Remote Learning at Sacred Heart 6 January 2021

When teaching pupils remotely, we expect schools to:

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| **Government Guidelines** | **Sacred Heart Expectations KS1** | **Sacred Heart Expectations KS2** |
| * set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
 | Minimum 3 hours a day. English, Maths, RE, Topic, regular reading, Phonics lessons. | Minimum 3 hours a day. English, Maths, RE, Topic, Science and daily reading. |
| * set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum.
 | Primary: 3 hours a day, on average, across the school cohort | Primary: 3 hours a day, on average, across the school cohort |
| * provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
 | Daily Phonics lessons.Weekly Learning Objectives Maths, English, RE, Science, topic. A piece of work will be virtually marked per week. A workbook will be provided. | Weekly Learning Objectives Maths, English, RE, Science, topic. A piece of writing at length will be virtually marked per week. A workbook will be provided. |
| * have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.
 | Weekly work set on Monday. Homework handed in Thursday at noon. Work handed in through Class Dojo or teacher email. On Friday the teacher will contact the parent if work has not been completed. | Weekly work set on Monday. Homework handed in Thursday at noon. If the teacher is concerned with a lack of home engagement, a warning will be issued. If home engagement does not improve the child may be added to the vulnerable list at the Headteacher’s discretion. |
| * gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
 | Feedback will be given individually based on the work sent in via Dojo or email. | Writing feedback will be provided weekly. The teacher will deliver weekly individual or group feedback. |
| * enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding.
 | Teacher assessment will inform future planning. Teachers will communicate via Dojo. | Teacher assessment will inform future planning. Teachers will communicate via Dojo. |

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