

## Remote Education Subject Report 2020 – 2021

### Mount Primary School

A	<p><b>How remote education was put in place and how it was monitored:</b></p> <p>As a school we used Google Classroom which was set up with a grant from the DfE. Through this, we were able to share recorded videos (made using a programme called Loom), PowerPoints and worksheets that could be completed online or by printing and handwriting. Pupils could also upload photos and videos of their work. The classrooms were manned daily by a member of the teaching staff. They recorded videos, set work, monitored for live messages and gave feedback on the previous days learning.</p>
B	<p><b>How teachers and support staff were prepared for remote education in your subject:</b></p> <p>All staff had Google Classroom training- as this was a fast moving situation this was also supplemented with additional support for staff where the need was identified. Senior Leaders planned the best way for us as a school to plan and share lessons. We decided that pre-recorded rather than live lessons would be best for our school as many children were sharing devices at home. Once the most appropriate programmes for this were identified, staff had additional training and videos and crib sheets were used to support this. Band meetings were used to plan for what would be taught, how and when. This was regularly reviewed by band leaders.</p>
D	<p><b>How COVID-19-related staff absence impacted on the learning in your subject:</b></p> <p>Staff were timetabled to deliver either face to face learning in the classroom or remote learning online. We were able to maintain this throughout the lockdown as some staff who needed to work from home were able to focus on remote learning.</p>
E	<p><b>How gaps in learning were identified and how planning was changed to ensure essential knowledge was gained by pupils.</b></p> <p>When planning for remote learning, we identified those aspects which would be difficult to teach remotely (e.g. practical Science, Maths involving specific resources) and made adjustments to the curriculum to ensure that these would be taught when the children returned to school. As teachers were monitoring and marking the work on Google Classroom daily, they were able to adjust the planning as they would in class to meet the pupils' needs and address gaps identified. They were also able to offer small group Google Meet sessions to address these gaps.</p>
F	<p><b>What steps were taken to prioritise the learning for vulnerable children (either promoting a school place during isolation periods or more frequent remote contact/learning).</b></p> <p>All vulnerable children were offered a place in our emergency provision for face to face learning. Where families didn't engage, we followed up with phone-calls and in some cases home visits. We delivered laptops, both from the DfE and donated from a local organisation, as well as sending home information on how Google Classroom</p>

	<p>could be accessed from devices such as the Xbox or Playstation. We were able to support a number of families who were struggling to access online learning by telephone and also provided SIM cards to some families struggling with data/ internet. In a number of cases, where it was clear the family were still struggling after providing laptops and other support, those children were offered a place in our emergency provision. All staff had a list of families who they were responsible for contacting weekly with those vulnerable families highlighted for additional contact. Records of engagement were used to target children who were not accessing remote learning.</p>
G	<p><b>The feedback you received about the remote learning in your subject:</b></p> <p>We worked hard with families to iron our teething problems with remote learning. It was something new to all of us and some aspects just didn't work in the way we had hoped so we adapted them. Some families found it difficult to support their children at specific times so we adjusted our feedback cycle to try and accommodate that. Feedback from parents was largely positive. Many struggled with the demands of working from home while trying to support their children's learning but felt that the school tried to support with this and make adaptations. Some parents felt that it was very difficult for the children to complete the tasks independently which is understandable given the age of some of our children.</p>
H	<p><b>Overall Evaluation:</b></p> <p>When considering that we had no remote learning set up prior to the lockdown, we worked quickly to identify the best way to organise this in a way which could be accessed by all families. It was steep learning curve and we had to make adaptations along the way but we were able to deliver a curriculum which ran alongside what was being taught in our emergency provision, run by qualified teachers with daily feedback which fed into planning. By mapping the coverage of this remote learning, we were able to plan for the gaps to be taught once we returned to school. There are obvious challenges with remote learning, particularly in primary schools. We use many resources to support our children's learning and are always on hand in the classroom to monitor/ support/ adjust our lessons. This is not possible to replicate remotely and any parents who are not qualified teachers would struggle to emulate that. Many of our parents were also working full time so were unable to give the children the support they may have needed.</p>