and skills to be imparted in appropriate chunks and in a timely manner. High-quality resources such as White Rose Hub Videos, Wandle English Hub, Oak National Academy, Merton Schools Sports Partnership and BBC Teach are used to supplement learning where appropriate. External providers are often used in subjects such as Phonics,Science, Music and PE as the practical element of these subjects is difficult to replicate.
● The school should be providing opportunities for interactivity, including questioning, eliciting and reflective discussion.	At our school we use our live sessions to interact with children in a responsive manner as we would in the classroom. Questioning, discussing and reflection are strategies used every day by teachers, and this is no different digitally. Discussion is encouraged online and offline work is used to reinforce these sessions. Google Classroom allows for older pupils and teachers to interact through written comments. Afternoon live sessions allow for a more relaxed setting in which children can develop these skills.
● The taught lessons should be providing scaffolded practice and opportunities to apply new knowledge. **Ofsted say:** "*Beware of offering too much new subject matter at once. Make sure key building blocks have been understood fully first. We need to assess pupils' knowledge to determine this...As it's harder for pupils to concentrate when being taught remotely, it's often a good idea to divide content into smaller chunks. Short presentations or modelling of new content can be followed by exercises or retrieval practice.*"*	Our remote lesson design follows the principles of planning for outstanding teaching and learning based on classroom practice. Teachers may choose to use live lessons or pre-recorded lessons to introduce a new concept in small chunks, or to practise skills through carefully crafted exercises, or take the opportunity to plan work to be completed after the session. Pre-recorded lessons are often shorter, which can be necessary when introducing new concepts. In order to practise a new skill, teachers may create several opportunities over the course of a week. The pace of new learning may be slower than in the classroom.
● The school should enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.	Our policy states that children will receive individual feedback from the work that is submitted to our online platforms, Google Classroom and Tapestry. Live lessons allow feedback to be given to the whole-class, small groups or individually. Afternoon live sessions and storytime are further means to feedback. Follow up phone calls home are used if appropriate.
● The school should use assessment to ensure teaching is responsive to pupils' needs and	Through daily assessment of the children's work, either on the school's digital platform or through live

addresses any critical gaps in pupils' knowledge.	lessons, teachers are able to adapt units of work and lesson plans as necessary. 1:1 live questioning and written feedback allows for teachers to identify gaps in the children's knowledge as it would do within a classroom. Children are encouraged to remain online at the end of a live session to ask for help if necessary. Teachers may use other forms of assessment such as quizzes and questioning during live sessions. Well-being phone calls with the children on a 1:1 basis allows the teachers to discover further how the children are responding to the school work.
● The school should ensure that the over reliance on long-term projects or internet research activities are avoided.	Pre-recorded lessons, both of the school's own making and those produced by other bodies such as Oak National Academy, allow for lessons knowledge and skills to be imparted in appropriate chunks. As the school is offering a blended learning approach to remote learning, research activities or a long-term project may be used judiciously and where appropriate, but not as a matter of course.
* OFSTED: What's Working Well In Remote Education. (Published 11th January 2021)	