

Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.

Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.

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Introduction

The Secretary of State for Education issued a direction from 22 October 2020 relating to remote learning:

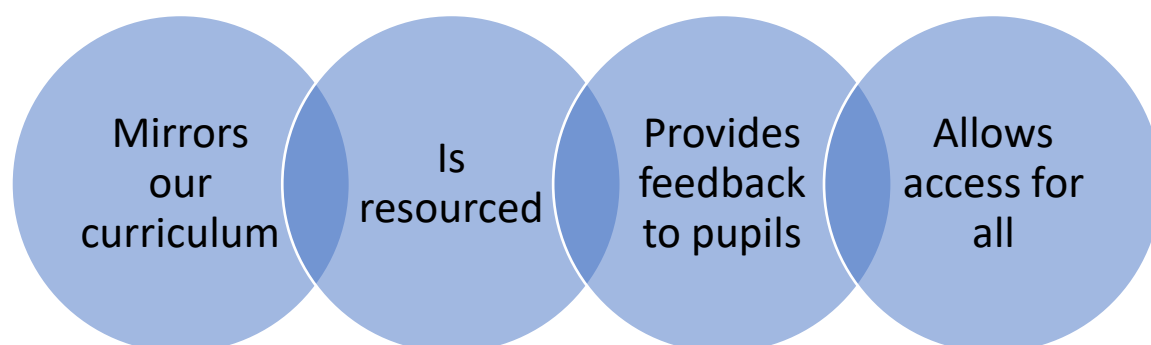
Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

Individual Pupils

When an individual pupil needs to remain at home to self-isolate our schools provide two weeks of activities to practise key skills in English and Mathematics. This work should be emailed through the class email account and parents submit work to the class email for daily review.

Remote Learning Curriculum

When a class or the school needs to remain at home our federation provides a remote learning curriculum that:



Mirrors our curriculum:

- Teachers use our Curriculum Maps to plan for remote learning
- Teachers plan a balanced curriculum which reflects the timetable in the school
- Teachers think about the federation approaches to learning when planning remote learning

Is resourced:

- Teachers provide clear teaching material through narrated PowerPoints that show the pupils how to be successful and model the learning
- Teachers provide knowledge organisers for areas of the curriculum where they are in place in the classroom

- Teachers provide vocabulary lists and explanation
- Activities are recordable online or using school provided work books

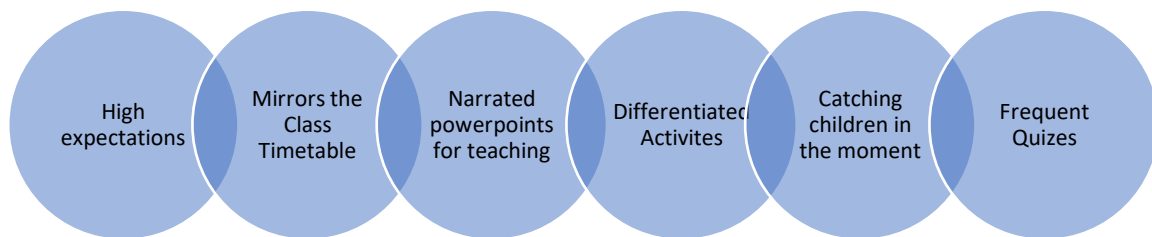
Provides Feedback to pupils:

- Teachers daily mark and respond to activities through emails
- Teachers call pupils once a week to have a mentoring conversation

Provides access for all:

- Teachers provide learning for pupils with Special Educational Needs which mirrors their learning in school
- Activities are differentiated or presented as challenges from which the pupils can select
- Our federation identifies families who cannot access ICT equipment and offers devices on loan

Teaching within our remote curriculum has:



High Expectations:

- Teachers plan activities which reflect the expectations within their year group curriculum
- Teachers plan activities with the expectation of pupil engagement and then offer support and guidance to the pupils who are not engaging
- Teachers consider how to motivate pupils with the new learning as part of the planning process, for example maintaining their resilience to try something new
- When planning activities, teachers reflect on how pupils will present their work to ensure a high standard of presentation is maintained

Breadth and depth:

- Teachers plan learning opportunities that reflect the classroom timetable for that school day

Narrated PowerPoints for teaching:

- Each PowerPoint starts with a visual of the Teacher welcoming the children, reflecting on previous learning and identifying the learning outcome for the session
- The narrated PowerPoints then guide the pupils through the learning journey, including modelling of how they will be successful
- The narrated PowerPoint introduces pupils to the activities
- PowerPoints are designed in the preceding morning of each school day to allow adjustments to be made to the learning journey across the week
- PowerPoints are emailed to parents using the class email by 9.15am of the day of that timetable

Differentiated Activities:

- Teachers plan differentiated activities that allow all pupils to access the learning outcome

Catching children in the moment:

- Parents are asked to email the class address with completed work to be reviewed by the teacher
- Teachers review work emailed and respond to parents between 1-3pm each day with the feedback for their child

- Teachers feedback to pupils in line with the federations approaches to catching in the moment and developmental feedback
- Teachers contact parents and pupils once a week by telephone between 3-4pm across a weekly cycle. Parents are notified of the day of their telephone call

Frequent Quizzes:

- Frequent quizzes will continue to be used to deepen pupils' learning and knowledge

Safeguarding

Any safeguarding concerns or incidents disclosed in the process of remote learning are addressed in line with the federation's Child Protection Policy.

GDPR

All group emails are sent using the class email address with parental addresses blind copied (Bcc).

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The Federation of Goodnestone & Nonington CE Schools recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.