

## Approach to Remote Learning

School: **Ayresome Primary School**

Named lead for remote learning: **Amy Goring**

The plan below outlines how Ayresome Primary School are further developing their remote learning offer. *It has been updated following feedback from parents, carers, pupils and staff following remote learning that has taken place to this point – updated 27.9.21*

*\*The statements in purple are statements from the DfE Guidance*

<p><b>1.1 Principles of remote learning contingency plan</b></p>	<p>We always strive to be creative, innovative and flexible whilst supporting our parents, carers and children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this in the following ways:</p> <p><b>Safety</b> - Ensure the safety and well-being of individual pupils, their families and school staff  <b>Community</b> - Build a community with pupils and families in this new phase of learning  <b>Academic</b> - Provide all pupils with access to academic materials and resources that are developmentally appropriate and relevant to current planned learning  <b>Lifestyle</b> - Provide all pupils and families access to learning materials that promote healthy behaviours (both online and offline)  <b>Staff well-being</b> - Ensure staff feel empowered to collaborate, connect and contribute to remote learning in sustainable and successful ways</p>
<p><b>1.2 Immediate Remote Education</b></p> <p><i>*What will be expected in the first response to a lock down/ bubble closure?</i></p>	<p><i>Give access to high quality remote education resources. Select the online tools that will be consistently used across the school. To provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.</i></p> <p>Ayresome Primary School uses Seesaw throughout EYFS and Key Stages 1 and 2 to deliver remote education throughout the school year, whether all children are in school; children are self-isolating or whether only key worker and vulnerable children attend.</p> <p>Microsoft Teams is also used to deliver live lessons and interventions where appropriate. It is intended that these platforms will remain current enabling a seamless and rapid transition for children from classroom to remote learning.</p>

	<p>Families will be reminded to use these as soon as possible via letter and/or posts on the school's social media accounts: Facebook and Twitter. <b>Live and recorded remote lessons will begin the following school day.</b></p> <p>As a result of this curriculum offer, frequent communication will be sent to parents ensuring school has up to date contact details.</p>
<p><b>1.3 Platforms used to deliver remote learning</b></p> <p>*learning platforms  *online platforms  *remote learning offline  *workbooks/ pupil packs etc</p>	<p><i>Give access to high quality remote education resources. Select the online tools that will be consistently used across the school. To provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.</i></p> <p><b><u>Learning Platforms</u></b></p> <p><b>Early Years:</b> Seesaw <a href="https://web.seesaw.me/">https://web.seesaw.me/</a></p> <p><b>KS1:</b> Seesaw <a href="https://web.seesaw.me/">https://web.seesaw.me/</a></p> <p><b>KS2:</b> Seesaw <a href="https://web.seesaw.me/">https://web.seesaw.me/</a></p> <p>Other platforms used as additional support include: links and messages shared from school Facebook page, Twitter and text messaging service. AHTs collect information weekly engagement data and monitor attendance at remote sessions.</p> <p><b><u>Other Remote Learning offer</u></b></p> <p>Regular contact is made with families regarding accessibility to remote learning and support is provided in the form of devices, SIM cards, devices, routers and data as appropriate.</p> <ol style="list-style-type: none"> <li>1. School has its own YouTube channel where some pre-recorded lessons are saved. Pre-recorded assemblies/sharing of stories may also be shared in this manner or through Facebook, as and when appropriate</li> <li>2. <b>Oak National Academy</b> <a href="https://www.thenational.academy/">https://www.thenational.academy/</a>  The 'teaching content' will be provided to children through age-appropriate video content on the DfE published list of educational resources site. This provides the equivalent of 3 hours of lessons per day for primary school children. In their 'classroom,' each lesson is an hour long. They're delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. It's all easy to use, there's no login or password, and you can access the lessons on any device- pupils only need materials they can find at home.</li> </ol>

	<p>3. <b>CBBC</b> <a href="https://www.bbc.co.uk">https://www.bbc.co.uk</a>  There is a range of resources available to broaden children’s skills, knowledge and understanding and enhance learning. This should be used only as an additional resource to supplement any remote learning above and will <b>not</b> form part of the minimum time allocation for learning.</p> <p>When a child is <b>self-isolating due to a positive case of Covid but is able to access learning</b> children/families are referred to:</p> <ul style="list-style-type: none"> <li>• <b>Oak National Academy</b> <a href="https://www.thenational.academy/">https://www.thenational.academy/</a></li> <li>• Online platforms (detailed above) where staff will post work linked to the current learning taking place in class and children are given the opportunity to access lesson input within school through a Teams link.</li> </ul> <p>A dialogue will take place between parent/carer and staff in school in order to determine what the remote learning plan looks like for an individual when they are isolating and this is not part of a wider school closure.</p>
<p><b>1.4 Remote learning planning</b></p> <p>*Expectations of learning in Key Stages (example 1)  *Sample timetables/ schedules of learning (example 2)  *Checklists for pupils (example 3)  *Expected number of hours for each key stage</p>	<p><i>Teacher’s remote learning programme is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</i></p> <p>The minimum remote education requirement set out by the Department for Education, states that, in Key Stage 1, children should have work set for a minimum of 3 hours per day, with less for younger children. In Key Stage 2, this increases to a minimum of 4 hours per day.</p> <p>There will be a <b>minimum expectation each day</b> of 3 ‘taught’ sessions to include <b>at least 1 live session per day</b> through the use of Microsoft Teams for EYFS and Y1-3, this will increase to 2 live sessions for Y4-6.</p> <p><b>EYFS:</b> A learning offer will be given via Seesaw and ‘taught’ content will include phonics, number and ‘other’ learning. A short morning live lesson via Microsoft Teams for children will set the learning for the day and enable direct feedback where appropriate.</p> <p><b>KS1:</b> In KS1, ‘live’ lessons are delivered at least once a day at a set time, shared via Teams. This will complement work set for children on Seesaw and enable high quality and relevant feedback to learners. Learning will include work in English, maths and a foundation subject relevant to the current curriculum plan. This work set will be sufficient to meet/exceed the DFE minimum of 3 hours per day.</p>

	<p><b>KS2:</b> In KS2 live lessons will be delivered at least twice per day. Sessions complement work set for the children on Seesaw and enable high quality and relevant feedback to learners. Learning will include work in English, maths and a foundation subject relevant to the current curriculum plan. This work set will be sufficient to meet/exceed the DFE minimum of 3 hours per day.</p> <p>In all year groups, teachers and support staff plan and deliver 1:1 and small group intervention sessions via Microsoft Teams to close gaps and support a ‘catch-up’ and ‘keep up’ approach. In EYFS staff will use facetime / WhatsApp to support face to face interventions</p> <p>Consideration is given to the amount of screen time required of children and work is actively planned with this in mind.</p> <p>Timings are agreed with each year group by the relevant Assistant Headteacher and will differ across the school, so that for families with multiple children, there is a better chance of them accessing a device. However, this cannot be guaranteed due to size of school and number of children within the family. In the event of multiple bubble closures or a wider national lockdown, all live lessons will be collated onto one timetable and this will be shared via learning platforms and on social media.</p>
<p><b>1.5 Digital Protocols</b></p> <p>E.g. *Children’s Commissioner Digital 5 a day framework *Trust protocols for learning online *School’s acceptable use policy</p>	<p>The Children’s Commissioner’s 5 A Day guide promotes a positive relationship with technology rather than being too restrictive and is based on the NHS’s five steps to mental well-being. These are placed in a digital context and give parents guidance and children room to explore and learn while keeping them safe. Importantly, it encourages them to do so themselves.</p> <p>The 5 elements of a good digital diet are: connect, be active, get creative, give to others, be mindful</p> <p><b>1. Connect</b> The internet has enabled everyone to maintain friendships and family relationships no matter where they are in the world and children often say that chatting with friends is the best thing about social media. It’s important to acknowledge that this is how children keep in touch but it’s also important to have a conversation with them about who they are connecting with and their privacy settings. Remember to keep a dialogue open and talk to your child to understand how they’re spending their time and so that they can come to you for help should they need to.</p> <p><b>2. Be active</b> Activity is very important for mental wellbeing and all children should have time to switch off and get moving. Children don’t have to be an athlete to be active. Find something that they enjoy – be that swimming, walking, dancing or yoga – begin at a level that works for them and make it a regular activity.</p>

	<p>Researching an activity or place online before going out is a good way of combining the two and provides an opportunity for you to use the internet together.</p> <p><b>3. Get creative</b> The internet provides children with unlimited opportunities to learn and to be creative. From learning to code to building complex structures in Minecraft to creating video content, the summer can be a great opportunity for children to build their digital skills. Time spent online doesn't have to be spent passively consuming content. It can be educational, creative and can provide opportunities to build skills for later life.</p> <p><b>4. Give to others</b> As well as using the internet to learn about how to get involved with local and national charitable schemes, children can give to others through their everyday activities. Remind children that by giving positive feedback and support to friends and family as well as reporting the negative behaviour of others, children can help the web make a positive place for everyone.</p> <p><b>5. Be mindful</b> We hear that children often feel pressured by the constantly connected nature of the internet. While they might want to do other things, it can be difficult for them to put their phones down when apps are encouraging them to engage. Being mindful about the amount of time that your child is spending online – and encouraging them to be mindful about how this makes them feel – is important. Encourage children to come up with ways of managing this i.e. keeping a diary as way of logging the amount of time they are spending online or downloading an app that helps them manage their notifications.</p> <p>See appendices for Ad Astra Protocols for learning online and Ayresome Primary School's Acceptable Use Policy.</p>
<p><b>1.6 Teachers Expectations for Tier 1 – delivery of explicit instruction</b></p> <p>*Approaches to teaching online *Approaches where pupils do not have access to online learning</p>	<p><i>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources and/or videos. Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i></p> <p>A progressive curriculum is delivered using a blend of 'live' teaching, recorded lessons and the school's other platforms which are Facebook and Seesaw for children in KS1 and KS2. The amount and approach is dependent on whether individual pupils are self- isolating or school is under local/national lockdown. Ayresome Primary School supports the trust guidance for online learning:</p>

<p>*Curriculum delivery – is this broadly the same as if pupils were in school?</p>	<ul style="list-style-type: none"> <li>• Live lessons build upon prior learning to ensure learning is built on incrementally.</li> <li>• Individual lessons have small chunks of learning to avoid cognitive load.</li> <li>• Adults break learning down into shorter sessions spread across longer periods of time than usual.</li> <li>• Live lessons include explanations which are clear and well planned.</li> <li>• Models and detailed worked examples are included to support explanations.</li> <li>• Images, diagrams, clips and videos used in live lessons are relevant and well planned to support explanations and delivery.</li> <li>• Teachers introduce regular ‘pause points’ into online learning to keep pupils focused.</li> </ul> <p>All children, whether they are in school or accessing learning remotely will receive broadly the same curriculum and this will be planned for as if all children were in school. Expectations will be consistently high across all provision and an approach will take into account current research and good practice.</p>
<p>1.6a <b>Setting work &amp; Accountability</b></p> <p>*Delivery of explanations *Tasks set *Deadlines for work E.g. complete the maths task by 3.30pm the same day as the instructional explanation</p>	<p>There is a <b>minimum expectation each day</b> of 3 ‘taught’ sessions - to include <b>at least 1 live session per day</b> through the use of Microsoft Teams.</p> <p>Teachers will therefore:</p> <ul style="list-style-type: none"> <li>• <b>Teach virtually and/or using prerecorded lessons</b> – expectations will be given clearly by individual teachers to parents/carers and pupils in the form of a timetable which will be posted on online platforms. In the event of school closure, teachers will liaise with DHT in order to ensure a full timetable can be collated which shows when ‘live’ lessons will be taking place. This will then be made available via online platforms and Facebook.</li> <li>• <b>Set tasks for children to complete.</b> Tasks may be set via online platforms linked to content delivered in a live lesson/following a prerecorded session – it will depend upon the nature of the session and clear feedback mechanisms as to whether further work needs to be posted.</li> <li>• <b>Respond to work posted on online platforms.</b> Teachers and Teaching Assistants will respond to work posted on online platforms on a <b>daily</b> basis. The feedback provided may be verbal or written and may require further adult input or work from the child. If a child has completed work from the paper-based work pack, this should be returned to school for marking when the child returns following isolation. Teacher/Teaching Assistant should follow this up and ensure packs are returned for those children who have not completed any work online.</li> </ul>

	<p><b><u>Additional online materials</u></b></p> <p><b><u>MATHS:</u></b></p> <p><a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a> Using White Rose maths, children will be guided to the appropriate year group they are in and to one of the topics available. They then select a lesson to complete; this includes a video and subsequent questions.</p> <p><a href="https://trockstars.com/">https://trockstars.com/</a> Children have their own TTRockStars login details to practise and rehearse their times tables at the appropriate level. It is recommended that learners access this regularly to practise and overlearn key content.</p> <p><b><u>READING:</u></b></p> <p><a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a> It is the expectation that children read from a range of resources daily. They are to read from their own reading book when possible or download and read a free e-book from the Oxford Owl site – all children have their own log in details for this.</p> <p><b><u>PHONICS</u></b></p> <p><a href="https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ">https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ</a> Daily phonics lessons are available plus additional advice and support to help your child with their phonics RWINc speed sound lesson videos posted daily by teachers linked to sounds taught according to RWInc assessments.</p> <p><b><u>NATIONAL OAK ACADEMY</u></b></p> <p><a href="https://www.thenational.academy/">https://www.thenational.academy/</a> A range of learning resources to support in a range of curriculum areas</p>
<p><b>1.6b Providing feedback</b></p> <p>*Work submitted *Live feedback sessions *Intervention or support group sessions</p>	<p><i>Select the online tools that will be consistently used across the school in order to allow interaction and feedback</i></p> <p>As a result of either live lessons, recorded lessons or interaction with Seesaw, work will be set daily for children to complete. If completed online, this should be uploaded for daily marking and feedback by the class teacher or teaching assistant:</p> <ul style="list-style-type: none"> <li>• EYFS: work should be uploaded to Seesaw for Pippins, Saplings and Reception</li> <li>• KS1 and KS2: work should be uploaded to Seesaw and One Note / Teams</li> </ul>

	<p>All families are given the opportunity to be provided with at least one device if they do not have access to technology to access remote learning.</p> <p>An EEF Rapid Evidence Assessment Summary (21 April 2020) states that, '<i>peer interactions can provide motivation and improve learning outcomes.</i>' With this in mind, whole class feedback and peer to peer feedback sessions are planned into live lessons facilitating metacognition; to provide learners with opportunities to address misconceptions and for application and consolidation of new learning. Feedback on work completed will be written or verbal and may result in additional work to be completed by the child or 1:1/small group intervention to close gaps and adhere to the 'catch up and keep up' approach in school.</p>
<p><b>1.6c Assessment &amp; Review</b></p> <p>*Quizzes and reviews *Modelling of good answers *Consolidating learning</p>	<p><i>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work. Enable teachers to adjust what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.</i></p> <p>Research demonstrates that the quality of online learning is linked to the feedback and quality of feedback pupils receive. Feedback may include:</p> <ul style="list-style-type: none"> <li>• <b>Individual feedback.</b> This is required on all work submitted by a pupil whether this be written, messaged or audio feedback.</li> <li>• <b>Whole class feedback sessions.</b> During live/pre-recorded lessons, feedback may be given to the whole group based on strengths/misconceptions arising from previous work posted online.</li> <li>• <b>Teaching from misconceptions.</b> Teachers may use pupil responses to create misconception pages where through discussion, children identify misconceptions and address them.</li> <li>• <b>Addressing misconceptions.</b> Teachers record a video or use a live session to address misconceptions by showing correct answers and modelled examples to share with the class.</li> <li>• <b>Peer marking.</b> Pupils assess a piece of work shared anonymously – marking it themselves and identifying strengths and misconceptions.</li> </ul> <p>Allowing opportunities for pupils to practise concepts to support learning for the long term is key and teachers will include this in their delivery. A range of online quizzes can be set for pupils to complete to show their understanding and review previously taught content. Kahoot, Quizzizz, Quizlet and Nearpod are all effective and easy platforms to use for online quizzes. This could be set for pupils or incorporated as part of a live session.</p>



<p><b>1.7 Provision for SEND pupils</b></p> <p>*SENDCo consultation with families where pupil has an EHCP.  *Identify support &amp; best approach  *SENDCo liaises with external agencies to make arrangement as required</p>	<p><i>Younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum</i></p> <p>SENDCO to liaise directly with the parents/carers of any child with an EHCP should they be required to isolate or in the event of full school closure. It is the responsibility of the SENDCO to ensure that parents/carers are aware of the provision and to ensure that the remote learning offered by the teacher meets the individual needs of the child – as set out in their EHCP.</p> <p>During national lockdown children with an EHCP will have access to school.</p> <p>A bespoke remote learning plan for children with an EHCP or specific SEND needs will be put in place where necessary., this could include paper based learning rather than on-line access if this suits learning style / needs better.</p> <p>The SENDCO should have oversight of the learning being completed by pupils with SEND /pupils with an EHCP whilst they are isolating away from school and where necessary have regular and direct contact with the family to support and facilitate learning.</p>
<p><b>1.8 Teachers Expectations for Tier 2</b></p> <p>*support sessions to small groups  *intervention sessions  *Wellbeing sessions  *Social and emotional sessions  *Community/whole school sessions – assembly</p>	<p>AHT time not teaching will be used to support staff in delivering the ‘Trust Guidance for Remote Learning’: This may include:</p> <ul style="list-style-type: none"> <li>• Delivering 1-1 CPD through Teams on specified areas</li> <li>• Uploading model lessons for teachers to learn from as requested</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Weekly staff meetings will take place for teachers and HLTA (see half termly timetable), this will be adjusted in the event of a national lockdown so that it is relevant to current needs</li> <li>• Weekly well-being sessions / drops ins will be led virtually by HT / Inclusion Lead for all staff to access – as appropriate</li> <li>• Whole school assemblies will be scheduled (either ‘live’ or using pre-recorded material)</li> </ul>
<p><b>1.8 Teaching Assistants – Roles and Expectations</b></p> <p>*Tasks directed by SLT  *CPD  *Related reading  *Timetable for listening to pupils read 1:1 online</p>	<p>Teaching Assistants could, with the correct tools, on a remote basis undertake the following tasks, (taken from the Band 5 Job Profile):</p> <ul style="list-style-type: none"> <li>• <b>Join the live lessons planned by the teacher</b> and act in the capacity as a Teaching Assistant – supporting learning and noting down any points of concern arising</li> <li>• Following direction from the class teacher/AHT, <b>lead live intervention sessions</b> for small groups of pupils using Microsoft Teams</li> <li>• Support the teacher in preparing resources to be used for live/prerecorded lessons</li> </ul>

	<ul style="list-style-type: none"> <li>• Prerecord the reading of stories/material linked to the interventions they would be completing in school – where appropriate</li> <li>• Support the teacher in responding to work posted on online platforms. <i>Teachers will maintain oversight of online platforms and feedback provided.</i></li> <li>• Support in encouraging children to engage through calling children and families</li> <li>• EYFS – deliver 1:1 interventions through Facetime or Whatsapp.</li> </ul> <p>Support staff would be directed by AHT of team in first instance in conjunction with class teacher. They will be directed to complete tasks as set out above in order to support teaching and learning.</p> <p>DHT/HT will also request CPD/training for individuals as necessary depending on needs at home.</p> <p>List of who has access to devices for remote working collated and shared with SLT. School will support staff with accessing a device should they need this to enable them to carry out the above tasks effectively.</p>
<p><b>1.9 Clear communication with parents/carers communicating engagement in work</b></p> <p><b>*Monitoring pupil engagement</b></p> <p>*Weekly check ins with pupils</p> <p>*Meetings with teachers</p> <p>*Meetings with phase leads</p> <p>*Monitoring offline remote learning</p> <p>*Communicating concerns to DSL</p> <p><b>*Support parents/carers should provide at home to</b></p> <p><b>*Communicating concerns of engagement to parents</b></p>	<p>Designated adults per class or phase AHT will make phone calls home (phone to be provided by school if possible depending on how many children are isolating or use own phone if in agreement, with number withheld) <b>to each child at least once during a 10 day isolation period</b> in order to check on well-being. Calls to take place more frequently if well-being concerns are presented. AHT to agree member of staff per class. Phone numbers are accessible through SIMs.</p> <p>AHT to contact families where teachers have stated there is non-engagement from child with regards to their work. If consistent non-engagement persists following phone call home, to be reported to DHT/HT who will further monitor effectiveness of remote learning and will engage with Inclusion Team to further support the family.</p> <p>Inclusion Team to maintain regular contact with families who are known to school as having safeguarding involvement at the levels of CIN/CP/CLA.</p> <p>All concerns will be logged as per recording policy of school on CPOMS and highlighted to DSL/Deputy DSLs.</p> <p>Where a there is a local/national lockdown is in place, a detailed record of pupil engagement will be made (this will include the use of a dedicated tracking system produced by Anthony Conlin). This will enable targeted calls to be made and support for devices and connectivity to be given where needed. Staff at Ayresome Primary School are of the view that full engagement is a requirement and not optional and will offer all relevant support to ensure this.</p> <p>Where there is little or no response as a result of communication with the class teacher or teaching assistant, SLT (linked adults) will contact families to offer appropriate support and guidance.</p>

	<p>2 year olds / Nursery / Reception / Y1 / Y2 – Mrs E. Cooper</p> <p>Y3 / Y4 / Y5 / Y6 – Miss L. Lavelle</p>
<p><b>2.0 Monitoring the effectiveness of remote learning</b></p> <p>E.g.</p> <ul style="list-style-type: none"> <li>*Feedback from parents/pupils on remote learning</li> <li>*Monitoring safeguarding and online safety</li> </ul>	<p>SLT will provide frequent reminders through Facebook, Twitter, the school website and via text messaging service on how to access remote learning and share links re: online safety. School will respond appropriately to messages received to ensure open channels of communication with children and their families.</p> <p>Online polls/questionnaires will be used as necessary through social media to ensure that feedback from parents is acted on as/where appropriate.</p> <p>All safeguarding/online safety concerns will be logged through usual means of CPOMS and followed up by DSL/Deputy DSLs. Regular reminders to staff members will be given to ensure a safeguarding vigilance. Refer to safeguarding appendix for Ad Astra remote learning guidance</p>
<p><b>2.1 Continually enhancing the effectiveness of remote learning</b></p> <ul style="list-style-type: none"> <li>*Staff CPD</li> <li>*Phase meetings</li> <li>*Sharing best practice</li> </ul>	<p><i>As a school we will use Teams to deliver our staff meetings during periods of isolation or remote working.</i></p> <p>Staff meetings will still take place virtually. Training will be linked to curriculum pedagogy/content in addition to sharing best practice (see half termly overview of meetings / CPD).</p> <p>Weekly team meeting will still take place virtually – opportunity for the sharing best practice and discussing concerns.</p> <p>Regular TA meetings will be in place for all support staff if full lockdown occurs – led by member of SLT and focussed on effective use of time to support learning/well-being alongside monitoring staff well-being.</p> <p>Weekly SLT meeting will be conducted virtually to enhance and monitor effectiveness of remote learning.</p>

Appendix Example 1 – Possible Key Stage Expectations for remote learning **across a week, based on 3 sessions per day.**

**There must be at least 1 'live' lesson per day for pupils in KS1 and KS2, delivered through Microsoft Teams. The remaining 2 sessions may be pre-recorded or may also be taught 'live'.**

Focus	EY	KS1	KS2
<b>Lessons</b>	<ul style="list-style-type: none"> <li>• phonics input</li> <li>• maths input</li> <li>• daily story/rhyme time &amp; activity</li> <li>• number/letter formation videos (reception)</li> </ul>	<ul style="list-style-type: none"> <li>• 4 or 5 literacy (inc reading)</li> <li>• 4 or 5 maths</li> <li>• 4 or 5 phonics</li> </ul>	<ul style="list-style-type: none"> <li>• 4 or 5 literacy</li> <li>• 4 or 5 maths</li> <li>• 4 or 5 reading</li> </ul>
<b>Curriculum lessons</b>	Activities linked to areas of learning	4 wider curriculum	4 wider curriculum
<b>Small group sessions</b>		TAs to lead small group interventions – as directed by the class teacher. This will be based on AfL from work posted/completed as well as from live sessions.	
<b>Independent learning</b>	*Language and speaking task *3 x curriculum activities linked to areas of learning - PSED, UW etc	4 x literacy 4 x phonics/reading 4x maths 2x curriculum	4xliteracy 4x reading 4x maths 3x curriculum
<b>Community</b>	1 x assembly organised per week either 'live' or using pre-recorded material		
<b>1:1 check ins re: engagement and wellbeing</b>	At least 1 dedicated phone call per 10 day isolation period but more will be made if needed due to any concerns around engagement/safeguarding.  Safeguarding Team to maintain regular contact with families who are known to school as having safeguarding involvement at the levels of CIN/CP/CLA.		

	<p>In the event of a full/national lockdown, vulnerable children will be attending school and therefore check –ins can be conducted in person. Where these children are not attending school, DSL/DDSL will liaise with relevant key people e.g. social workers in order to ensure that appropriate contact is established and maintained.</p> <p>SEND Team to maintain regular contact with families who are have an EHCP or are in receipt of HNF through a weekly phone call.</p>
--	--

Written and updated 27/9/21