



At the Devon Moors Federation we are committed to providing high quality Remote learning that meets all the expectations outlined below. In this document we will aim to demonstrate how as a school we meet the DFE requirements for Remote education at Spreyton School.

Remote education

When teaching pupils remotely, we will:

Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.

Hare & Swallow Class:

White Rose maths to be set and completed daily

Hare Class:

An English task to be set and completed daily. This may be linked to animation from the Literacy Shed.

One piece of work from the wider curriculum to be completed daily. (Science, History, RE, Art, PE for this half term)

Maths and Spelling challenges are also always available via EdShed.

Swallow Class:

English lessons delivered by zoom 4 times a week with task to complete

Phonics lessons delivered by Zoom 4 times a week.

Spellings set for Year 2

3 pieces of topic work set per week

Year 2 have access to spelling shed

Reception and Year 1 have access to phonics play.

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.

Hare and Swallow Class: See above for daily work. Approximately 3 hours a day is set.

Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.

Mr Marriott has a Monday Zoom session to go through the weeks work which has been set on Blendspace. He also has Friday zoom sessions with smaller groups to support and help with any problems.

Mrs Donne delivers zoom lesson to her children 4 times a week in phonics and English.

All maths work for both classes is supported by a video clip.

Other work is supported by video clips or links to websites where appropriate.

Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.

Hare Class children are expected to attend at least one of the zoom sessions per week.

Hare Class children are expected to upload their work onto Class Dojo daily. If children miss two zoom sessions and do not upload work for 3 days, a phone call and a Dojo message are sent to parents asking why the child has not been engaged in home learning.

Swallow Class are expected to engage in 2 zoom lessons four days a week. Again follow up calls are made to children missing lessons. Parents to pick up work and reading books once a week. Work is taken to anyone who can't get to school.

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.

Hare Class – work sent in on Dojo is read and questions sent back to children as needed. Weekly Friday zoom calls where children can discuss their work with the teacher and ask questions and get feedback.

Swallow Class – Seesaw is used for Yr1/2. Tapestry is used for Reception children. Work approved by teacher and sent back for corrections.

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.

Hare Class: Learning will be adjusted in light of work handed in, parental feedback and assessments made in the Friday zoom calls.

Swallow Class: Frequent email and seesaw, tapestry communication between parents and teachers, work adjusted as necessary.