

What does remote Learning look like at George Spicer?

We are following a working week beginning on a Wednesday and finishing the following Tuesday. This is to enable parents to have a full weekend in the middle of the 'school week' to support their children if this has not been possible throughout the week. We have designed a timetable that blends independent work and live lessons. As this is a new system of working, we are always looking to improve our practice for the good of the children.

Curriculum

- The work children will be completing is in line with the National Curriculum and our own George Spicer Curriculum. The lessons and work set and taught will be a blend of mastering and cementing current skills and also introducing and developing new content.

Work for the Week

- Work for the week is uploaded on a Monday by 5pm along with a *suggested* timetable.
- Assignments and resources are divided into Day 1, Day 2, Day 3, Day 4 and Day 5 packs. Although, every day will be available from Day 1. This mirrors the work being taught in school to the 'Key Worker Bubbles'.
- Work is differentiated into Pack A and Pack B based on the ability levels of the children. Where necessary, some children are given individualised packs to cater to their specific needs.
- Most work is bespoke and created by our teachers. However, sometimes work will be supplemented by Collins revision books that have been handed out to all pupils.
- Pupils can upload completed 'Days' at any point, once the work from that day is completed.
- Maths work will be a mixture of arithmetic and reasoning questions. Sometimes they will take the form of a 'Teams Quiz'. Children will be provided with the answers to self-mark and redo working out if necessary. Teachers will address misconceptions in the following live lesson.
- Reading comprehensions will be completed by the child and then self-marked when possible. The children will be able to self-mark using a mark scheme and some of the more complex answers will be discussed and explored in the live lesson along with any common misconceptions.
- Writing will be a mixture of spelling, punctuation and grammar work and a longer piece of writing. There will be a live lesson to deliver the immersion for the writing and children are expected to build on their writing over several days. Their teachers will explain the structure within the teaching. Teachers will provide feedback on submitted writing to help guide their learning in the next section.
- Teachers will respond to work, where necessary, within 48 hours.
- Any work submitted after Tuesday at midday *will not be marked*.
- Logs are kept of the work children submit and phone calls home go out if work is not accessed online to understand any barriers and support the children accessing their learning in the future.

Live Lessons

- Each week there is a 'Live Lesson' on Microsoft Teams for Writing, Reading/ Phonics, Maths and Science or PSHE. They will always be on the same day and at the same time, unless specifically changed.
- Every year group will have roughly three hours of live lessons across the week. However, in the younger years this may be broken into a higher number of shorter sessions. Lessons will tend to last for 20-45 minutes depending on age group.
- These lessons are an opportunity for teachers to help deliver new content; explain new work; address misconceptions and keep in touch with their pupils from a pastoral perspective.
- Registers are kept for attendance on every Live Lesson and phone calls home go out if children are repeatedly absent.
- If children miss their live lessons, the lessons are recorded and are available to them on their Teams feed.
- Please Note: There will always be two members of staff in any Live Lesson interaction with children for safeguarding and behaviour management purposes. Live lessons are recorded for safeguarding purposes.

Online Interventions

- Teachers and support staff are running interventions on Microsoft Teams, for those children who need them.
- These are specialised sessions, which focus on specific skills in maths and reading.
- There are always two members of staff in each online intervention.

SEND Children

- As with a normal school day, we seek to be as inclusive as possible.
- We offer a place in one of the 'Key Worker Bubbles' for any child who is registered as SEND and any child with a 1:1 will receive 1:1 support.
- SEND children will be set the same learning as their peers – either Pack A or Pack B. However, if this learning is not accessible for their needs, a different pack – more in line with their abilities and needs – will be provided.
- SEND children will be expected to be a part of the live lessons and interventions, even if they cannot completely access the lesson it is beneficial for them to see their peers and for their teacher to 'check in' with them. We will also have specific interventions such as 'Gross Motor Skills' and 'Speech and Language'.

Assemblies

- Every Monday afternoon at 2.30pm, Mr Spong, Ms Southgate or Ms Eberle deliver a thought provoking assembly linked to what is going on in the world currently or our school values.
- Every Wednesday at 1.30pm, Mr Combe delivers a history assembly, focusing on an individual or an event from the past. This is suitable for Years 2 – 6.
- Every Wednesday at 2.30, Mrs Mangiapane delivers an assembly based around a story. Suitable for anyone.

Extra Learning

- We still encourage our pupils to read daily for at least 20-30minutes. Pupils are also able to access online books via the Oxford Owl website.
- We have signed up as a school to Mathletics, Times Table Rockstars and Numbots, which supports Maths Learning. Every child has their own personal login.
- Children also have their LGFL log in to access a range of online learning.
- As an RRS Gold Award school, our RRS lead Miss McNamara sends out a whole school activity every week via Teams for the children to complete.
- On the school YouTube page we also have French Friday where Ms Heley posts weekly videos and on Fitness Thursday Mr Demczuk and Miss Marchant post a fitness/skills based video.

Who to speak to?

- If pupils have any questions about the work, they can use the discussion thread on the Teams class page. They may also email the teacher directly on their class email e.g. hurricanes@georgespicer.enfield.sch.uk.
- If there are issues with passwords and login details, parents can contact the school office.

Moving Forward

- As this is a new way of working, there will be opportunities in the future to feedback and offer suggestions. We understand that remote learning relies heavily on parental support – especially with the younger children. Therefore, it is important that we develop a strong working relationship and appreciate the difficulties and challenges of both parties. As stated before, all the decisions we make as a school have the best interests of the children at heart.

Support with Technology

- We recognise that some pupils may not have suitable online access at home. To identify these pupils, we surveyed all families to establish their access to technology at home, identifying devices and wi-fi available, as well as the number of persons sharing devices.
- As a result, we have taken the following steps to support all pupils to access remote education:
- Laptops & i-pads have been issued based upon need, prioritising Pupil Premium families, and ensuring that every household has a minimum of one device.
- Families without Wi-Fi have been provided with a SIM card for hot spotting from their mobile phone or BT Wi-Fi vouchers.
- Any families still requiring a device loan or Wi-Fi connection access may place a request via office@georgespicer.enfield.sch.uk
- Any families having technology issues with accessing Microsoft Teams can receive technology support via office@georgespicer.enfield.sch.uk
- Families requesting paper packs have all been offered appropriate technology. Those families choosing to continue to use paper weekly packs must collect them every Wednesday from the relevant school office and return the previous weeks completed pack.

We know that we have high expectations at George Spicer, unapologetically so and we are setting a lot of work and delivering a lot of sessions each week. All we ask is that you do your best and complete everything that it is possible for you, in your family circumstances to do so, because that is ok. Every family's circumstances are different and we appreciate and understand that.