



Georgeham Church of England (VC) Primary School

Putsborough Road, Georgeham, Devon, EX33 1JT 01271 890440

www.georgeham-primary.devon.sch.uk

Headteacher: Mr Julian Thomas

Small School, Huge Horizons

Remote Education Provision ... A statement and review of our provision.

As required by the DfE, this is a statement and review of our remote provision.

The Remote Learning Plan, detailing what we provide and our procedures for providing remote provision, is found on our website.

Leadership

Our School has a clear vision and approach for remote education, and we have strategies in place to maintain an awareness of any issues or barriers related to effective delivery.

Remote education plan

There is a plan in place for remote education and the Headteacher has overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

Communication

Governors, staff and parents are aware of the school's approach and arrangements for remote education. Everything is on the website and communicated via the school blog and email.

Monitoring and evaluating

The school has systems in place to monitor the impact of remote education.

Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

Home environment

Our school is aware of the learning environment in the home and we work with parents and families to understand, ensure that pupils will be able to access education at home and help where we can.

Laptops, tablets and internet access

Our school will ensure we ask about limitations of access to the internet and suitable devices for pupils. We are prepared to share devices to support, including Chromebooks and data SIM cards. We will also ensure that we provide offline work, text books, exercise books, photocopied work, reading books and other learning packs. These can be delivered, but we'll mostly be using a weather proof box on the front playground.

Supporting children with additional needs

Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.

This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.

Monitoring pupils' learning and engagement

The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern

Pupil digital skills and literacy

The school supports pupils where necessary to use technology effectively for remote education.

Curriculum planning and delivery

Our school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

Minimum provision

School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:

Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children

Key stage 2: 4 hours a day

Curriculum planning

The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. We attempt to make it as similar as possible to what's being taught in class.

Curriculum delivery

Our school uses Google Classroom to support remote education, and we provide daily assignments using curriculum-aligned, resources.

Reception and KS1 children have a daily online Google Meet for the register, a well-being check and also an introduction to the school day. There are three topic sessions a week and we expect children to read daily, do some sort of physical activity and take part in family activities too.

Children in KS2 have an additional Google Meet in the morning for another live introduction to learning. There are also topic work activities as well as expectations for reading, PE and family activity too.

The work we provide within Google Classroom has a balance of live Meetings and also recorded sessions. We use resources from educational providers such as White Rose Maths, My Maths, TTRockstars, Numbots and Pobble.

Assessment and feedback

Our school staff have strategies in place to gauge how well pupils are progressing through the curriculum using questions and other suitable tasks.

The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.

Capacity and capability

Schools support staff to deliver high-quality remote education.

Effective practice

School staff are aware of all the guidance and ensure they are updated of new practice in other schools. We have weekly (impromptu) discussions about software and teaching strategies and are part of wider networks to support CPD.

Staff capability

Our staff have access to the digital resources and tools they need to teach and support pupils remotely. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.

Strategic partnerships

The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the Braunton Community Cooperative and also online groups.

Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

Realistic expectations of pupils, parents and carers

Parents have clear guidance on how to support pupils at home. Information is within Google Classroom and also on the school's website.

Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to behave during Google Meets and how to submit assignments).

School community events

All pupils are given daily opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging.

Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

Ensuring safety

There are clear safeguarding protocols in place to ensure pupils are safe during remote education. We have clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.

Online safety

Our school staff understand how to keep children safe whilst they are online.

Wellbeing

Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond. There are regular catch ups with pupils, particularly for those that are most vulnerable.

Data management

The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).

Behaviour and attitude

There are clear rules for behaviour during remote lessons and activities. Pupils know about our online and Meet protocol and teachers monitor and enforce these.