



## **Arrangements for remote learning during school closure**

### **Subjects**

In Key Stage 1 and 2, a week of home learning will consist of: five Maths and English lessons; two RE lessons; one Topic, Art, Science and PSHE lesson; and one French (or Latin in Year 6) lesson for KS2. These will be spread out over the course of the week with Maths and English being planned for every day. In addition to this, children are given daily handwriting practice and language skills tasks. These may consist of: comprehension, spelling rules, phonics, grammar or punctuation practice. To further support maths learning, children will be given a mental arithmetic/times table practice at least once a week. This may include work given on maths apps NumBots and Timestables Rockstars.

In EYFS (Reception Class), learning will look quite different. Tasks will follow the EYFS curriculum and will be shorter, and more play based. The children will be expected to practise phonics daily (using their sounds books), alongside their other tasks.

In all classes, children should read daily as they usually do and reading records should be completed. A photograph of the reading record should be sent to teachers at the end of the week.

In younger classes, the following websites can be used to access appropriate reading material:

- [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) has a free e-book library, including the Oxford Reading Tree books used in the younger classes
- [www.hungrylittleminds.campaign.gov.uk](http://www.hungrylittleminds.campaign.gov.uk) is a government based initiative for children 0-5 including story links
- [www.teachyourmonstertoread](http://www.teachyourmonstertoread) is an award winning reading and phonics game

For older classes, children can read novels they have at home. If parents do not have enough reading material at home and rely on school and libraries, they should get in touch with their child's class teacher and the school will be able to help.

### **Remote teaching and learning tasks**

Each day, teachers upload a video introducing the day's work and making any whole class announcements. This includes an outline of the timetable for the day's learning and might include birthday messages or house point announcements. Teachers also upload four further videos: one video each for Maths and English, and two further videos modelling other subject areas.

The Maths and English videos will last between 4 and 5 minutes and include instructions and explanations of the lessons. They might include reading a story, solving a maths problem or talking through interactive slides. The way this is presented may be contrasting from infant to upper junior classes as teachers meet the needs of different age groups. A video for a child in the infants may include reading parts of a picture book and drawing attention to illustrations, where upper juniors may look more closely at texts and draw on critical reading skills. Similarly, work for the infant classes may include more scaffolding such as word banks, images and sentence starts, where upper juniors may see lengthier WAGOLLS (What A Good One Looks Like), explanations and more in-depth feedback.

The other two videos may be slightly shorter and will model other aspects of learning, for example, a handwriting join or an R.E. task.

The subject areas covered in Reception class videos will be different due to their curriculum:

- 1 X Daily morning video
- 1 X Literacy or RE video
- 1 X Maths video
- 1 X UTW/EAD/PD video

Teachers will also upload worksheets and slides to google classroom.

Teachers do not receive notifications on Google Classroom, so please send an email if you have queries and questions throughout the day, rather than using the 'comments' facility.

### **Submission of work and feedback**

Through Google Classroom, children/parents are to upload pictures of completed classwork so that teachers can be sure it has been done to the same standard as the child works to in class.

Please a picture of the completed work only, and no videos.

Uploading pictures can be done directly through the Classroom app/website and for further instructions on how to do this please view the attachment entitled 'instructions on accessing google classroom'. Some classes will already have experience uploading pictures on Classroom.

Pictures of daily classwork should be submitted by 8:30 am the following morning.

If work is 'turned in' later than 8.30, teachers will look at it, but will not be able to provide feedback.

The school understands the pressure that parents face and knows that, on some days, children may not be able to complete all tasks. In the event that your child cannot complete everything, please prioritise Maths, English and Religious Education.

From 9-11am each morning, teachers will be providing feedback on children's work from the previous day. Feedback will be given in the 'comments' of the photo that is uploaded. Feedback will not be given for every individual piece of learning. The schedule for feedback looks as follows:

- English (5 lessons/week): Twice a week, teachers will provide constructive feedback that children are to use to improve their work. In addition to this, teachers may provide other effort-related feedback comments such as 'Great work on your ...!' or 'Well done for...!' and award house points as rewards.
- Maths (5 lessons/week): Twice a week, teachers will provide 'Next steps' feedback. These will provide specific next steps so that children can consolidate their learning or have their learning extended. The answers for maths practice questions will be provided with the day's learning and children/parents will be asked to correct their work (depending on Key Stage).
- RE (2 lessons/week): Teachers will provide a 'class next step' which will help to consolidate or extend the whole class's learning.
- Science/Topic/Art (1 lesson/week): Teachers will provide a 'class next step' which will help to consolidate or extend the whole class's learning.

In the EYFS the schedule for feedback will be as follows:

- Maths: twice a week (individual feedback)
- Literacy/phonics: twice a week (individual feedback)
- UTW: once a week (group feedback) (this includes RE)
- EAD: once a week (group feedback)

### **Timings:**

- Each day, teachers upload the resources and videos for the next day's learning by 5pm. This ensures that parents have the resources they need to support children's learning for the following morning and gives teachers time to respond to feedback from the previous day.
- 8.30am Parents/children should have previous days learning uploaded for teachers to feedback on
- 9-11 teachers reviewing learning and sending feedback
- 11-12 time for teachers to attend group meetings where necessary/respond to emails
- 1-5 teachers planning tasks, creating worksheets, making videos and uploading to google classroom

### **Behaviour for learning**

Teachers in Years 2, 3, 4, 5 and 6 will give house points for excellent effort where appropriate, and note this in their feedback to children. Teachers should make a note of these and add them to the class house point chart when school reopens.

Teachers in Reception and Year 1 will award superstars for effort and the children will receive a special star sticker for each one on their return to school.

Parents are also encouraged to feed into the school's behaviour system as a way of encouraging good learning and behaviour at home. In Years 2-6, up to three house points can be given each day. Parents can email the teacher at the end of the week with the number of house points their child has been awarded. In Reception and Year 1, parents can award their child one superstar per day for excellent learning and behaviour.

### **Collective Worship**

At school, children would say a prayer in the morning, before lunch, and at the end of the day. Specific prayers for parents to use can be found on the RE section of the school website.

On Fridays the headteacher will hold zoom assemblies at the following times:

9.15: Reception, Year 1, Year 2

9.45-10.15: Year 3 and 4

10.15-10.45: Year 5 and 6

These will consist of a story and some work on its message. Teachers will also announce names of those children who have worked particularly hard during the week. Links to these assemblies and behaviour guidelines will be sent the day before.

### **Pastoral Check Ins**

Class teachers 'wellbeing check ins' over the telephone every third week, in addition to google classroom feedback. The children can talk to their teacher about how they are finding the learning.

Parents can sign up for an appointment for their child. We ask that parents remain with their children during the call and that the phone is put on loudspeaker where possible.

During these weeks, written will be less than normal.

### **Using Google Classroom**

Parents can use the document 'instructions on accessing google classroom' for support.

If your child forgets their password, it needs to be reset by admin, and is quite a lengthy process so please make a note of passwords if you change them.

The platform is effective and relatively easy to use, but with the introduction of any system, teachers and parents may experience technical issues. Please ask for help if you need to.

### **Further support and advice for parents:**

(This information was previously given during the lockdown last March)

### **Is your child finding it hard to focus and concentrate?**

This is completely natural, and to be expected. This is an unusual situation for you and your children. Be mindful of this, and be gentle with each other. It makes no sense to get into a battle with your child over home learning.

The following ideas may help:

- Engage your child in setting up their own workspace. You can call it your 'home office', even if it is just on the kitchen table. The children will like to be the same as the grown-ups who are working from home. Have fun making a little desk tidy, or putting a lamp or plant on a table to make it a special space. Put working things on a tray, so they can be moved for mealtimes. Try to have some natural light if you can.
- Take breaks, have some fresh air if you are able to. Even just getting up and stretching will help. 'Crossing the midline' is a technique that engages both sides of the brain- a quick Google will throw up plenty of ideas.
- Create a daily timetable so your child knows what's happening next. It can be as simple as:
  - 9.30 Quiet Reading
  - 9.50 stretching
  - 10 maths
  - 10.30 fruit and drink etc.

You can remove the timings, and opt for a simple list if that makes it easier. Try to include things you want your child to do to help you, like setting the table for lunch, or making their bed!

### **Is your child anxious?**

- This is an extremely stressful and worrying time for everyone. Children can pick up on this- especially as we are all cooped up indoors. Try not to have the news on too often, and shield what the children are seeing in the media. Make sure older children don't have free access to their phones.
- Try to set aside a time each day for your child to air their worries and concerns. The school's Designated Mental Health Lead, Mr Alton, uploaded resources on class list last year for you to access if you need particular support.
- Calm down boxes are a great little tool to use with children. They will enjoy making one with you, and can access it whenever they need to.

WHAT TO PUT IN A CALM DOWN BOX 	
<b>Items that provide proprioceptive support</b> <ul style="list-style-type: none"> <li>Weighted lap cushion or weighted stuffed animal</li> <li>Weighted vest or pressure vest</li> <li>Stretchy resistance bands</li> <li>Sensory tunnel</li> <li>Mini massager</li> <li>Body sock</li> <li>Small blanket</li> </ul>	<b>Items for auditory sensory support</b> <ul style="list-style-type: none"> <li>Noise cancelling headphones</li> <li>MP3 player with music</li> <li>Audiobooks</li> </ul>
<b>Items to squeeze &amp; keep hands busy</b> <ul style="list-style-type: none"> <li>Fidgets like Tangle Jr. or puffer ball</li> <li>Rubik's Cube</li> <li>Play dough or silly putty</li> <li>Pipe cleaners</li> <li>Stress balls</li> <li>Bubble wrap</li> <li>Bag of tissue paper to rip</li> <li>Scarves or fabric scraps</li> <li>Spinning top</li> </ul>	<b>Items for oral motor sensory support</b> <ul style="list-style-type: none"> <li>Chew toy or chew necklace</li> <li>Chewing gum, hard candies, or lollipops</li> <li>Snacks with a variety of textures</li> <li>Whistle, harmonica, party blowers, or similar</li> <li>Rescue Remedy Spray</li> </ul>
<b>Items to support breathing &amp; relaxation</b> <ul style="list-style-type: none"> <li>Bottle of bubbles</li> <li>Pinwheels</li> <li>Straws and cotton balls or pom poms</li> </ul>	<b>Items that give kids a brain break</b> <ul style="list-style-type: none"> <li>Puzzle</li> <li>Books to read</li> <li>Blank notebook and writing utensils</li> <li>Coloring books</li> <li>Scratch art doodle pad</li> <li>Small chalk board, Magna-Doodle, Etch-a-Sketch, or Boogie Board</li> <li>Activity books</li> <li>Photo album</li> </ul>
<b>Items for olfactory sensory support</b> <ul style="list-style-type: none"> <li>Calming essential oil spray</li> <li>Smelling bottles</li> <li>Scratch and sniff stickers</li> </ul>	<b>Items to visually calm</b> <ul style="list-style-type: none"> <li>Visual calm down cards</li> <li>Sensory bottle or calm down jar</li> <li>Light up toys</li> <li>Flashlight</li> <li>Plastic snow globe</li> <li>Kaleidoscope</li> <li>Hourglass</li> <li>Eye mask</li> </ul>
<b>Items to get kids moving</b> <ul style="list-style-type: none"> <li>Book of yoga poses or yoga activity cards</li> <li>Skipping rope</li> </ul>	

## Are you finding balancing your child's home learning and working from home difficult?

You can't manage everything. Please don't try to; you are doing your very best! When setting home learning, teachers give plenty of home learning tasks per day. However, it may be impossible for you to manage if you have several children, plus a job of your own.

The home learning will be challenging for your children at times. They should not worry about not being able to complete a task. If they are stuck, please encourage them to tell you rather than a sibling or friend. It's not helpful for an older brother or sister to tell them the correct answer! If you need support, please ask your child's teacher.

## Does your child finish their home learning too quickly?

We have planned very carefully that there are a good balance of activities for the children, and enough learning on a daily basis. Make sure they take their time to complete things carefully and don't rush, that they check and edit their work and tell you about it afterwards.

We also recognise that your children need time to play, and to relax- now more than ever before. However, if your child wants to do more, you could ask them to: write a diary; write a prayer; make up a play; research a historical figure; learn a poem off by heart; sketch a still life or draw a self-portrait.

**Are you worried that your child will fall behind?**

Many children are in the same position, all across the country, and millions across the world. Don't worry. When they return to school, we will help and support them, just as we did before. We will assess any gaps in class knowledge before pressing ahead with new learning and we will create intervention groups for those needing extra support. The teachers will know just what to do- it's our job!