|  |  |  |
| --- | --- | --- |
| **Government guidance** | **Penshurst CE Primary School Approach ~****Short term isolation** **(2 days or less)** | **Penshurst CE Primary School Approach ~Longer term isolation (over 2 days)** |
| **Use a curriculum sequence that allows access to high quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations.** | Pupils to access materials available via website.As appropriate hard copies of Classroom Secrets (or similar) materials will be provided to pupils.  | ONLINE/OFFLINESubject leaders have identified the knowledge, skills and understanding that can be covered remotely, with a focus on lower order procedural/fluency content.Higher order learning to be delivered at school. In the event of school closure higher order learning to be delivered via live lessons or Oak Academy videos. |
| **Give access to high quality remote education resources.** | Remote learning resources are available via school website. | If appropriate ‘live’ zoom lessons or pre-recorded teaching in Y1-Y6. EYFS team to work directly with parents on suitable learning activities – supplemented with Classroom Secrets (or similar) worksheets. All online platforms continue to be available:Bug Club, MyMaths, Spag.com, Oxford Owl books, Audible audio books, Times Table Rock Stars. |
| **Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.** | Staff to use zoom to provide ‘live lessons’ to children who have 1:1 support or intervention. All staff trained to use zoom and One Drive Folders.  | All staff are trained and able to use Zoom to deliver ‘live lessons’. Staff use website and other online platforms to upload work and resources.  |
| **Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.** | Workbooks delivered or posted as appropriate.  | School survey to identify families who require IT support. Pastoral staff to link with class teachers to provide offline resources- exercise books/pens and pencils etc.  |
| **Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.** | Work books are differentiated to meet children’s needs.SENco to work with staff to ensure that IEP specific actions are supporting workbooks e.g. home have access to resources such as now and next boards or visual timetables.  | EYFS team supports parents to access the full range of activities for both developing the characteristics of effective learning.EYFS curriculum focuses on school curriculum. Depending upon time of use, will reflect current school practice. Phonic sessions will be recorded as appropriate for younger pupils. EYFS/KS1 team to work with parents to ensure coverage is linked to phases being taught in school. |
| **Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.** | Curriculum links planned for the half term with suggested activities for all curriculum areas.  | All children access: English, Maths, SPAG, Reading, Curriculum, Curriculum daily that links directly with the current programme of study and follows the long term school programme of study for the Penshurst CE Primary School Curriculum Expectation. Teachers plan an additional remote activity for the learning which is added to the remote platform for isolating children and families to access.  |
| **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.** | A focus on basic skill acquisition in the appropriate year group.  | Subject leaders to review the factual, recall content from their subjects and sequence to provide year groups with a clear sequence of developmental skills and understanding. In school content to reflect higher order skills and knowledge within a subject. e.g. English- reading, recall and retrieval as a focus for remote learning, inference as a focus for in school teaching and or live zoom call teaching.  |
| **Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or video.** | Simplistic and easy to follow offline workbook.   | New content will be delivered via ‘live’ zoom lessons, these may be adapted from whole class to small group as needed.  |
| **Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.** | Children can upload completed pages of the workbook (as photo attachments) or scanned documents. Children/parents can mark work. Answers provided if appropriate.Pastoral team to make daily contact.  | Remote Learning expectation document sets clear expectations for registering for remote learning and completing and uploading completed work. In the event of individual isolation, the teacher will provide feedback to the child after each day zoom., telephone call or email between 3pm-4:30pm.In the event of school closure, staff will provide feedback in groups/individuals where appropriate and ‘live’ if possible. Staff will feedback to children daily before 4:00pm to monitor the completion of work and to make adjustments to work for the next day.  |
| **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.** | N/A | Zoom ‘live’ lessons (whole class or smaller groups) will support teacher assessment and adjustment of teaching. Teaching will replicate in class teaching using quality first teaching strategies.   |
| **Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers** | Staff will outline – in a telephone call the expectations of work to be completed. A timetable is used to support parents in this.  | Children can access the same number of taught sessions as they would in school, to include online and offline activities. The curriculum ambition for remote learning matches that of the in school curriculum.  |