



'Nothing is impossible with God' Luke 1:37

REMOTE PROVISION - MODEL

	Phase 1 EYFS + Y1 SEND	Phase 2 Y1/2/3 SEND	Phase 3 3/Y4/5/6
Intent	<ul style="list-style-type: none"> • Keep all children safe • Maintain relationships with adults in school, to support children/families' mental health and well-being • Provide IT equipment and internet access for families (as required), with loan agreement in place • Safety protocols in place for online remote learning • Support parents/carers to engage children in their learning • Develop a graduated and blended approach, beginning with face-to-face engagement • Provide bespoke provision and support, on an individual basis, for all children • Provide high quality, individual feedback, to all children and parent/carers • Assessments are accurate and accelerate progress over time • Attainment judgements are accurate • Gaps in learning are minimised 	<ul style="list-style-type: none"> • Keep all children safe • Maintain relationships with adults and peers, to support children/families' mental health and well-being • Provide IT equipment and internet access for families (as required), with loan agreement in place • Safety protocols in place for online remote learning • Support parent/cares to enable children to access the learning • Develop a graduated and blended approach, beginning with small group live and recorded teaching sessions • Provide bespoke provision and support through small group teaching (max of 10 children) and feedback • Provide high quality feedback to individual/groups of children • Assessments are accurate and accelerate progress over time • Attainment judgements are accurate • Gaps in learning are minimised 	<ul style="list-style-type: none"> • Keep all children safe • Provide IT equipment and internet access for families (as required), with loan agreement in place • Safety protocols in place for online remote learning • Support children to access remote learning independently • Maintain high pupil engagement • Develop a graduated and blended approach, through whole class live and recorded sessions • Provide bespoke provision and support through whole class teaching and feedback • Assessments are accurate and accelerate progress over time • Attainment judgements are accurate • Gaps in learning are minimised

Implementation	<ul style="list-style-type: none"> • Weekly Door-Step visits (parent/carer and child) Staff to complete Visit Proforma for each child and upload onto Tapestry • Weekly live parent/carer and child joint activity sessions • Weekly Q&A Zoom parent/carer sessions with Learning Mentor • 1:1 Zoom or telephone call parent/carer surgery with Learning Mentor • Indemnity Form and Computer & Internet Safety protocol to be signed by parents/carer and child • Laptops and dongles loaned, as required • Support and develop parents/carers' IT skills to access remote learning • Adapt Topics to be relevant to remote learning (home) context • Establish provision for Prime Areas (Communication & Language, Physical Development, and Personal, Social and Emotional Development) and Literacy and Maths • Incorporate Specific Areas (Understanding of the World, Expressive Arts and Design) into topics • Staff work with parents/carers to support children's learning • Quality First Feedback provided face to face and via live sessions with individual children and parents • Range of sources used to inform assessment including: observations, children's work, discussions with children and parents • Assessments moderated within and beyond school • Progress measured against Developmental Matters (Characteristics of Effective Learning) and tracked using Tapestry 	<ul style="list-style-type: none"> • Daily live teaching sessions. Register kept of attendees. • Follow-up calls/Zoom sessions or door-step visits for non-attendees, vulnerable and SEND children, with their parents/carers • Weekly parent/carer and child Mind-Mate activity, during live class sessions • Weekly Q&A Zoom parent/carer sessions with Learning Mentor • 1:1 Zoom or telephone call parent/carer surgery with Learning Mentor • Indemnity Form and Computer & Internet Safety protocol to be signed by parents/carer and child • Laptops and dongles loaned, as required • Develop children's IT skills to access remote learning • Child-initiated projects relevant to remote learning (home) context • Year 1: Phase1 provision in Prime and Specific Areas, to close gaps in learning initially • Year 2-3: Prioritise Phonics, Reading, Writing, Maths, PHSE, RE, PE, Topics • Staff work with parents/carers to facilitate children's learning • Quality First Feedback provided face to face, via live sessions and email/texts to individual/groups • Range of sources used to inform assessment including: observations, children's work, discussions with children and parents, summative assessments • Assessments are moderated within and beyond school • Target Tracker used to track progress over time 	<ul style="list-style-type: none"> • Blend of live and recorded sessions. Register kept of attendees. • Follow-up calls/Zoom sessions for non-attendees, vulnerable and SEN children • Weekly class welfare/PHSE/Mind-Mate activity, during live class sessions • Weekly Q&A Zoom parent/carer sessions with Learning Mentor • 1:1 Zoom or telephone call parent/carer surgery with Learning Mentor • Laptops and dongles loaned, as required • Indemnity Form and Computer & Internet Safety protocol to be signed by parents/carer and child • Develop, embed and enhance children's IT skills to access remote learning • Child-lead research and projects relevant to remote learning (home) context • Prioritise: Reading, Writing, Maths, PHSE, RE, PE, Topics • Staff facilitate children's learning • Quality First Feedback provided face to face and from peers, via live sessions and email/texts to individual/groups/ class • Range of sources used to inform assessment including: observations, children's work, discussions with children, peer and summative assessments • Assessments are moderated within and beyond school • Target Tracker used to track progress over time
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p>	<ul style="list-style-type: none"> • Children feel safe and cared for • Mental health and well-being of children and families is good • Parents/carers have sufficient IT equipment to support their child during remote learning activities • Parents/carers know how to stay safe during on-line remote learning activities • Parents confidently engage their children in learning • Provision, through remote learning, meets the needs of all children • Quality First Feedback (QFF) moves the learning on and impacts on accelerating progress over time • With parental support, children begin to self-evaluate their learning • Outcomes, measured against weekly Learning Objectives, evidences progress • Gaps in learning closing 	<ul style="list-style-type: none"> • Children feel safe and cared for • Mental health and well-being of children and families is good • Families have sufficient IT equipment for all children to engage in remote learning activities • Parents/carers and children know how to stay safe during on-line remote learning activities • With some parental support, children confidently engage in their learning • Provision, through remote learning, meets the needs of all children • Quality First Feedback (QFF) moves the learning on and impacts on accelerating progress over time • With parental/staff support, children develop self and peer to peer evaluation skills • Outcomes, measured against Key Performance Indicators, evidences progress • Gaps in learning closing 	<ul style="list-style-type: none"> • Children feel safe and cared for • Mental health and well-being of children and families is good • Families have sufficient IT equipment for all children to engage in remote learning activities • Children know how to stay safe during on-line remote learning activities • Children confidently and independently engage in their learning • Provision, through remote learning, meets the needs of all children • Quality First Feedback (QFF) moves the learning on and impacts on accelerating progress over time • Children embed peer to peer and self- evaluation skills • Outcomes, measured against Key Performance Indicators, evidences progress • Gaps in learning closing
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