

**Remote Learning At Goostrey**

**Intent**

***Through a blended approach provide a good level of education, through a sequenced curriculum broadly following our normal plans bespoke to our school.***

***Children to know more, remember more and apply more.***

**Considerations**

* Accessible remote education for all of our pupils- access to devices
* To adapt and change the provision, being mindful of technology constraints of all families
* A rich variety of activities for children to complete, to offer a blended approach to learning that offers flexibility to working parents. Flexibility – access to videos/audio lessons bespoke from Goostrey teachers
* Use quality resources to support the learning, for example White Rose – devised by specialist maths teachers and Government approved.
* Be reactive to opportunities that arise – Century
* Remote learning to match the curriculum for the year group as closely as possible
* To have regular exercise/ well-being activities to support a healthy lifestyle physically and mentally
* Collaborative provision where appropriate
* For children to feel that their work is important and valued by the teachers through feedback that will take a variety of forms – quizzes, self-marking, uploading work and responding to it, scrapbooks
* To support vulnerable groups of children and ensure they have effective provision.
* Support families during the lock down, with regular contact and keep lines of communication as supportive as possible
* Adapt and evolve with the provision considering the needs of the individual classes/cohorts
* For children/families to have a strong feeling of a supportive school family/community
* To evaluate regularly the provision available and react if change is needed.
* Ensure keyworker group are accessing the remote learning
* Follow DFE recommendations which clearly states that blended/layered approach is the most effective way for remote learning
* Manageable for staff

**Implementation**

* To use School Spider as the main conduit for communication with children. This is through the class pages.
* Daily input (recorded and live) from teacher with their classes.
* 3 hours KS1/ 4 hours KS2 provision
* A planned active session everyday – Joe Wickes, Go Noodle, Kids Zumba and live Yoga session with Mrs Riddell
* To have activities that cover the milestones and objectives in the curriculum as much as is possible. To defer some units of work, until the children return to school.
* To support the children through their working day through a variety of media; audio powerpoints, videos introducing the session/morning/afternoon; responses through the class page chats, emails, phone calls to support families, regular 1:1 Google Meets, daily Google Meet ‘live’ sessions with teaching sessions and drop ins.
* To have time within the Google Meet sessions to focus on Children’s mental health and connecting the children in the class together.
* Community events – KS1 shared activities for example Chinese New Year next week, TTRockstars competition / train station art work/class community competitions
* Make it as workable for teachers as possible

**Impact**

What we want to have achieved

Most importantly that our children’s mental health is as strong as possible when they return to school

That the curriculum has been continued and children can slot back into working in school well.

To have a staff who are ready to continue the provision in school on the return and not completely burned out and stressed out.