



Compassion Trust Wisdom Fellowship Friendship Peace

TSS Remote Provision Strategy

The purpose of this strategy is to support the continual school improvement and the raising of standards in attainment and achievement for all our pupils during a period of remote education. In line with the school mission statement we strive to ensure that all are able to 'Thrive and achieve in a caring Christian community'.

This document is based on DFE Guidance, 'Remote Education, Good Practice' updated October 2020

Access to Remote Education

Schools have been asked during the academic year 2020 2021 to prepare for disruption. This means that where either individual children, class closure or whole school closure occur due to Covid 19 remote education must be immediately available.

Trinity St Stephen Church of England First School is able to start remote education immediately through the use of resources available on the school website or/and email/telephone communication with families to provide information and resources. The school is committed to providing at least the 3 hours recommended learning per day to Reception, Year 1 and Year 2 and 4 hours per day to Years 3 and 4.

The school recognises that good communication is vital. The school has a texting and email service which can be used in the event of a sudden lock down. All teachers are able to communicate with the families in their class through email or telephone. All staff use work emails and, if phoning from personal devices, are able to hide their personal details.

The Curriculum

Teachers will continue to work from the School Curriculum Map (Appendix 1). Some topic areas may be taught in a different sequence due to their appropriateness to being transferred to a remote curriculum.

The document, 'Remote Education, Good Practice' states:

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- *ensuring pupils receive clear explanations*
- *supporting growth in confidence with new material through scaffolded practice*
- *application of new knowledge or skills*
- *enabling pupils to receive feedback on how to progress*

It is critical that we consider how we are able to replicate each of these elements of teaching within a remote education context.

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Ensuring pupils receive clear explanations

Teachers will ensure that work is clearly explained by:

- providing a weekly overview which sets out the learning intentions for the week (Appendix 2)
- providing a range of resources to support each learning intention. This may include a live teaching session, a powerpoint presentation with teacher instruction recorded and added, a recorded video clip, worksheets with instruction, a range of suggested practical activities which meet the objective
- ensuring resources are uploaded, emailed or available as a hard copy in good time for parents/carers to support the delivery of the lessons

Supporting growth in confidence with new material through scaffolded practice

Teachers will ensure that children are gaining in confidence with new material by:

- providing a range of additional resources such as pictures, diagrams or suggestions of practical resources that could be found at home to support the child with the task. For example, asking parents and carers to find buttons/lego blocks/milk bottle tops to support mathematical calculations or early counting.
- Using live sessions or video content to demonstrate
- Breaking down new learning into easier steps
- Seeking feedback from parents and carers on how children have coped with tasks in order to plan the next steps appropriately

Application of new knowledge or skills

Teachers will ensure that children can apply new knowledge or skills by:

- Setting tasks in sequence to demonstrate their new knowledge or skill
- Seeking feedback from parents and carers on how children have coped with tasks in order to plan the next steps appropriately

Enabling pupils to receive feedback on how to progress

Teachers will ensure pupils receive feedback by:

- Providing some live session where teachers and pupils are able to interact
- Seeking feedback through emails and photos of children's learning which teachers are able to respond to. The school expects as a minimum that one English and one mathematics sample of learning is emailed to the class teacher per week.
- Making use of blogs on the school website to celebrate learning
- Being available to communicate with parents and carers in a variety of ways (email, telephone, video conferencing) to support provision of feedback and next steps

Access to appropriate devices

The school understands that not all families may have devices or appropriate connectivity. In these instances, the school will engage with the DFE 'Get Help with technology' programme January 2021.

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The school is also able to provide printed packs for collection from school on request. Families should make their situation known to the school.

Access to Learning

The school uses its website to provide remote learning. Each year group can access their learning through the class news page:

<https://www.tssfirst.co.uk/children/foundation/class-news>

<https://www.tssfirst.co.uk/children/year-1/class-news>

<https://www.tssfirst.co.uk/children/year-2/class-news>

<https://www.tssfirst.co.uk/children/year-3/class-news>

<https://www.tssfirst.co.uk/children/year-4/class-news>

Additional resources such as exercise books can always be collected from school. Other web based resources are referred to in the learning such as:

Active Learning Bug Club: A web based reading resource to allow children to continue reading at home using appropriately levelled reading resources

Active Learning Abacus: A web based mathematical resource to allow children to further develop their mathematical skills using a range of games and practice materials

Purple Mash: using digital and computing skills across the whole curriculum. Enables children to upload learning and teachers to respond

TT Rock Stars: daily times table practice which provides feedback to the pupil and sets new challenges

Phonics Play: <https://www.phonicsplay.co.uk/> a free phonic resource

Oxford Owls: <https://www.oxfordowl.co.uk/> a free reading resource

On line safety

During a period of remote learning children will be using devices and exposed to the internet more frequently. It is important that school and parents are aware of ways in which children are kept safe on line. Further information can be found in the school newsletter and here:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit>

Attendance and engagement with learning

Teachers monitor engagement with learning throughout the week. Every teacher records children's attendance at live sessions and other evidence of engagement with the learning. Families and children who do not appear to be engaging with the learning are contacted by email and telephone to offer further support. Records of contact are maintained. Advice will be sought from the Education Welfare Service where concerns are raised due to lack of contact.

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Access to wider school life

Trinity St Stephen Church of England First School strongly believes that maintaining a good connection with its community during times such as school closure is extremely important. During whole school lock down the school continues to provide a weekly whole school assembly led by Rev'd Sally and a PSHE whole school assembly style gathering to continue the PSHE curriculum led by Miss Kirsty Pugh. Every class teacher leads a live session with their class once a week totally focussed on well-being. During these sessions time is given to celebrate learning, hear personal anecdotes, and other activities such as games and story reading.

Resources are recommended through the school newsletter to support child and family well being.

<https://www.mind.org.uk/information-support/coronavirus/>

Physical Education

Trinity St Stephen Church of England First School understands the importance of maintaining physical exercise where possible during a period of remote education. The school recognises the link between regular physical exercise, maintaining physical fitness and good mental health.

Within weekly overviews teachers encourage children and families to take regular breaks. Families are also sign posted to exercise workshops such as the Joe Wicks workouts. The Windsor Sports Partnership and Premier Sport also provide resources which are emailed to parents.

During a long period of remote education the school may organise virtual competitions and live workshops.

Pupils Motivation and Engagement

The school is aware that during long periods of remote education motivation and engagement is likely to be fluctuating.

Strategies the school uses to maintain levels of motivation and engagement:

- Regular weekly class catch ups led by class teachers, often involving support staff, as well as pupils
- Teachers responding promptly to photographs and comments from parents regarding children's learning
- Using the website blogs to celebrate pieces of learning
- Commenting in the school weekly newsletter on particularly good examples of learning that have been identified during the week
- Personalised communication with the family on receipt of good learning

Assessing Progress

Assessing progress can be more complex whilst operating remotely. However, there is a variety of strategies which the school recognise are able to support:

- Providing answers to questions such as mathematical calculations enabling parents and carers to communicate with staff if their child appears to be struggling
- Requesting photographs of completed work to be emailed to teachers and providing feedback
- Setting quizzes using web products such as Purple Mash or google forms

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Provision for Reception Children

It is likely that very young children are going to require far greater parental support during periods of remote learning. The school recognises that ongoing support for parents and carers is essential. We provide support in the following ways:

- Provide the weekly overview on the website, along with a range of different resources to support learning
- Provide a range of appropriately levelled reading materials (Bug Club) for parents and carers to use regularly with their children
- Live lessons focus on the acquisition of phonic skills
- Good communication between home and school

Provision for children with SEND

Some children, namely those in receipt of an Education Health Care Plan will be offered a flexible timetable of on site education. The package offered will be agreed by both home and school and be based on the best interests of the child. Other children who fall into the SEND category will be provided for in the following ways:

- Regular discussions between school and home to check in and ensure the level of support is appropriate
- Some children may be offered more regular small group or individual live sessions focussed on reading and phonics
- A variety of additional resources may be suggested and supplied from the school where necessary
- Signposting to support groups:
<https://www.parentingspecialchildren.co.uk/>
<https://www.autism.org.uk/>
- Ongoing support through reviews and team around the child meetings on Zoom. These may involve outside professionals such as Education Psychology or Shine (School support for children with a diagnosis of Autism)
- Engaging with outside professionals and facilitating face to face meetings in school where essential

Where families experience problems with any aspect of remote learning parents and carers should immediately get in touch with their class teacher through email or the school office by telephone or email. Staff will be on hand to continue to support to ensure that all children can benefit from the provision.

Louise Lovegrove

January 2021

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