



Ellison Primary Academy

Remote Learning Principles and Practice

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Principles of Remote Learning

For the Societas Trust (“Trust”) and its settings, remote learning cannot replicate the learning experiences children have when they are in our school buildings. We have to think differently about the way our children will learn through remote learning and also make sure that we match the provision to the government guidance. It cannot and should not be about simply sitting on a computer all day, which is not developmentally appropriate nor logistically feasible.

Staff will utilise a variety of methods to support a pupil’s remote learning and growth that will include recorded or live direct teaching, and time for pupils to complete tasks and assignments independently. The goal is for pupils not to be solely reliant on computers, but to engage in learning that also incorporates reading, communicating, and authentic learning experiences, while also taking time to be physically active.

To avoid confusion, **Homework** is the normal and typical work provided for children to supplement their school work i.e. reading books, spellings etc. Each setting in our Trust has a slightly different approach and should continue as normal, unless a whole year group bubble is closed.

Remote Learning is the ‘distance learning’ or ‘remote education’ created for children isolating at home due to coronavirus (Covid 19).

Remote Learning **is** required for:

- Whole or part school closures.
- All children isolating (officially) at home without symptoms.

Remote Learning **is not** required for:

- Children isolating at home with symptoms.
- Children absent due to parental choice (unless this is in accordance with government guidance or law around coronavirus). These children must attend school and will be encouraged to do so.

We aim to:

- Maintain high levels of **communication** and contact with pupils and their families; checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
- Continue to support the mental health and **wellbeing** of the whole school community.
- Select a digital platform for remote education provision that is used consistently across the setting in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- Overcome barriers to digital access by distributing school-owned laptops/tablets accompanied by a user agreement or contract or providing printed resources to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Set meaningful and ambitious work each day in an appropriate range of subjects.
- 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.

- Provide frequent, clear explanations of **new content**, delivered by a teacher or through high quality curriculum resources.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.
- Enable pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole class feedback where appropriate.
- Work with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- 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 and assess** work.
- Use assessment to ensure teaching is in response to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Deliver a programme that is of **equivalent length** to the core teaching pupils would receive in school, ideally including regular contact with teachers:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children;
 - Key Stage 2: 4 hours per day

Work

The DfE have stipulated that work meets curriculum expectations and coverage is ambitious.

There, are minor changes depending on the two following scenarios:

- Where a number (from 1+) of children are self-isolating, and the school/ bubble remains open, the following process will be followed:

1. Dates of isolation are recorded	
2. Parents asked if they have access to the internet?	
Yes	No
1. Teachers will upload information outlining learning to the website for two week blocks; 2. Teachers will upload links to English, Maths and Curriculum throughout the period of remote learning; 3. Children will also be encouraged to participate in other daily learning activities such as: daily reading, Spelling Shed and Physical Education sessions; 4. A Homework Menu with various learning opportunities will be available to supplement the work pack. Please note: this will be to support learning in exceptional circumstances when the child is unable to access the remote learning on offer. Learning can be found on the school website: Children / Class Pages / Year Group Badge.	1. School will endeavour to support, wherever possible, with the lending of a device or devices to a family. This will be for the length of the isolation period; 3. A learning pack (which reflects the learning in school) will be made available to the family. This will need to be collected from the school office; 4. A Homework Menu with various learning opportunities will be available to supplement the learning pack; 5. The device or devices borrowed from school will be returned upon completion of the isolation period.
3. Class teacher to be informed of children isolating on a daily basis, when a child has started isolating and when they are due to return.	
4. A member of the team (wherever possible the class teacher unless there are extraordinary circumstances will make daily contact) and offer feedback and support linked to the learning. Parents will continue to have access to teacher emails to gain support for learning or wellbeing concerns during this time.	

- Where bubble(s) or the setting are required to close and all children require remote learning, the same process will be followed; however, the learning will take place using the normal school curriculum as would have been followed had the children been in school. The staff will interact with children daily with opportunities for assessment and feedback built into the weekly plan. Please refer to Appendix B for further details regarding our Remote Learning offer.

Lessons Provided

- Daily maths lesson
 - Daily English lesson
 - Daily phonics lesson (Foundation Stage and Key Stage 1) or Daily shared text lesson (Key Stage 2)
 - Daily foundation subject lesson (at least 1) (Flexible approach if using a blocked curriculum for example)
 - In EYFS daily activities for reading, phonics, simple maths and other suitable curriculum content.
- Please refer to Appendix C for an outline of a typical day for EYFS, Appendix D for KS1 and Appendix E for a KS2. These documents are shared on a daily basis to support families' understanding of the expectations required when learning remotely.

Accessibility

Individual settings will consider how to ensure all pupils (inc. disadvantaged and SEND; please refer to Appendix B: page 13 for further information) can access online or physical resources. They will identify pupils who will require this additional support. Children have been provided with exercise books to record their home learning in. The books remain at home although the teacher will give feedback based on work shared online. For children who cannot access online work/ instruction, the setting will provide a work pack on a **weekly** basis. This will be the last resort when all avenues to support families access to online remote learning have been exhausted.

Interactive Platform

The DfE have stipulated that a platform is used which allows interaction, assessment and feedback. Children will share their work and teachers will support through Microsoft Teams. Every child has/ their own portfolio set up on Teams and all parents will be connected to their child's class teacher. Teams will be used as a means of direct communication between the teacher, parent and child. There is also an expectation to parents that children will submit work via Teams and that teachers will respond to the work submitted with feedback. Please refer to Appendix B: page 11 & 12 for further information regarding Assessment and Feedback

Monitoring Children's Engagement with Remote Learning

It is important that children engage with the remote learning provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement. These may include parents working from home or limited access to technology amongst other factors. Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote learning that their parent communicates this to the teacher through the school office (01782 613674), Year group email address or via Teams. We can then work together to find a means of providing remote learning that works for that family's circumstances. Please refer to Appendix B: page 10 for further information regarding engagement.

Useful links for Remote Learning: Refer to Appendix A

Appendix A – Suggested Online Resources

Links for whole school:

[Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
<https://schoolsweek.co.uk/how-to-build-sustained-and-sustainable-remote-learning/>

<https://londonclc.org.uk/remote-learning/>

https://www.swaffhamprior.cambs.sch.uk/images/Home_Learning/Swifts/Remote_Learning_Curriculum_Plan_20-21_1.pdf

Links for teaching and learning:

<https://teachlikeachampion.com/blog/darryl-williams-framework-for-online-lessons/>

<https://www.teachertoolkit.co.uk/2020/03/15/how-to-teach-online/>

<https://teachfromanywhere.google/intl/en/>

<https://www.stem.org.uk/home-learning>

<https://www.techlearning.com/tl-advisor-blog/8>

<https://docs.google.com/document/d/1ahtGfrSGFn1XYNehH-u8IKAuwtBvr7-Ox8kbXZCzbVg/edit#>

<https://www.nordangliaeducation.com/article/2020/5/12/what-is-a-blended-learning-approach>

<https://www.futurelearn.com/courses/teaching-for-home-learning-primary-science>

[Melanie Zolnier, edtechawesomeness: Students as creators in a digital space](#) Technology-based ideas to foster creativity. Useful, couple of minutes to read, video clips useful to watch.

[Learning Reviews: Project Based Learning](#) Project Based Learning collection of a host of websites, easily searchable, organised by topics. Many are conceptualised for the classroom but can work online.

[Anissa Lokey-Vega Kimberly Bondeson Project Based Online Learning: Meeting the Challenge](#)

Delivering Remote Education Safely:

Delivering remote education safely Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which [video conference service](#) is right for you and using video conferencing services securely
- [safeguarding and remote education during coronavirus \(COVID-19\)](#) • annex C of keeping children safe in education

Safeguarding:

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

<https://www.saferinternet.org.uk/advice-centre/safe-remote-learning-hub>

Useful links from The Key that are still accessible for free:

Training

<https://teachercenter.withgoogle.com/training>

<https://education.microsoft.com/en-us>

Myth busting:

<https://schoolleaders.thekeysupport.com/covid-19/deliver-remote-learning/make-tech-work-you/mythbuster-misconceptions-digital-education-platforms/?marker=content-body>

Safeguarding:

<https://schoolleaders.thekeysupport.com/covid-19/safeguard-and-support-pupils/safeguarding-while-teaching/remote-teaching-safeguarding-pupils-and-staff/?marker=content-body>

Appendix B: Remote education provision: information for parents

Dear Parents / Carers,

Please find below information that is intended to provide clarity and transparency about what to expect from our remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Children have already received workbooks for English, Maths and Curriculum to ensure layout and presentation are kept to a high standard while learning at home. On the first day of a bubble closure, we will endeavour to complete a 'usual day' of remote learning (please see below). In extraordinary circumstances, where this is not possible, please make use of the class Homework Menu and complete the recommended learning that suits your circumstances and child. You will find all relevant information on your child's Class Page on our school website (follow: Children / Class Pages / Child's class badge) and also saved in the Files section of Microsoft Teams. We will then contact you, as soon as possible, with further information.

Following the first few days of remote education, 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, on rare occasions we have needed to make some adaptations in some subjects. For example, in History our children will be taught the same National Curriculum objectives, however they may learn about these through a different focus. Rather than learning about using evidence to ask questions and find answers to questions about the past in relation to Clarice Cliff they may learn about this in relation to another significant person. We ensure as much as possible these changes are rare and will not hinder your child's progress within a subject area.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We set meaningful and ambitious work each day in an appropriate range of subjects and provide teaching that is equivalent in length to the core teaching pupils would receive in school (including remote teaching and independent work). This will include both pre-recorded (The Oak National Academy) or live direct

teaching time and time for pupils to complete tasks and assignments independently. It will, as a minimum, take pupils broadly the following number of hours each day:

Early Years and Key Stage 1

- Reception – 2.5 – 3 hours per day as a minimum
- Year 1 and Year 2 – 3 hours a day as a minimum

Key Stage 2

- 4 hours per day as a minimum

Please see Appendices B-D for examples of daily timetables and learning expectations for our children.

Accessing remote education

How will my child access any online remote education you are providing?

Microsoft Teams

For live teaching and learning sessions we use Microsoft Teams to interact with our children. All children have been given access to an Office 365 account which provides them with access not only to Teams but to other Microsoft applications such as Microsoft Word, Publisher, Excel and PowerPoint.

The Oak National Academy

For pre-recorded teaching and learning sessions we use The Oak National Academy; ensuring a well-structured learning sequence meets the needs of all learners and is directed by our already well-established school curriculum.

Other Online Tools

Where Microsoft Teams and The Oak National Academy do not meet the needs of our children we use other recommended online tools or digital platforms. These tools offer support both in the delivery of and assessment of learning; see further details in the section below - 'How will my child be taught remotely?'

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some children may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Laptops or tablets are issued to children and provide clear instructions on how to set up the new device to access the online tools required.
- Technical support is provided from a member of staff in setting up the devices if assistance is required.
- Remote Access support is offered from our computing technician to remotely access the device and rectify any issues as timely as possible.
- Routers or dongles are offered with devices that require an internet connection (for example an unlimited three-month 4G data card is issued), support is given in activating the data where

parents / carers require this.

- As a last resort and when all other possibilities have been explored, children are provided with printed materials linked directly to their needs and matched wherever possible to the lessons being accessed online.
- Key tasks from the paper pack of learning materials are identified by the class teacher and are returned to school (scanned, emailed, posted, dropped off at the office).
- Class teachers attempt to make daily contact to support the child in their learning. For extraordinary circumstance and prearranged with the school these interactions are less frequent.
- Safeguarding procedures are followed where engagement in learning does not occur. For example, home visits, safe and well checks, Educational Welfare Officer support, Social Care support and other agency or Team Around the Family support.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Microsoft Teams

Three daily Microsoft Teams live teaching and learning sessions are led where ever possible by a class teacher. Please see below an outline of a typical Teams session;

Session 1: Morning session

- Teachers will welcome the children to the session.
- Refer to the learning they have already completed remind children of the importance of; having a calm learning environment, eating a healthy breakfast, drinking water at regular intervals, daily physical exercise sessions.
- Outline the intent of the day.
- Outline what the content of the session.

English and Mathematics

- Share the learning objective with children.
- Complete a modelled example.
- Share the screen and show children where the resources/links are in 'Files', share the Oak Academy Webpage, clearly explain the expectations of their learning.
- Ask for Feedback about their understanding of the learning.
- Discuss any assignments or quizzes (to be set or returned).
- Ask children to raise their hand if they have any questions that would benefit the whole class.
- Ask if a more personal response is required; children then to remain online at the end of the session.
- Ask children to remain at the end of the session if they need further support or a personal question answering.

Session 2: Lunch time session

- Teachers will welcome the children to the session.
- Refer to the learning and key objectives they have completed for English and Maths in the morning independent

learning session.

- Gain feedback from the children.
- Give verbal feedback to the children and refer to any assignments or quizzes.
- Outline the content of the session.

Curriculum

- Share the learning objective with children.
- Ask relevant questions; 'You will be learning about ... e.g. Healthy Eating. Does anyone know some examples of healthy foods?'
- Complete a modelled example, where required, of any written learning and share.
- Share the screen and show children where the resources/links are in 'Files', share the Oak Academy Webpage, clearly explain the expectations of their learning.
- Set tasks that require a response in a later session; such as, 'choose one of your findings and be ready to share with the class in the later session.'
- Ask for Feedback about their understanding of the learning.
- Remind children of other learning expectations; daily reading, TTRockStars Spelling Shed, physical exercise, assignments, quizzes (see below).
- Remind children of the expectations re: presentation, handwriting, success criteria.
- Ask children to raise their hand if they have any questions that would benefit the whole class. Discuss / answer. If a more personal response is required, ask them to remain at the end of the session.
- Ask children to remain at the end of the session if they need further support or a personal question answering.

Afternoon Remote Learning Teams Session

- Welcome the children to the session.
- Refer to the learning they have completed for Curriculum in the afternoon session. Refer back to the learning objective.
- Gain feedback from the children. Ask relevant questions: E.g. You learnt about Keeping Healthy; name the three reasons from the video for why our body requires water?
- Give verbal feedback to the children with general use of development points – do not aim comments specifically at individual children.
- Share a story with the children – use the Education Endowment Foundation (EEF) recommended PEER / CROWD reading techniques.
- KS1 - Lead a Story Time Phonics session with the children. Ensure all parts of phonics sessions are included.
- Thank the children (and adults) for their hard work and show them where to find the file for tomorrow if needed.
- Wish them well and ask for children to stay on at the end to support where required.

The Oak National Academy and other resources

The morning and afternoon Live Teams Learning session are followed by specified learning activities that make use of The Oak National Learning Academy prerecorded videos. All learning is linked to meet the specific needs of all children and ensure a wide and balanced curriculum is still being offered.

Early Years

The Oak National academy is used to enhance learning within the Early Years, however a bespoke approach is adapted to ensure our youngest learners are actively engaged in learning activities in a way that does not rely upon extended periods of screen time. For example, while learning about shapes children will use the Oak National Academy to support their knowledge and understanding, however will then be asked to complete practical learning activities and extended challenges such as going on a 'shape walk' to identify as many 2D shapes in their environment as possible. Early Years share many different practical resources such as word maps, key vocabulary, handwriting and phonics to enable parents and carers to support with these early skills.

Printed paper packs

Printed paper packs are produced in extraordinary circumstances only, where online learning is unable to take place. These packs will link specifically to the learning taking place online to ensure children are given appropriate learning. Support will be offered on a daily basis in the form of a telephone conversation by a class teacher.

Homework – Menu

All children receive the same Homework Menu if they are remote learning or accessing onsite learning. This resource is offered for families to use if they wish to complete regular homework. It also allows for supplementary learning to take place if a child is unable to access online learning for a brief spell or on the first day after a bubble closure usual remote learning become available.

Textbooks and Reading Books

Children are read a live story, on a daily basis, using a high quality text from a significant author. Within Microsoft Teams, a Reading Area has been created with high quality, ability specific books, texts and extracts for children to access. Use of online e-books to meet specific reading abilities are also utilised. For those children where access to online books is not an option they will have a number of books made available for collection from the school office.

Commercially available websites

Commercially available websites are used to support the teaching of specific subjects or areas, including video clips or sequences. See examples below;

BBC Bitesize

Used to support learning in subjects where The Oak National Academy does not match suitably to the needs of our children.

KAPOW

An online tool used to support the teaching and learning of Design and Technology (D&T) at Ellison. KAPOW makes use of clear prerecorded videos to support with the key skills, knowledge and understanding in D&T.

Oxford Reading Owl

An online resource giving children access to e-books at their specified home reading band. A good source of information and advice can also be found on this site to support parents in their understanding of the teaching of reading.

TT Rockstars

An online resource used to improve multiplication skills for children. The function to create 'Battle of The Bands' competitions between cohorts add a competitive element to the learning.

Story Time Phonics

Live teaching sessions focus upon our use of the Story Time Phonics program. Resources such as handwriting rhymes, videos, books, phoneme mats are shared.

Letter and Sounds YouTube phonics videos

High quality phonics videos are used to supplement our live Phonics teaching sessions. Parents and Carers can return to these videos as often as they require.

Mental Health, physical activity and wellbeing support

A range of resources are signposted to support the mental health and well-being of both children and parents and carers. We use the online tool Zumos Wellbeing Programme as means of supporting families to: build strong relationships, practice mindfulness, fitness, manage time, plan and achieve goals and strengthen their overall mental wellbeing. It allows for daily individual communication with our children in a safe online environment. Teachers log in to Zumos on a daily basis and actively encourage children to complete the daily wellbeing activities.

We use other resources to support wellbeing and physical activity such as 'Time for Sport' weekly challenges, Joe Wicks daily work out sessions, Stoke City Community Trust led activities, Cosmic Kids Yoga and Andy's Wild Workouts.

Engagement and feedback

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

- We have high expectations for children's engagement with remote education. If a child is not present within a live Teams Teaching and Learning session the class teacher will contact the family directly.
- Support is given to ensure children access all of the sessions and complete the learning to an appropriate standard.
- In extraordinary circumstances a paper pack is supplied to a family, in the rare event we are unable to support them to access online learning. In these cases, there will be daily contact by the class teacher to offer support, reassurance and feedback to the child and / or family.
- High expectations of parental support ensures children are accessing learning. Setting routines to support learning is recommended and a daily expectations planner is shared to support in the organisation at home.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We use a variety of methods to check children's engagement with remote learning. During daily sessions we make use live interaction and feedback, use assignments, quizzes, chat, phone calls, interventions sessions and emails to continually monitor engagement. Parents and carers will be informed if we feel there is lack of engagement.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows.

Live feedback

Feedback with live teaching sessions allow for instant feedback, polls, chat, raising of hands, collaborative whiteboards and individual or group sessions to support learning.

Use of assignments and quizzes

Assignments are set using Microsoft Teams with the expectation that children will return their assignment for a given date. Assignments are set with thought; key learning points are identified where feedback has the greatest impact: for example, at the draft stage of writing, at the problems solving/ application stage of maths learning, during the curriculum where mind maps are used to retrieve and reinforce understanding and during exit tasks where children are given opportunity to demonstrate knowledge, skills and understanding at the end of units of learning.

Rubrics are created to ensure children have a clear focus and understanding of identified success criteria while completing their learning. Feedback is given on an individual basis to these pieces of learning.

Quizzes are set using a variety of sources such as; Microsoft Teams Quizzes, SpellingShed, (Spelling quizzes created and matched to the needs of each child), EdShed, QuizShed TTRockstars (focused online multiplication quizzes).

Feedback in the EYFS

Our EYFS Team use many of the above methods to support assessment and feedback. Use of photographs of children completing practical learning activities are also shared: e.g. photographs of as of objects collected and sorted from their shape walk. Assessments are matched specifically to Development Matters and used to inform their Learning Journey. These are recorded where required in their 'Evidence Me' profile. Specific objectives are identified to ensure key objectives are evidenced.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Places offered within school wherever this would be of benefit to the child.
- Bespoke learning opportunities; both online and in a paper pack form to support their individual needs. Key learning centered around Individual Education Plans set.
- Our younger SEN pupils are offered a daily part time place at school to ensure daily contact with their class teacher and to support their routines and well-being.
- Daily opportunities to access key learning alongside their peers; ensuring they are still able to interact with their friends.
- Individual daily calls and / or Teams sessions to support both the child and the parent/carers with a teacher.
- Weekly contact from our Home School Links Worker to support the family; often focused upon other areas away from teaching and learning needs.
- Fortnightly contact from the SEND coordinator to ensure children are receiving the appropriate support and are able to access remote learning.

Remote education for self-isolating pupils

Where individual children need to self-isolate but the majority of their peer group remains in school, remote education provided will likely differ from the approach for whole groups.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual pupils are self-isolating, a planned and well-sequenced curriculum, with meaningful and ambitious work, is set each day in a number of different subjects. Use of The Oak National Academy, Homework Menus and the aforementioned online resources are used. The live Teams Teaching and learning opportunities will not take place as teachers will be required to teach in school. Key assignments and quizzes will be set as during a whole bubble or school closure and teachers provide feedback to support progress.

Appendix C

EYFS Example: Remote Learning Daily Expectations

	Reception Home Learning – Monday 25 th January 2021 Class Pages: RM Magical Monkeys or RA Amazing Alligators	Check it off.
Start the day well	Wake up at a good time. Eat your Breakfast. Wash your face. Clean your teeth. Prepare your learning area and gather your resources for the day.	
Live Teams Learning Session	A good morning welcome. Maths and Literacy learning objectives shared; feedback from previous learning given where appropriate.	
Literacy	Complete the Literacy learning as discussed during the Live Teams Learning session. Gingerbread Man Lesson 4	
Break	Build a 15-minute brain break into the morning. Drink water. Have a healthy snack.	
Maths	Complete the Maths learning as discussed during the Live Teams Learning session. Properties of 3D shapes How many cubes, cylinders and cuboids can you find in your kitchen? Can you begin to describe one that you have found?	
Physical Activity	Andy's Wild Workouts: Under the Sea	
Lunch	Eat a healthy lunch. Remember to drink plenty of water. Have a brain break. Contact a friend? Complete a short physical exercise	
Live Teams Learning Session	A good afternoon welcome. Maths and Literacy learning discussed Feedback gained and given. Curriculum learning objectives shared, modelled and support given.	
Curriculum	Complete the Curriculum learning as discussed during the Live Teams Learning session. UTW: To identify where doctors and nurses work.	
Break	Build a 15-minute brain break into the morning. Drink water. Have a healthy snack.	
Daily Reading	Complete your daily reading; choose from the following: <ul style="list-style-type: none"> - Read a book: https://home.oxfordowl.co.uk/reading/ Teams Reading Area – Choose a book from your Teams Reading Area – found in the Files section. Class Materials > Reading Area - Read a favourite book from home. - Teach your monster to read – a fantastic website/app where children will learn to recognise sounds, read words, recognise tricky words and understand what they have read; the website is free to use. 	
Daily Maths	Choose from the following: <ul style="list-style-type: none"> Play number recognition games with number 0-15 such as pairs. Counting objects to 15 Can you order numbers 0-10? Can you order numbers 0-20? 	

	<p>Number formation song – can you form your numbers correctly?</p> <p>Count to 20 and workout song</p> <p>Shape song or 3D shape song</p> <p>Practise referring to the time throughout the day using both analogue and digital clocks. Also talking about routines, times of the day (morning, afternoon, evening), days of the week and months of the year.</p> <p>Days of the week song</p> <p>Months of the year song</p>	
Daily Dough Disco	<p>Complete your daily dough disco activity</p> <p>Before each phonics session please have a go at a dough disco activity:</p> <p>Dough Disco Or choose one session from the following YouTube channel: Spread the happiness YouTube channel</p> <p>Dough disco is a fun activity which combines the use of play dough with hand and finger exercise designed to improve fine muscle control. The movements develop children’s fine and gross motor dexterity and hand-eye coordination.</p> <p>If you do not have play dough follow the link below for a recipe: Play Dough Recipe</p>	
Daily Phonics	<p>Complete your daily phonics</p> <p>Phase 2 - review of learning</p>	
Physical Activity	<p>Cosmic Kids: Yoga time on the farm</p>	
Live Teams Learning Session	<p>Welcome</p> <p>Curriculum learning discussed Feedback gained and given.</p>	

Appendix D

KS1 Example: Remote Learning Daily Expectations

	KS1 Year 1 Home Learning – Monday 25 th January 2021 Class Pages: https://www.ellison.staffs.sch.uk/y1h-miss-hargreaves/ https://www.ellison.staffs.sch.uk/y1mt-mrs-myatt-and-miss-tomkinson/	Check it off.
Start the day well	Wake up at a good time. Eat your Breakfast. Wash your face. Clean your teeth. Prepare your learning area and gather your resources for the day.	
Live Teams Learning Session	A good morning welcome. Maths and English Learning objectives shared; feedback from previous learning given where appropriate.	
English	Complete the English learning as discussed during the Live Teams Learning session. L.O.: To use capital letters and full stops https://classroom.thenational.academy/lessons/to-use-capital-letters-and-full-stops-68v3ad	
Break	Build a 15-minute brain break into the morning. Drink water. Have a healthy snack.	
Maths	Complete the Maths learning as discussed during the Live Teams Learning session. L.O.: To compare numbers https://classroom.thenational.academy/lessons/comparing-numbers-65hk4c	
Physical Activity	Choose an activity from the list below P.E. with Joe - https://www.youtube.com/watch?v=WDVjqO2vXa8 Supermovers - https://www.bbc.co.uk/teach/supermovers/ks1-english-capital-letters-full-stops/zjmrhbk Cosmic Kids - https://www.youtube.com/watch?v=4DSZlB4Lr7A&list=PLBsnGkhBF7nhEquR7wXbzIXjFrKsze_H&index=2	
Lunch	Eat a healthy lunch. Remember to drink plenty of water. Have a brain break. Contact a friend. Complete a short physical exercise.	
Live Teams Learning Session	A good afternoon welcome. Maths and English learning discussed. Feedback gained and given. Curriculum learning objectives shared, modelled and support given.	
Curriculum	Complete the Curriculum learning as discussed during the Live Teams Learning session. PSHE – Stop the spread - https://classroom.thenational.academy/lessons/healthy-hands-are-happy-hands-6wwk4d	
Break	Build a 15-minute brain break into your afternoon. Drink water. Have a healthy snack.	
Daily Reading	Complete your daily reading. Read a book; https://home.oxfordowl.co.uk/reading/free-ebooks/ Teams Reading Area – Choose a book from your Teams Reading Area – found in the Files section -> General -> Class materials -> Reading Area Read a favourite book from home.	

Daily Maths	<p>Practise telling the time throughout the day using both analogue and digital clocks. Complete your 2s, 5s and 10s. To count in 2s To count in 5s To count in 10s</p>	
Daily Phonics	<p>Complete your daily phonics 'ow' https://www.youtube.com/watch?v=FYWOZTG2EBE&list=PLuGrGz2H2KNGObda6B-T36vJIZYND6lOh&index=52 Find today's story link in our Teams conversation.</p>	
EdShed	<p>Complete this week's spelling/maths assignments https://www.edshed.com/en-gb/menu</p>	
Physical Activity	<p>Choose a different activity from the list below P.E. with Joe - https://www.youtube.com/watch?v=WDVjaO2vXa8 Super movers - https://www.bbc.co.uk/teach/supermovers/ks1-english-capital-letters-full-stops/zjmrhbk Cosmic Kids - https://www.youtube.com/watch?v=40SZlB4Lr7A&list=PL8snGkhBF7nhEquR7wXbzIXjFrIxsze_H&index=2</p>	
Live Teams Learning Session	<p>Welcome Curriculum learning discussed. Feedback gained and given. Any Assignments / Quizzes discussed (reminders given). Modelled shared story. Story Time Phonics session (handwriting modelled)</p>	
Additional Resources	<p>There are lots of fun phonics games that you can access on Phonics Play; https://www.phonicsplay.co.uk/resources/phase/5 Check our 'files' section for resources to support your learning today. Files -> General -> Class Materials -> English resources/Maths resources/Curriculum resources</p>	

Appendix E

KS2 Example: Remote Learning Daily Expectations

KS 2 Year 5 Home Learning – Monday 25 th January 2021		Check it off.
Class Page: https://www.ellison.staffs.sch.uk/y5st-mr-sterio/ CLASS Y5Sh Ellison Primary Academy		
Start the day well	Wake up at a good time. Eat your Breakfast. Wash your face. Clean your teeth. Prepare your learning area and gather your resources for the day.	
Daily Reading	Complete your daily reading. Read a book; https://home.oxfordowl.co.uk/reading/ Teams Reading Area – Choose a book from your Teams Reading Area – found in the Files section. (Reading Books) Read a favourite book from home.	
Daily Spellings	Complete your daily spellings https://www.spellingshed.com/en-gb/	
Daily Maths	Complete your TTRockStars Battle https://play.ttrockstars.com Revise number facts using the 'Hit the button' maybe set yourself a challenge with your time or score.	
Physical Activity	Choose an activity from the list below Do a live Joe Wicks sessions on his YouTube channel at 09:00am on Mondays, Wednesdays and Fridays. The Body Coach TV - YouTube	
Live Teams Learning Session	A good morning welcome. Maths and English Learning objectives shared; feedback from previous learning given where appropriate.	
English	Complete the English learning as discussed during the Live Teams Learning session. Click on this link for the lesson. Go to Files on our class Teams, click weeks 3 and 4, click English and then go to lesson 4. There is an assignment for today's learning. On our class Teams go to assignments 'Narrative write'	
Break	Build a 15-minute brain break into the morning. Drink water. Have a healthy snack.	
Maths	Complete the Maths learning as discussed during the Live Teams Learning session. Click on the link for the lesson. Go to Files on our class Teams, click weeks 3 and 4, click maths and then go to lesson 4	
Lunch	Eat a healthy lunch. Remember to drink plenty of water. Have a brain break. Contact a friend? Complete a short physical exercise	
Live Teams Learning Session	A good afternoon welcome. Maths and English learning discussed Feedback gained and given. Assignments (reminders that there is a new assignment for English which needs to be submitted by Wednesday). Curriculum learning objectives shared, modelled and support given.	
Curriculum	Complete the Curriculum learning as discussed during the Live Teams Learning session.	

	Click on the link for the lesson. Go to Files on our class Teams, click weeks 3 and 4, click curriculum and then go to lesson 4. There will be a quiz after the lesson Quiz. There is a quiz for today's learning. On our class Teams go to assignments 'Stars and constellations'.	
Physical Activity	Choose an activity from the list below Take part in Danger Mouse dash on super movers. Try level one today. Click on the link to have a go.	
Live Teams Learning Session	Welcome Curriculum learning discussed Feedback gained and given. Any Assignments / Quizzes discussed (reminders given). We shall be carrying with our story 'Kensuke's Kingdom'.	
Additional Resources	If you enjoy learning about space, then visit the following website. There are lots of things to explore and develop your knowledge and understanding. Click on the link to access the web site.	