Remote Learning Policy
Petersfield Church of England (Aided) Primary School

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Next Review	Termly or more frequently as required.

Remote education provision: information for parents
This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require individuals or entire cohorts (or bubbles) to remain at home. If you have any questions, please contact your child's classteacher via their class email or TEAMS.

In summary, a weekly timetable details the daily learning and 3 live teaching sessions and invitational Collective Worship plus the additional activities and assignments set for your child and the daily menu of activities. In addition, you and your child are being offered at least a weekly 1:1 with their classteacher. At all time, pastoral support remains an integral part of teaching.

1. Aims
This Remote Learning Policy aims to:
- Outline the school's approach, in line with our school ethos and values, to educating pupils who will not be attending school, as a result of COVID-19 government guidance or the closure of a bubble.
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work; except in an emergency.
- Ensure that remote education is offered as soon as it becomes necessary.
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND who aren't in school, through use of quality online and offline resources.
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning.
- Ensure pastoral care and safeguarding is central to all aspects of teaching, as is always the case in the classroom.
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being.
- Ensure that pupils learn new facts, concepts and skills which build on prior learning, as well as reinforcing prior learning.
- Ensure that pupils engage in learning they would have completed had they been in school as normal.
- Microsoft Teams (KS2) and Seesaw (KS1) will be used to enable appropriate interaction with pupils, the assessment of their work and the provision of feedback.
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to.
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources.
- Ensure that pupils who lack any necessary equipment have this sourced for them.

2. Who is this policy applicable to?
- Individual children who are not ill but unable to attend school because they are awaiting test results or they or their household is required to self-isolate (the rest of their school bubble are attending school and being taught as normal).
- A group of pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school.
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19 or due to a wider regional or national school closure.
- Appendix 1 sets out the different permutations of remote learning planned for.

3. Resources
Resources to deliver this Remote Education Plan include:
- Online tools/school subscriptions for EYFS/KS1/KS2
  - White Rose Premium subscription
  - Mathletics
  - Reading Eggs / Express
  - Clicker
  - Oak Academy resources
  - BBC
  - NCETM maths lessons
  - Phonics Play
- Staff CPD using MS Teams
- Information guides for parents:
  - Parents' Guide to Microsoft Teams
  - Parents' Guide to Seesaw
- Use of MS Teams for video calls
- Lap-tops have been loaned to families who do not have access to a computer (through the Government provision, ICT Service Offer and most recently the CCC offer). All parents have stated they now have access to the internet. Should this be an issue, we would consider providing a data dongle for those children to access MS Teams, Seesaw and online digital content if required.
- Guidance issued to parents on using Playstation and Xbox hardware to access Microsoft Teams.
- Printed learning packs as a last resort for children unable to access the internet at all or where a learning need (SEND) requires this.
- Where relevant an exercise book will be provided to record written work.

4. Approaches to Learning: Our Principles
The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:
- Planning will be informed by the feedback from previous remote learning.
- Pupils will study a broad and balanced range of subjects,
  - including English, Maths, Religious Education and topic work equivalent to 4 hours or more of our usual timetabled daily learning (e.g. 1 hour maths, 1 hour English, 1 hour foundation subject, RE etc, 1 hour reading/SPaG/phonics/maths fluency), physical activities will also be offered daily. Through our PE provision, we encourage the 60 minutes daily activity advocated by the Chief Medical Office. Safeguarding and pastoral support will be prioritise at all times, through all teaching, taught PSHE and 1:1 sessions.
  - Daily Collective Worship will continue be offered to all in line with our invitational, inclusive, inspirational usual practices.

Based on Government guidance (7th Jan 2021), this exceeds the minimum recommendation of 3 hours in KS1 (please note, this guidance is for 3 hours a day on average across the cohort, with less for younger children) and 4 hours in KS2.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, where specific units would be better delivered with face to face teaching, we have swopped the subject order (for example history and Geography) in the term to make best use of Oak Academy resources which best fit our curriculum maps to ensure progression, to provide pupils and parents with a variety of study options to enable them to fit learning around siblings and work commitments and so that some units can be taught face to face subject to a February return.
- Appendix 2 outlined the first day's learning for the January 2021 lockdown which mirrored our Autumn approach. while we took all necessary actions to prepare for a longer period of remote teaching
- Appendix 3 set out our offer from 6th January 2021 detailing the provision and support for pupils and parents.
- In planning for this, in line with government guidance we have:
  - considered how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
    - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources

- - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
  - providing scaffolded practice and opportunities to apply new knowledge
  - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
  - ensured we are using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
  - avoided an over-reliance on long-term projects or internet research activities
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Those who cannot attend school will access similar learning to that which their bubble is completing within school.
- Activities will be varied and not solely consist of 'screen time'; for example physical education activities.
- Staff will have the training they need to provide online learning safely, including specific use of MS Teams and Seesaw:
  - DfE Webinar for using MS Teams
  - CCC ICT Service Webinar
  - Self-accessed online support for using MS Teams and Seesaw
  - In school support from the Computing co-ordinator
  - Teaching guides for using/teaching MS Teams and Seesaw
  - Online Reading Eggs training
- All pupils will have access to the resources they need to learn. We have ensured this by:
  - Conducting a parent survey to see who does not have access to a lap-top.
  - Applying for and loaning lap-tops and providing data to families who require them through CCC scheme.
  - Organising unique children accounts for MS Teams and Seesaw and ensure these are sent to parents.
  - Practising using MS Teams and Seesaw in school so that the children are familiar with the software.
  - Sending user guides home for parents so that they are confident to access MS Teams and Seesaw.
  - Starting to set homework via MS Teams and Seesaw so that children and parents are regularly accessing the learning platforms.
  - Following the switch to remote learning in January 2021, we
    - have staggered live lessons to ensure sibling sessions do not clash
    - have reviewed the balance of lesson formats and the requirement for live lessons
    - have provided guidance on how to access Teams through Xbox and Playstation
    - are resurveying parents to check need
    - repurposing laptops to loan
    - applying for laptops and data for families who identify themselves as needing this.
- Teachers will aspire to communicate the purpose of activities and their success criteria for pupils, through MS Teams video calls.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, in case of a lockdown/bubble sent home.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families to identify any barriers to learning and come up with solutions to support remote learning for children with SEND. These discussions can be conducted via MS Teams or telephone.
- COVID catch-up funding will be used effectively to address barriers to learning identified during the autumn term, this will be monitored and reviewed regularly.
- Staff workload will be managed by:
  - Only answering emails/providing feedback during school working hours
  - Providing remote work which mirrors work set in school
  - Allocating time to prepare resources, e.g. INSET day
  - Regularly reviewing our provision arrangements and welfare of our staff

- Leaders will measure engagement in remote learning by listening to the views/feedback of staff, parents and children as well as completed work and use this information to review provision and make changes as necessary.

5. Working with Parents
- We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and/or disabilities (SEND). This will be achieved through class teachers setting appropriately differentiated work and activities based on the needs of individuals in their cohort.
- We will provide guidance to parents on how to use MS Teams and Seesaw through 'parent guides' which are emailed to parents and available on the school website.
- Resources will be shared with pupils and parents via MS Teams for Key Stage 2 and Seesaw for Key Stage 1.
  We encourage parents to support their children's work, and to establish a routine based around the school day wherever possible.
- Should parents be unable to access online work for any reason, they should contact the school office so that other arrangements can be made. However, laptops have been provided for all parents who requested them (based on our survey) and all children in KS2 have a login for MS Teams and all children in KS1 have a login for Seesaw.
- All children and parents sign an 'Acceptable Use Policy' which includes e-safety rules and using MS Teams and Seesaw. This applies when children are working on computers at home.

6. Roles and responsibilities
Senior and subject leaders
Alongside their teaching responsibilities, subject leads are responsible for:
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate, builds incrementally on prior learning and is consistent.
- Monitoring the remote work set by teachers in their subject – through, regular meetings with teachers and/or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Mr Carter (ICT Lead & Key Stage Leader), Mrs Penrose (SENDCO) and Mrs Peachey (Key Stage Leader) are responsible for the overall quality and delivery of remote education.

Teachers
Teachers will be provided with the necessary training on how to use MS Teams and Seesaw.

When providing remote learning, teachers must be available within normal school working hours (8.45am-3.15pm and directed time before and after school).
Teachers unable to work for any reason during this time should follow the normal procedure for reporting absence (see Staff Induction Policy).

When providing remote learning, teachers are responsible for:
- Setting work:
  - Teachers will set work for the pupils in their classes based on formative and summative assessement completed in class and remotely.
  - Clear learning objective and success criteria will mirror normal classroom practice.

- Work will be differentiated to meet the needs of all learners in line with normal classroom practice. Appropriate pace, difficulty and resources will be provided in line with "good" expectations. Where necessary, conversations with SENDCo and parents will facilitate the best way to do this.
- Daily work will include: English, Maths and Foundation work. In all years, work set is equivalent to 4 hours or more of learning daily (1 hour maths, 1 hour English, 1 hour foundation, RE or PSHE, 1 hour reading/SPaG/phonics, fluency, Collective Worship and physical activities).
- Teachers will set work using MS Teams or Seesaw.
- Teachers will introduce new content, building on and revising prior learning.
- Teachers aspire to introduce Maths, English and a story via a live (MS Teams) introduction.
- Resources, content and videos (such as the BBC and Oak Academy) will be used where appropriate to supplement the frequent, clear explanations and practice.

- Providing feedback on work:
  - English, mathematics and foundation subject work
  - Children will receive daily feedback
  - If children/whole bubble are isolating for 14 days, then feedback will come via the class MS Teams account (KS2) or Seesaw (KS1)
  - Feedback may take a variety of forms: written, oral, live, recorded, individually or as a group/class. Work can also be marked automatically for example through online quizzes

- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to make daily contact via MS Teams, either individually or as part of a group.
  - If there is a concern around the level of a pupil's engagement, the teacher should contact the parents directly and inform the head teacher.
  - Teachers should only use their school email address (mr.bloggs@petersfield.cambs.sch.uk) to communicate with parents and pupils through MS Teams.
  - All parent/carer emails to teachers should come via the school office account. However if a bubble is closed, we will review reinstating the lockdown email communication directly with the teacher. During this review, communication needs of parents will be balanced against the impact on teaching time. This will be considered in parallel with the effectiveness of TEAMS as a communication tool.
  - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking.
  - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will follow the usual procedures to manage and resolve the situation.
  - In exceptional circumstances, teachers may make calls using their personal phones. They must have 141 inserted before the recipient's number so that their phone number is hidden from view.

- Teachers will respond promptly to requests for support from families at home.
  - Any concerns or complaints shared by parents or pupils should be reported to the class teacher; for any safeguarding concerns, staff will follow school procedures including reporting to the DSL.

- Staff who are required to self-isolate are expected to:
  - Obtain a COVID-19 test and share the result of it with school so that appropriate plans can be made.
  - If unwell themselves, teachers will be covered by another staff member.
  - Planning and other activities will not be undertaken until the teacher is fit for work.
  - Teachers must ensure that all planning is saved on Central Hosting in advance.
  - Follow the normal reporting procedure for reporting absence and update the head teachers daily (see below):

➢ If any staff are unable to attend school for any reason the Headteachers must be contacted and spoken to by phone as soon as the absence is noted and between 7am-7.30am if on the day of absence.

➢ **IN ADDITION**, please text, WhatsApp and email the Headteacher before 7am if known.

➢ If a voice mail is left, staff should repeat the attempt to speak directly to a Head. Staff should make contact with the Head daily whilst away by 2pm, via office phone, so that further cover can be arranged if necessary.

➢ Staff who need to leave the school during the school day (eg illness/family crisis) must request permission to leave from their direct line manager and the Head.

➢ Any request for any absence must be made in writing on a Leave of Absence request form available in the Room Folder in the staff room.

➢ Following any absence due to sickness, a Self-Certification form must be completed. For extended periods of absence or following an accident at work, a Return to Work Interview must be conducted.

Teaching Assistants

Teaching assistants must be available during their usual working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT or the class teacher. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Head teacher or SENCOs
- Through supporting remote learning, e.g. 1:1 reading
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Completion of work that accords with school improvement priorities

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

The SENDCo is responsible for liaising with the ICT lead and class teachers to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Support the class teachers to ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Working with classteachers to identify any children with additional needs, such as younger children or those with SEND. Support will then be provided by the appropriate member of staff through additional sessions with pupils and parents by phone or TEAMS 1:1 or as a group. Year groups have also been split for live maths teaching sessions. This is also the case for KS1 and EYFS phonics/ English. Children will be invited to join additional sessions where this is identified as appropriate.
- Support the class teacher to identify the level of support required by pupils.

The Computing lead (with support from the ICT Service)

IT technicians and learning support team (CT/GE/JP at the ICT Service) are responsible for supporting teachers through:

- Fixing issues with systems used to set and collect work.
- Helping staff with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

Other adults (who meet the safeguarding requirements)

- Under the supervision of a member of school staff, adults such as the vicar and volunteers (Code Club leader) may lead sessions for pupils via TEAMS.
- May assisting the class teacher with supporting pupils virtually
- May prepare home learning resources (e.g. Book Club stories)

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine. We understand this may be difficult for some families, so we ask parents in those circumstance to work proactively with us to communicate alternative arrangements to accommodate remote learning.
- Support their children in their reading as far as they are able, so that they continue to read every day at home or access online reading resources via Reading Eggs.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus on the set task.
- Make the school aware if their child is sick or otherwise cannot complete work.
- If the online platform does not work on their devices, parents can request alternative resources which will be offered in advance of autumn 1.
- Seek help from the school if they need it, communicating with class teachers through the school office email or class email if this is an option.
- Be respectful when making any concerns or complaints known to staff.

Governing Body

The governing body is responsible for:
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Monitoring subject leader's actions to ensure value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to the data controller (Laura Penrose) if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices, this should be stored on Central Hosting.

8. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:
- Using strong password protection.
- Ensuring that any files containing pupil information is stored securely on Central Hosting.
- Making sure the device locks automatically if left inactive for a period of time.
- Not allowing family or friends to use the device.
- Storing the device securely to avoid theft.

The ICT technicians will ensure:
- Ensuring that anti-virus and anti-spyware software is up to date.
- Installing updates to ensure that the operating system remains up to date.

9. Safeguarding
- Staff should ensure that all safeguarding concerns are reported immediately to a designated safeguarding officer. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on 4th September 2020.
- Staff must ensure all communication with parents and pupils is conducted through the school office email following normal guidance or through the class email, if an option, and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:
- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

11. Links with other policies and development plans

This policy is linked to our:
- Behaviour policy
- COVID-19 Risk Assessment
- Safeguarding policy
- Data protection policy and privacy notices
- E-Safety/Acceptable Use Policy (AUP)

Appendix 1
Blended Learning Plans

Tier 1- we are open as normal
Tier 2- we are open as normal, secondary school on rota
Tier 3- we are open as normal, secondary schools closed except vulnerable and key workers.
Tier 4- all schools only open to vulnerable and children of key workers.
The expectation of remote learning is only for children who are well but unable to attend school due to isolating. Ill children are not expected to complete remote learning.

Plan/ Tier	When to use	What it looks like
Plan A	Day 1-3 pack used when children are having to self-isolate either awaiting a test or due to a family member.	All staff to produce 2 sets of a 3 day pack- mix of English, Maths and foundation subjects. Emailed out on first day off. Second pack in case returned children are off ill again. LP and Teachers to log what has been sent. Feedback provided via email / on return to school depending on work returned.
Plan B	A child/few children absent from day 3 or a positive / track and trace absence	After 3 days or the positive test make contact via phone/ email to offer time for daily TEAMS session. Daily TEAMS session offered to the pupil to introduce work for the next day and provide feedback face to face as an individual or group (if more than one child absent). This can be before the start of the day or at the end of the day to review and set new work. One Note and Assignments / Seesaw used to set classwork. Children should have Maths, English, reading/ phonics and foundation subject lesson for each day. Can be mix of following class planning and online resources.
Plan C	Approx Half the class absent	Regular TEAMS session offered to the pupils to introduce work and provide feedback face to face as group for English, Maths and Foundation topic. TA to supervise the remainder of the class working whilst the teacher hosts TEAMS or children can log on and join rest of class maths/ English etc.. for the input part and then complete set work. One Note and Assignments / Seesaw used to set classwork. Normal class planning followed as much as can. Offer 3 TEAMS sessions throughout the day. Suggested times: 9:15am, 10:30am, 1p
Plan D	Whole bubble isolating and teacher well	Regular TEAMS session offered to the pupils to introduce work and provide feedback face to face as group for English, Maths and Foundation topic. Then children independently complete set work. One Note and Assignments / Seesaw used to set classwork. Normal class planning followed as much as can. Offer 4 TEAMS sessions throughout the day. TA to hear children read 1.1. through TEAMS throughout the day. Suggested teaching times: 9:15am, 10:30am, 1pm and 2:30pm
Plan E	Teacher isolating but well and bubble in school	Regular TEAMS session run by class teacher to the pupils in school to introduce work and provide feedback face to face as group for English, Maths and Foundation topic. TA to supervise the class working whilst the teacher hosts TEAMS One Note and Assignments / Seesaw used to set classwork and planning/activities provided by the teacher using normal planning. Suggested TEAMS times for class: 9:15am, 10:35am, 1:30pm and 2:30pm
Plan F	TA isolating but well and rest of bubble in school	TAs use TEAMS to lead interventions or 1:1 readers with children in school and those at homes.

Plan G	Bubble isolating and teacher unwell	Regular TEAMS session offered to the pupils by available member of staff (consider who is available, job shares, TA, SLT, agency and County support) to introduce work and provide feedback face to face as group for English, Maths and Foundation topic. One Note and Assignments / Seesaw used to set classwork Use of Oak Academy, White Rose, BBC resources etc. to support learning Suggested TEAMS times: 9:30am, 10:30am and 1pm
Plan H (Tier 4)	Keyworkers and vulnerable children in school only	Regular TEAMS session offered to the pupil to introduce work and provide feedback face to face as group for English, Maths and Foundation topic. TA to supervise the keyworkers in class whilst the teacher leads TEAMS for the whole cohort One Note and Assignments / Seesaw used to set classwork Use of Oak Academy, White Rose, BBC resources etc. to support learning

Appendix 2
Email to parents outlining the initial provision am 5th Jan 2021

Thank you for your patience this morning. Staff have been working very hard to adapt to the new government policy and we will continue to update you as we know more. We are awaiting the expected government guidance and have another briefing later today from County.

Please find attached the remote learning activities for today. This is now being uploaded onto Teams in KS2 and Seesaw in KS1. More information about the Remote Learning from tomorrow will be with you asap.

Within this document is a link to the first live lesson on Teams for each class this afternoon. We appreciate this is short notice, so if you are unable to join, we will see you at tomorrow's live lesson.

If you have booked a critical worker space for this week, you will receive an email later today with details about this provision going forward.

Example timetable:

Class activities - 05.01.2020

Hello everyone and a Happy New Year! Well done for getting to the point where you are engaging with home learning. It is not as easy as being in school but we will all get there together. We have prepared some fun activities for you to do today when you can fit them in. These have been prepared to get your brain working. If you are able (we know this is at short notice) please join me for a live link up this afternoon. Please click on the link below at 2pm. I will discuss what remote learning will look like from now and answer any questions you may have. If you don't get this email in time, I will upload tomorrow's work to TEAMS and look forward to you joining the live sessions tomorrow. If you have any issues with your remote learning, let me know by email ** and we will work together to get sorted.

Microsoft Teams meeting
Join on your computer or mobile app
You can contact me via TEAMs as well as our class email: **
I look forward to seeing you then. Enjoy your day.

Maths Activity

Fluent in 15!
Here are 15 questions.
Time yourself, how quickly can you do all 15?

Once you have completed this activity,
complete activities on Mathletics.

13 + 4 =
22 + 8 =
21 + 9 =
18 + 4 =
5 + 23 =
25 – 9 =
18 – 5 =
29 – 11 =
32 – 8 =
21 – 10 =
4 x 3 =
3 x 2 =
5 x 2 =
2 x 4 =
9 x 10 =
Score: /15

Drawing activity
One of your challenges is to **draw a dinosaur!**
Sounds easy, right? WRONG! You need to do it **blindfolded** or **with your eyes closed.** No peeking!
Once you've drawn it, you are allowed to open your eyes and colour it in - but no changing the outline.
Post a picture of your result for ** to see.

Language activity
Find a poem or song that is in another language.
Can you learn the part of it (or all of it!) and perform it to your family?
Take a video of your recital, or maybe write and illustrate the lyrics/verses and take a photo!

Reading Eggpress

Lesson 149 – Press Release

Remember reading Eggpress is a fantastic resource always available to you! Make sure you make the most of you login and complete comprehension activities, check out the amazing library and play some spelling games.

PSHE

Despite everything that is going on, the world is a very happy place. Write 3 things that make you happy and then 3 things you are worries about.

Think about a time when someone was kind to you. What happened? What did they do? How did this make you feel?

PE

Cosmic Kids yoga - Cosmic Kids Yoga - YouTube

Appendix 3
Email to parents outlining the provision from 6th Jan 2021

Thank you to so many of you who were able to join the TEAMS sessions today and for the continued positive and supportive messages – these really help after another very tiring day.

From tomorrow, we have our Remote Learning Offer ready to go. We have summarised the key points for you below but please bear with us as we all learn further together!

Any questions?:
- Children can and should ask any questions during the daily live sessions.
- Please contact your child's classteacher via your class email account e.g. ** if the question is about learning, accessing TEAMS etc.
- Over the next week, classteachers will be in touch to arrange a 1-1 TEAMS short session (approximately 5 minutes) with you and your child to catch up individually.
- Please remember that the classteacher will be hosting many different sessions across the week and will have a full teaching commitment, so our code of communication remains in place regarding response times.
- Please contact the office if the question is about matters other than learning and pastoral support. Please bear with us if the response time is longer than usual whilst staff cover many different roles at this challenging time.

Remote Learning provision:
- This lockdown, the expectation is that children engage fully with the remote learning. We are here to support all children to do so.
- We are aware of the many challenges you will face to support your child's learning – for example work commitments, technology challenges and siblings requiring computers – so thank you in advance for your support and perseverance.
- EYFS and KS1 will access learning through Seesaw and will join live learning sessions daily on TEAMS. You should have your child's logins to this already. Please contact your child's classteacher if you have any issues with this.
- KS2 will access learning and live learning daily through TEAMS. You should have your child's login to this already. Please contact your child's classteacher if you have any issues with this.
- Each week, teachers will upload (to Seesaw or TEAMS) a weekly timetable so you have all the information and links in advance ready for the week. For this week, the plan will be uploaded shortly.
- Collective Worship will continue to be an optional opportunity for the whole school to meet. The children are very used to this being virtual now. Your child is invited to join this session if you would like them to. The daily link will be on the weekly plan.
- Your child will have live teaching sessions each day. Generally, 1 will be a maths session, a second will be English and the third a class story. These are at set times.
- For some lessons, the children will be taught in year groups for example year 3 and year 4 will have maths at separate times.
- The sessions have been timed so that no sibling should have a live session at the same time. The exception to this is where lessons are provided by teachers who work in a number of schools or additional activities such as code club and therefore there time is fixed. The English and maths should take priority in this case if there is a clash for siblings.
- Following the session, your child may be set a task to follow up on Seesaw or TEAMS or given an instruction orally.
- Activities can be completed on the computer or on paper or orally. Please see the instructions for different activities.
- Teachers expect tasks to be completed and responses to be uploaded on Seesaw or TEAMS (where required) but we understand activities may be completed across the day, or even at weekends, where this fits around work schedules.
- Teachers will provide feedback to pupils on Seesaw / TEAMS, during live lessons or in 1:1 sessions.
- As time goes on, your child may be invited to additional 1:1 or group sessions to follow up and extend your child's learning in the same way we do in the classroom. Your child's teacher or TA will send you a TEAMS link if this is appropriate for your child.

- There are additional activities – such as spelling. Mathletics, Reading Eggs, which should continue to be completed at a time to suit you.

Top Tips for TEAMS
- We continue to suggest that you download the app as this gives you a much better user experience and view than the web view.
- Please join the session a few minutes before the start time and wait in the lobby. If you are late, the teacher may not be able to let you in if they are teaching.

Will this change?
- We are still awaiting the government guidance for this lockdown. We have based our offer on previous lockdown experience and feedback, the current guidance, County input, research and modifications made to our offer over the last term. However it will be subject to modifications as we learn together and improve this.
- The children and your feedback will be really helpful as we further refine our offer.

Actions:
- We were able to provide laptops to everyone who requested one during the last lockdown. If you do not have access to an appropriate device, or internet, please let us know immediately by email and we will see what we can do to help you.
- We would encourage children to record some learning on paper or in a book, take a photo to upload to Seesaw / TEAMS when asked and keep this together to share with us when they return to school. If you do not have access to a paper / a blank notebook and pens / pencils, please let us know.
- Look through this week's timetable which will be uploaded soon ready for tomorrow.

Thank you for reading to the end of this! We look forward to the first day of full whole school remote learning tomorrow. Remember, we're here to help!