



Remote Learning Policy-information for parents and staff

The importance and benefits of engaging parents in children's learning is clear, and evidence supports this view, with parental engagement consistently being associated with academic success, particularly during unprecedented times requiring remote learning (EEF, 2021). It is therefore important that, during the current crisis, teachers and leaders are able to target their efforts towards approaches most likely to have a positive impact. This is especially the case when considering how best to support vulnerable and disadvantaged children in the community. Taking Government guidelines, and research into account, Woodlands remote offer consists of using a blend of existing, adapted and new approaches for engaging parents in their children's learning staff take a flexible approach that can be adapted to a broad range of socio-economic, home and family circumstances.

Staff at Woodlands use a variety of different mediums of communication (including emails, DOJO messages and posts, phone calls, home visits, paper packs sent home and text messages) to ensure all parents and carers in the community can access information coming from the school. For example, mobile phones may be more readily accessed than email. As with the physical school environment, staff are aware that online environments that are positive and welcoming may lead to increased parental engagement, 'Class DOJO' is found to be appealing to children and its usability reflects social media sites, which feel familiar to parents. This platform creates a nonthreatening digital space that takes this into account and welcomes parents in the same way that a school's reception area does: The less complex the process, the better (EEF, 2021). The written communication is translatable into all languages, through the APP, and pre-recorded video tutorials/modelled examples are designed to support those parents likely to find reading information from unfamiliar sources, or on unfamiliar topics, particularly challenging.

At Woodlands, staff have considered that remote learning should be provided in a range of formats, taking into account that some children from low-income families are less likely to have easy access to laptops, tablets or internet access, limiting their ability to participate in digital activities set by teachers. Conversely, some will have access to digital technology but lack physical resources such as pencils, glue sticks, protractors etc. As such, staff at Woodlands have targeted individual families and have provided resource packs via post and home visits, for pupils in need, including physical resources where necessary. In order to support parents with their children's learning simple strategies, such as small prompts for shared reading, tips for how long to keep your child studying, modelled examples (in both written text and video guidance, recorded by class teachers) are more easily understood and don't require too much specific expertise. For younger children, class teachers promote shared activities such as reading together, teachers also set short and focused learning projects that parents can more easily manage, mirroring the pedagogical

approaches of enquiry based learning, that is adopted in school. For older children, these support tools encourage the children to take greater independence in their learning, allowing parents to take an 'encouraging' role rather than the need for direct involvement. This may also help avoid conflict at home, considering households with several children, whilst making clear that there is not an expectation for parents to act as teachers. Where parents are able to provide more direct support to children, teachers utilise pedagogical principles to support parents to do this most effectively such as scaffolding, or using quizzes and flashcards for retrieval practice. Lesson planning also considers the 'metacognitive strategies' that are particularly important for children who are not learning in the classroom, to create learning sequences while conducting home learning. This consists of: **activation** of prior knowledge, which will support them through new learning; explicit **explanation** of strategies, appropriate to the learning; repeated **practicing** of skills and strategies to develop independence; **reflection** and **revising** learning, both during the lesson and after a time interval. (See appendix 2 for worked examples of this)

When teaching remotely, the DfE expect schools/teachers to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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 (KS1), 4 hours a day (KS2)
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- 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
- 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

At Woodlands, our teachers consider these expectations in relation to the pupils' age, stage of development and SEND, teachers also try to avoid making significant demands for parents' help or support.

**See Appendix 1 for Woodlands year group break down.*

In developing their remote education, the DfE/Ofsted expect schools to:

- *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 practised in each subject so that pupils can progress through the school's curriculum*

The remote learning offer at Woodlands mirrors the offer provided to children in school, using the agreed curriculum policy, pitch and progression documents (see curriculum policy and learning overviews on school website), ensuring high quality knowledge and skills are taught in a progressive sequence.

- *select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.*

Woodlands remote offer is delivered primarily through the Class DOJO platform. Through this, teachers set work, both through face to face video uploads, resources and modelling. Work uploaded may also be supplemented through the use of additional high quality resources, to provide additional modelling or video tutorials (e.g. RWI, Oak academy, White Rose Maths, BBC) or support materials, for which parents have registered access (e.g. Times Table Rock Stars, My Book Blog, Education City, Purple Mash, Oxford owl-for spellings, phonics text and a wide range of e-books). Woodlands will upload pre-recorded 'face to face teaching' in order to maintain our safeguarding policy, '2-way' live teaching will not be undertaken, in order to ensure that online teaching follows the same principles as set out in the school's overarching code of conduct. Acceptable use policies for staff & pupils reflect the expectations of remote learning and safeguard all parties.

- *have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.*

Class teachers maintain daily records outlining parental contact and pupil engagement. Hard to reach families are given daily phone calls to provide support and maintain contact. Those families who school have had no contact after 1 school week are referred to the pastoral/EWO team, who conduct home visits. Information is recorded on CPOMS

- *identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education*

DHT, AHT and EYS lead continue to implement coach planning on a weekly basis for teachers within their phases. SLT collectively monitor planning and delivery of remote education provision on a daily basis.

Additional support that school is given to those families who have difficulty accessing remote education:

- overcome barriers to digital access for pupils by: Applications on parents behalf to increase broadband allowance; Support in gaining access to free broadband routers.
 - distributing school-owned laptops accompanied by a user agreement or contract
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
 - It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. This is a decision based on school discretion and the needs of the child and their family, as well as a wide range of other factors.
- *Home visits are conducted for those families who are not engaging with remote education, citing ICT access as a barrier.

Additional support given to pupils with additional needs:

- DSLs contact all vulnerable children, via phone or TEAMS, who are not in school 1x weekly, -minimum
- Home visits are conducted for any child with whom school cannot contact-weekly
- SENCo providing DOJO message and phone call support

- Jigsaw work is being provided for all chn on SEND register, who would usually attend this provision in school
- Learning interventions (e.g. speedy reading)/EHSP meetings/school councillor support/pastoral interventions still going ahead, via phone, TEAMS or DOJO-as required

Will my child be taught broadly the same curriculum as they would if they were in school?

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, (PE lessons such as netball, alternative PE would be set to ensure chn have sufficient resources at home). Additional times will also be included to allow children to access and take part in other areas of school life, such as assemblies.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Jigsaw
Phonics – 30mins Maths/Adult led work – 30mins Project Learning – 90mins Story time – 15 mins Interventions (bucket listening, intensive interaction) – 15 mins Oxford Owl reading – 15 mins	Guided reading- 15 mins Phonics- 1 hour Maths- 45 mins Project- 1 hour Story- 10 mins	Guided reading- 30mins Spellings 10 mins Literacy 45 mins Numeracy 45 mins Foundation subjects 45mins Story 5mins	Guided reading/Spellings – 30 minutes Literacy – 1 hour Numeracy – 1 hour Foundation/Project – 1 hour 15 mins Story – 10/15 minutes	Guided reading-30 mins Spellings-15 mins Literacy-1hour Numeracy-1 hour Foundation/Project -1 hour Story-15 mins	Guided Reading – 30mins. Literacy- 1 hour 15mins Maths – 1 hour 15mins Foundation – 1 hour Story – 15mins	Guided Reading- 30 mins Literacy / Spelling-1 hour and 15 mins Numeracy- 1 hour and 15 mins Foundation/Project and story-1 hour and 15	Guided reading 30 minutes Literacy – 5/10 mins on-line speed sounds lesson then 30 mins reading and 30 mins application Maths –1 hour Nurture based provision – 1 hour
* Foundation/Project learning includes :Science, Computing, Geography, History, Art, DT, PE, Spanish, RE, PSHE							

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- It is the school expectation that all children will engage with the work provided. Teachers can monitor each DOJO post and identify which children have read the work, teachers will then follow up with children to ensure the completed work is returned.
- It is the responsibility of the parent to ensure that the work set (3hrs KS1, 4Hrs KS2) is completed daily, at a time appropriate/convenient for the family. Having a good routine is important to maintain consistency for children.
- Teachers will check pupil's engagement daily and parents will be contacted daily (where necessary) to address any concerns.
- Feedback on submitted work will be provided via the digital platform DOJO (on the portfolio section or via private message). Feedback will be provided daily, developmental marking will be provided 1x weekly.

Remote Learning Expectations- whole school closure (excluding vulnerable and critical worker children)

For those children who can access DOJOS:

- Daily good morning message video outlining the day's learning
- Daily PPT/PDF for GR/Lit/Phonics/Num/Foundation with some form of narration (either embedded as the PPT or as a separate video clip).
- Modelled examples (on video) for Lit/Num, where appropriate, daily if possible.
- Daily 10 min story time
- Daily end of the day sign off (hope the learning went well, looking forward to seeing your hard work etc.)
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NB: It is at the class teacher's discretion/personal preference whether the videos used as modelled examples etc. are filmed in advance, or at the point of teaching the children in school.

Feedback expectations- for chn who are in school, MFS should be still given 1x weekly, as usual, where appropriate. For chn sending work in from home, developmental feedback should be given 1x weekly. There is no expectation to comment on every single piece of submitted work from each child, although a daily thank you of some sort will be needed. .

Work sent in from home learners, needs to be retained but there is no expectation for this to be collated in a specific place (e.g. photos via DOJJO message can be kept in this format).

For those children who cannot access DOJOs

- The same PPT/PDF as posted daily, either collected from the office, or posted (weekly)
- Daily phone calls to discuss work.
- Children can return their paper work to school to allow teachers to provide feedback during the phone calls.

Remote Learning Expectations- bubble closure

The DfE states that you must offer immediate remote education if individuals or groups of pupils need to self-isolate, but the rest of the school is still open;

What you need to include

You're expected to plan to:

- Use a curriculum sequence that allows access to online (e.g. teaching videos, tests) and offline (e.g. resource packs, reading books) resources, and that is linked to your curriculum expectations
- Give access to those remote education resources
- Select the online tools that will be consistently used across your school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who don't have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so you should work with families to deliver your curriculum

There are no expectations for how many weeks of remote learning you need to plan for, but as most pupils will self-isolate for 10 days, at least 2-3 weeks for each year group should be appropriate.

That way, if you need to provide remote learning for a longer period, such as if there's a prolonged local outbreak or a pupil needs to self-isolate for longer, you'll have a bit of breathing space to then plan further ahead. The important thing is that you have something pupils can use immediately.

As you can't know when your plan might be needed, don't worry too much about making it a seamless transition between what pupils would be learning in school and what they learn remotely. You may need to abandon some topics you were teaching in the short term. Ideally though, the children would continue, where possible, the work that is being completed by their peers.

Class teachers each have a recording system to allow them to evidence which children have accessed the various elements of daily learning and that appropriate feedback has been given. Included on this record is how staff have attempted to chase/contact any families who have not engaged (not accessed virtual lessons or assignments), this is done through daily phone calls, referrals onto pastoral/EWO for home visits etc.

APPENDIX 1

For each of the DfE requirements, the grid below outlines how each year group at Woodlands is meeting these expectations.

The DfE requires that when teaching pupils remotely, we expect schools to:

<ul style="list-style-type: none"> set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects 							
EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Jigsaw
The home offer of project learning reflects pedagogical approaches in setting. Children are encouraged to follow lines of enquiry that are meaningful to them. Regular feedback to ensure time is given to reflect and next steps are made.	Daily maths and phonics lessons- explanations, resources and examples with differentiated work and tasks that do not require printing. Additional access to oxford owl ebooks and numbots to support literacy and maths skills. Phonics is linked to the RWI text that is being read within school and is tailored to each child's ability. 3x weekly project learning questions and investigations. 1x weekly PE tasks.	Each day we will be uploading a Literacy, Maths and Foundation subject lesson that includes teaching points (voiceover explanation, pictures, resources, examples) with work/tasks for the children to complete on paper or on class dojo portfolio (each families choice) tailored to their ability level. Alongside this, children have access to Oxford owl (Literacy), Numbots (Maths) alongside other additional home-based learning resources such as Purple Mash and Education City to ensure a wide coverage.	Daily Literacy, Maths and Foundation subject lesson that includes teaching points (explanation, pictures, resources, examples) with work/tasks for the children to complete on paper (no need to print) tailored to their ability level. In addition, children have access to and are encouraged to access assignments that are set on Book Blog/Oxford owl (Literacy), Times table Rockstars (Maths) alongside other additional home-based learning resources such as Purple Mash and Education City to ensure a wide coverage.	Daily Literacy, Maths and Foundation subject lesson that includes teaching points (explanation, pictures, resources, examples) with work/tasks for the children to complete on paper (no need to print) tailored to their ability level. In addition, children have access to and are encouraged to access assignments that are set on Book Blog/Oxford owl (Literacy), Times table Rockstars (Maths) alongside other additional home-based learning resources such as Purple Mash and Education City to ensure a wide coverage.	Daily Literacy, Maths and Foundation subject lesson that includes teaching points (explanation, pictures, resources, examples) with work/tasks for the children to complete on paper (no need to print) tailored to their ability level. In addition, children have access to and are encouraged to access assignments that are set on Book Blog/Oxford owl (Literacy), Times table Rockstars (Maths) alongside other additional home-based learning resources such as Purple Mash and Education City to ensure a wide coverage.	GR, Literacy and Numeracy set every day with a range of foundation/project subjects in the afternoon (very often interactive). Follows the same teaching sequences that would be used in school – just differentiated where necessary e.g. pace. Uploaded to dojo in the AM along with a brief message and a good morning/overview video - also directly emailed to those who have requested it/physical packs given. Video clips to be uploaded where necessary e.g. when visual models are drawn in class. Class story combined with end of day video greeting daily.	Jigsaw is setting GR, literacy and maths for the children that attend those sessions. We will also add forest school/nurture based activities that the children who attend nurture provision in school will be completing at home, for example, creating ice sculptures.

- set work that is of equivalent length to the core teaching pupils would receive in school (KS1: 3 hours a day, KS2: 4 hours a day)

EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Jigsaw
Phonics – 30mins Maths/Adult led work – 30mins Project Learning – 90mins Story time – 15 mins Interventions (bucket listening, intensive interaction) – 15 mins Oxford Owl reading – 15 mins	The work set for home learning is the same content that is being taught within school to the critical worker and vulnerable children. In maths this includes additional challenges to extend the depth of learning for all children. Phonics lessons consist of the same or similar structure as in school lessons with daily speed sounds and additional reading and writing tasks. Project learning work is provided 3x a week with carefully considered questions that are shared between the home learners and in school children.	3 hours learning per day Broken down into; Guided reading 30 mins Spellings 10mins Literacy 45mins Numeracy 45mins Foundation subjects 45mins Story 5mins In addition to this, children will have access to online learning resources that they use in school such as Book Blog, Times table rock stars and Oxford Owl for other stimulating resources linked to their class learning.	A lesson of Literacy, Mathematics and a foundation subject each day with teaching points and resources will be provided via Dojo for those with internet access and a paper copy for those who cannot access the internet at all. In addition to this, children will have access to online learning resources that they use in school such as Book Blog, Times table rock stars and Oxford Owl for other stimulating resources linked to their class learning.	A lesson of Guided Reading, Literacy, Mathematics and a foundation subject each day with teaching points and resources will be provided via Dojo for those with internet access and a paper copy for those who cannot access the internet at all. In addition to this, children will have access to online learning resources that they use in school such as Book Blog, Education City, Purple Mash, Times table rock stars and Oxford Owl where subject specific activities will be set relating to the themes taught in class.	A lesson of Guided Reading, Literacy, Mathematics and a foundation subject each day with teaching points and resources will be provided via Dojo for those with internet access and a paper copy for those who cannot access the internet at all. In addition to this, children will have access to online learning resources that they use in school such as Book Blog, Education City, Purple Mash, Times table rock stars and Oxford Owl where subject specific activities will be set relating to the themes taught in class.	GR, Literacy and Numeracy set every day with a range of foundation/project subjects in the afternoon (very often interactive). Follows the same teaching sequences that would be used in school – differentiated where appropriate e.g pace. Timetable also shared/to be shared with chn as a guide to expectations.	Guided reading 30 minutes Literacy – 5/10 mins on-line speed sounds lesson then 30 mins reading and 30 mins application Maths – 1 hour Nurture based provision – 1 hour Work and feedback includes extension tasks/challenges as in class.

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

EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Jigsaw
Daily welcome time videos are uploaded to Dojo by each teacher, explaining the learning schedule for that day. RWI Portal phonics lessons videos are provided. This are taught by online RWI trained teachers. Clear maths work is provided through a PDF document. Step by step instructions are provided for parents. Appropriate videos and images are provided to support learning.	All maths teaching slides are annotated with explanations and examples to facilitate parents teaching content at home. An additional video with clear modelling of new concepts and strategies is uploaded alongside the teaching slides. Phonics videos are delivered by Ruth Miskin training staff. Additional support via video is being given for the reading and writing tasks by a teacher.	We are providing clear learning objectives/explanations/models and images via class PowerPoint on dojos. Ensuring clear and accessible language for children and parent's at home with examples and voiceover where needed. Video links where appropriate as well as other internet resources to ensure the remote offer is as stimulating as possible.	We are providing clear learning objectives/explanations/models and images via class PowerPoint. Ensuring clear and accessible language for children and parent's at home with examples where needed. Video links where appropriate as well as other internet resources to ensure the remote offer is as stimulating as possible.	We are providing clear learning objectives/explanations/models and images via class PowerPoint that will include audio instructions or explanations to assist the learning. Ensuring clear and accessible language for children and parent's at home with examples where needed. A video greeting message will be uploaded each day which provides a brief overview of the day's learning.	We are providing clear learning objectives/explanations/models and images via class PowerPoint that will include audio instructions or explanations to assist the learning. Ensuring clear and accessible language for children and parent's at home with examples where needed. A video greeting message will be uploaded each day which provides a brief overview of the day's learning.	Video clips to be uploaded where necessary e.g. when visual models are drawn in class. Powerpoint will include models and audio recordings to further clarify. Utilising recommended online learnings where possible including Oak Academy, Bitesize etc.	Jigsaw children have access to RWI delivery of speed sounds and RWI based books and tasks via the RWI website. The power point for the delivery of maths is included each daily with the individual lessons uploaded for completion.

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

EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Jigsaw
Daily monitoring sheets are completed by each class teacher. Children are monitored to check whether they have viewed activities uploaded and/or sent photos/videos of their home learning through portfolio. Parents/Carers of any child not engaging are contacted initially through dojo messaging and then via phone call. Families who are particularly struggling are given extra pastoral support from wider members of school staff.	Use of class dojo to monitor which parents are reading and engaging with the content uploaded. When parents and children have not been engaging with content an initial dojo message is sent on the day and followed up with a phone call the following day if there is no response. Parents are to upload daily photographs evidencing work on their class dojo portfolio.	Using daily record checking tick sheet to record those engaging in home school learning set. Those not engaging sent dojo messages and then followed by a phone call if no response after a day not using or responding to dojos.	We are using the Class Dojo app for checking if parents have viewed the resources uploaded and Class Dojo portfolio for parents to send their child's work via picture for us to view/feedback to the child. Parents to be contacted via Class Dojo or by phone to check on child's progress and address any issues/problems with accessing work.	We are using the Class Dojo app for checking if parents have viewed the resources uploaded, sharing completed work either via Portfolio or private message. Feedback will then be given accordingly with a developmental comment given once a week. Parents to be contacted via Class Dojo or by phone to check on child's progress and address any issues/problems with accessing work.	We are using the Class Dojo app for checking if parents have viewed the resources uploaded, sharing completed work either via Portfolio or private message. Feedback will then be given accordingly with a developmental comment given once a week. Parents to be contacted via Class Dojo or by phone to check on child's progress and address any issues/problems with accessing work.	Staff keeping personal records of engagement. This includes where posts have been viewed, messages read/responded to and work sent back to school. Monitoring constantly and messages/phone calls carried out where necessary by a number of staff members e.g. class teachers, Lynn Bailey etc.	Members of the Jigsaw team will contact families at home at least twice a week through class dojo's, email or via the phone to ensure they have the resources they need, and they are accessing the learning that is being provided.

- 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






EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Jigsaw
Daily feedback is given to children who provide photos/videos evidencing their work. Each day whole class feedback is given through project reflection – thinking about next steps in learning. Additional feedback over the phone.	Teachers are giving feedback and developmental marking where necessary (at least weekly) as work is submitted on class dojo portfolio.	We are providing feedback and support provided via message/portfolio on Class Dojo to parents/children who have access to this. Those children who are not engaged are contacted by phone weekly and any help/support will be given if needed to ensure engagement.	We are providing feedback, developmental marking and support provided via message/portfolio on Class Dojo to parents/children who have access to this. Those children who are not engaging are contacted by phone daily and any help/support will be given if needed to ensure engagement.	We are providing feedback, developmental marking and support provided via message/portfolio on Class Dojo to parents/children who have access to this. Those children who are not engaging are contacted by phone weekly and any help/support will be given if needed to ensure engagement.	We are providing feedback, developmental marking and support provided via message/portfolio on Class Dojo to parents/children who have access to this. Those children who are not engaging are contacted by phone weekly and any help/support will be given if needed to ensure engagement.	All work responded to e.g. Thankyou! Following school policy, MFS endeavoured to be given once weekly.	Jigsaw children are all being encouraged to take photographs of their completed learning and send in back in via class dojo's or email so feedback and developmental marking can be provided, and adjustments can be made to pitch and accuracy of completion.

- 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

EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Jigsaw
<p>Daily reflections with children on their project learning – thinking about their ideas from the day and how to take their learning to the next level, using alternate questioning and resources.</p> <p>Adult led evidence will be monitored through photos/videos and daily conversations with parents. Ability level will be adjusted to suit where needed.</p>	<p>Children are given phonics work that matches their set phonics group as assessed by AHT in December 2020. Children have been placed into separate phonics groups on class dojo where their work is uploaded for each individual group. For maths the children have a variety of questions/tasks to complete that increase in difficulty and the children are encouraged to challenge themselves by seeing how far they can get.</p>	<p>Work tasks are differentiated either within the power point presentation e.g by calculations set by class ability colour groups. AFL explained to parents and used at home in the same way it would be in school. Oxford owl set up and parental explanation of how to select book for age and level of ability. Individual tasks set to specific groups vis dojo portfolio e.g. year 1 or year 2 weekly mental maths. All children who would usually access phonics teaching in school have schedule and log in details to access daily RWI phonics teaching specific for their group.</p>	<p>Children have been added to an ability group 'class' on Class Dojo based on their current ability. This means that uploaded work/resources are tailored for their own ability. Feedback/work received can then be adapted where needed and work can be sent and adapted where necessary.</p>	<p>Children are provided with differentiated tasks according to the subject taught with specific learning goals for their ability group. This means that uploaded work/resources are tailored for their own ability. Feedback/work received can then be adapted where needed and work can be sent and adapted where necessary.</p>	<p>Children are provided with differentiated tasks according to the subject taught with specific learning goals for their ability group. This means that uploaded work/resources are tailored for their own ability. Feedback/work received can then be adapted where needed and work can be sent and adapted where necessary.</p>	<p>Follows the same teaching sequences that would be used in school – just differentiated where appropriate e.g pace.</p> <p>PowerPoint will include models and audio recordings to further clarify.</p> <p>Class dojo/emails constantly monitored and queries answered as soon as possible.</p>	<p>Parents will be contacted and asked to send copies of work into school to ensure completion of work in each subject. Teaching material s can then be adapted daily where necessary. Reminders and encouragement will be made twice weekly to ensure that parents/carers are aware of the expectations.</p>





APPENDIX 2- EXAMPLE PLANNING FRAMEWORK TO SUPPORT PARENTS DURING REMOTE LEARNING

The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Why include it?	Examples (online / offline)
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	<p>Pupils watch a relevant video, then write down everything that they remember about it</p> <p>Pupils complete a short quiz (either auto- or self-marked)</p> <p>Pupils read a relevant textbook passage, then summarise the key points from memory</p> <p>Pupils add to a partially complete concept map</p> <p>Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.</p>
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	<p>Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how)</p> <p>Use a visualiser to model your thinking, as you complete a series of worked examples</p> <p>Use examples in textbooks, giving additional guidance about when and why strategies are used</p> <p>Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them</p> <p>Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.</p>
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	<p>A video leading pupils through a series of practice questions, reducing the guidance with each example</p> <p>A series of questions with partial prompts for each one, and links to further help online when needed</p> <p>Scaffolding—knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters</p> <p>Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out</p> <p>Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.</p>
Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	<p>Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help pupils with self-evaluation</p> <p>Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed</p> <p>Prompt sheets that help pupils to evaluate their progress, with ideas for further support</p> <p>Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support, if needed.</p>
Review 	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.	<p>Short online quizzes that include questions from previous topics, as well as more recent ideas</p> <p>A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources</p> <p>Tip: A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.</p>

Year group: 3
Subject: English

Topic: Spelling
Area: Homophones

Approach	What is it?	Examples (online / offline)—support students to:
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	<ol style="list-style-type: none">1. Student to watch video and complete online quiz on BBC Bitesize: What are Homophones?2. Student reads p.6 of the Year 3 EGPS Practice book — Choose the Correct Homophone — and recaps KS 1 examples.3. They talk to an adult in their house to explain what a homophone is, including which ones they can use in their writing.
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	<ol style="list-style-type: none">1. Student watches BBC Bitesize video explaining the use of further examples of homophones—BBC Bitesize English Appendix 1: Spelling (Year 3/4)—groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet. They complete the quiz questions about when to use each of the homophones identified.2. Student reads page 7 of the EGPS Year 3 Practice workbook and answers the quiz section.3. They talk to an adult about the new homophones they are learning about.
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	<ol style="list-style-type: none">1. Student works through a series of guided examples and then completes homophones quiz on BBC Bitesize (Choose the correct homophone game) focusing on thought processes, decisions, and sources of help (e.g. vocabulary lists).2. Support students to complete a set of questions, starting with highly scaffolded questions, and ending with children working through the questions independently.3. Student draws a series of illustrations showing the funny side of choosing the wrong homophone.4. Student makes a poster to explain how to choose the correct homophone for someone in their house, showing and explaining the rules to them.
	Pupils reflecting on what they have learnt after they have completed a piece of work.	<ol style="list-style-type: none">1. Student makes a PowerPoint showing what they know about homophones and the homophones they found trickier to learn, sharing with their teacher.2. Student completes BBC Bitesize Homophones quiz. Prompt them to think about the questions they struggled with and what helped them to remember the correct ones to use.3. Student completes 10 sentences, choosing correct homophones from the Year 3/4 spelling list.4. Prompt students to summarise which homophones they found trickier/easier to use correctly. For example, 'which strategies did you use to help you remember the tricky ones?' Encourage students to make a set of cards or a bookmark about how they helped themselves to remember and use these to help them in their writing.
Review 	Revisiting previous learning after a gap.	<ol style="list-style-type: none">1. Two weeks after completing the work above, student revisits this topic using EGPS quick test.2. Two weeks later, ask students to complete a set of practice questions on this from memory, then check and correct using printed answers.

