

**Swillington Primary School Remote learning offer**

**January 2021**

**Finding the talent in everyone!**

<b>1.</b> Who is the named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education	Mr Mark Cahill
<b>2.</b> Who is the designated adult monitoring the welfare of vulnerable learners who are not at school?	Mr Mark Cahill Miss Rachel Holyoak Mrs Sarah Brown
How are any concerns being dealt with?	Phone calls. Messages between parents. Google Meet calls.
<b>3.</b> Who is the designated adult monitoring the learning engagement of vulnerable learners who are not at school?	Miss Rachel Holyoak
How are any concerns being dealt with/followed up?	Phone calls. Google Meets.
What are the main barriers to engagement for vulnerable learners?	Some parents have struggled with devices. We have given out devices from the government and some of our school devices.
Who provides any targeted support for their learning?	Teaching assistants. Teachers. Learning Mentor.
<b>4.</b> Who is the designated adult monitoring the learning engagement of learners with EHCPs who are not at school?	All children with EHCPs are in school.
How are any concerns being dealt with/followed up?	N/A
What are the main barriers to engagement for EHCP learners?	N/A
Who provides any targeted support for their learning?	N/A

<p>5. Who is the designated adult monitoring the learning engagement of SEND learners who are not at school?</p>	<p>Miss Holyoak (SENCo) has overall responsibility for the SEN learners who are not in school (57% of register), on a weekly basis she checks who has been attending lessons and providing work online, speaking to class teachers where needed to make sure they are engaged.</p> <p>40% of SEN children will be receiving 1:1 sessions online for speech and language or to work on their targets. This is carefully timetabled so children are able to access all sessions without overlapping with siblings.</p> <p>Teachers monitor the work the children are placing online and answer questions that the parents have about the work. Advice sought from SENCo if needed about the work being set and completed.</p>	
<p>6. Are live lessons being carried out eg. story, phonics? If yes, what are they, which year groups and how often</p> <p>Are these recorded so that they can be accessed at a later time?</p> <p>Not recorded but all teaching links to a video from either White Rose or Oak Academy that is posted on Dojo so children can access the learning later.</p> <p>Who monitors whether they have been accessed?</p> <p>Class teacher to monitor attendance and follow up children who haven't attended. Then refer this to the SENDco.</p>	<p>FS1</p> <p>FS2</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>	<p>Phonics (30 mins)</p> <p>Phonics (30 mins) + Story (15 mins)</p> <p>Phonics (30mins) + Story (30 mins)</p> <p>Core learning (30 mins) + Story (30 mins)</p>
<p>7. What opportunities are being provided for children to see each other as a whole class eg 'register time'</p>	<p>FS1</p> <p>FS2</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>	<ul style="list-style-type: none"> <li>- Every day during live learning on Google Meet. Meet is opened slightly earlier to allow children to interact with each other.</li> <li>- Afternoon catch ups (x2 per week) have a more informal approach and allow children to interact as a class.</li> <li>- Assemblies</li> </ul>
<p>8. Do parents receive a daily/weekly plan of what the learning offer will be for</p>	<p>FS1</p>	<ul style="list-style-type: none"> <li>- Live teaching timetable / assemblies remains the same each</li> </ul>

their child?	FS2	week. - Parents get a daily timetable of learning posted before 9am.
	1	
	2	
	3	
	4	
	5	
	6	
9. Which lessons are recorded?	Sessions where an adult is delivering 1:1 sessions. Sessions being taught from a staff members home.	
How is engagement monitored?	Teachers keep a daily track of pupils who are engaging.	
How is lack of engagement followed up?	Phone calls. Messages via class DOJO.	
10. How is learning being assessed	FS1	Via tapestry teachers make links to the 17 prime areas of learning.
	FS2	Via tapestry teachers make links to the 17 prime areas of learning.
	1	Teachers are assessing the learning that is sent in via class dojo/paper copies and linking this to the learning objectives of the area of curriculum. Teachers are also using assessment for learning within their live teaching and use of questioning. Feedback will take the form of praise, what went well and a next step for improvement.
	2	Teachers are assessing the learning that is sent in via class dojo/paper copies and linking this to the learning objectives of the area of curriculum. Teachers are also using assessment for learning within their live teaching and use of questioning. Feedback will take the form of praise, what went well and a next step for improvement.
	3	Teachers are assessing the learning that is sent in via class dojo/paper copies and linking this to the learning objectives of the area of curriculum. Teachers are also using assessment for learning within their live teaching and use of questioning. Feedback will take the form of praise, what went well and a next step for improvement.
	4	Teachers are assessing the learning that is sent in via class dojo/paper copies and linking this to the learning objectives of the area of curriculum. Teachers are also using assessment for learning

		within their live teaching and use of questioning. Feedback will take the form of praise, what went well and a next step for improvement.
	5	Teachers are assessing the learning that is sent in via class dojo/paper copies and linking this to the learning objectives of the area of curriculum. Teachers are also using assessment for learning within their live teaching and use of questioning. Feedback will take the form of praise, what went well and a next step for improvement.
	6	Teachers are assessing the learning that is sent in via class dojo/paper copies and linking this to the learning objectives of the area of curriculum. Teachers are also using assessment for learning within their live teaching and use of questioning. Feedback will take the form of praise, what went well and a next step for improvement.
<b>11.</b> Are any external providers being used for lessons? If yes, which providers and how often	FS1	P.E Coach- 1.5 hours a week
	FS2	P.E Coach - 2 hours a week
	1	P.E Coach- 2 hours a week
	2	P.E Coach- 2 hours a week
	3	P.E Coach- 2 hours a week
	4	P.E Coach- 2 hours a week
	5	P.E Coach- 2 hours a week British Red Cross delivered first aid training virtually.
6	P.E Coach- 2 hours a week	
<b>12.</b> Does the curriculum plan align with the remote learning offer?  How is curriculum coverage and progressions being monitored?	Yes. We have ensured we keep on track to our long term plan.  By subject leaders. Monitoring the content being set and the learning being sent back in via class dojo. Leaders dropping into live learning sessions of core subjects.	
<b>13.</b> Who is the designated adult who monitors what provision is being made for each vulnerable learner.	Class teachers. Miss Rachel Holyoak	
<b>14.</b> Who is the designated adult who joins a selection of live lessons/checks remote learning set each week	Mr Mark Cahill Mrs Hannah McEvoy	