



## Remote Learning for January 2021

Before even beginning to plan the remote offer, staff at Grayrigg discussed:

- Lessons learned from last lockdown
- How we can make the learning accessible to all
- Which elements of the curriculum we were unwilling to lose and why
- How to ensure the children keep their connection with both their teachers and their peers
- How to value the work the children do and offer feedback to ensure learning is personalised
- How to ensure all groups of children are catered for and we do not fall into the “one size fits all” style of education whilst keeping the self-esteem of those who need a little extra help high.
- Inconsistency between those in school and those at home

Discussion	Concerns	Solutions
<p>Lessons learned from last lockdown</p> <p>How can we make learning accessible to all</p>	<p>Not all children have access to suitable technology e.g issues with some google slides on different devices. Different situations, siblings doing different work, parents who need to do work.</p> <p>Don't want to encourage children to work at unsuitable times to get the work done.</p> <p>Parents need support with how to teach specific things. Particular inconsistency in phonics - despite the challenges being completed.</p>	<p>All children in KS2 to be sent home with a chromebook, children in KS1/EYFS to be offered.</p> <p>Attempt to run the timetable as close to school timetable as possible.</p> <p>Aim to provide teacher led education for direct teaching across the school - via meets and google classroom.</p> <p>All children in EYFS and KS1 to have daily live phonics, maths and english/story.</p>
<p>Which elements of the curriculum we were</p>	<p>EYFS- play based learning, creativity, daily phonics, maths and story read to them.</p>	<p>EYFS to deliver live phonics and maths input as well as at least two daily stories for N and R.</p>



<p>unwilling to lose and why</p>	<p>KS1- Phonics, english/maths, challenge based approach to afternoons to encourage wobble and creativity.          KS2- spelling, reading, english and maths, topic focus. Whole school areas.          RE- Delivered by Mrs Neal and a core subject as a church school- but rarely accessed in first lockdown.          PE- Used Joe Wickes in last lockdown but the majority of children stopped doing this - how can we use Coach Matty.          Forest school - need to encourage children outside and away from screens - but some children do not have space.</p>	<p>They will also be set weekly challenges via tapestry and the EYFS google classroom has an extensive list of websites and links to support adults with play based learning activities.          KS1- to deliver live phonics and alternate a maths or English lesson daily. In addition, there will be a morning meet to set off independent work and afternoon meet to set off a challenge and the optional opportunity to join a meet at the end of the day to share what they have done.          KS2- spelling frame and read theory for reading. Live English and/or maths daily and afternoon lessons live.</p>
<p>How to ensure the children keep their connection with both their teachers and their peers</p>	<p>The core positive feedback from last lockdown were the opportunities to chat with teachers where needed, and the fun activities - children who engaged in the face to face activities engaged in the learning more.</p>	<p>More live teaching than last time, teachers know classes so will introduce activities where needed for fun, staff to look for opportunities to reward the class for engagement e.g. virtual author visits, first aid, fancy dress.</p>
<p>How to value the work the children do and offer feedback to ensure learning is personalised</p>	<p>In the classroom a lot more instant feedback - concern around ensuring children know their contributions are valued and how to move onto the next step.</p>	<p>EYFS- instant feedback, also teachers comment on ALL tapestry posts.          KS1- instant feedback but also opportunity for children to come back to meets after independent work to share their learning, teachers comment on ALL tapestry posts.          KS2- Work submitted via the Google classroom so feedback can be offered, also discussed and shared at the end of lesson.</p>



<p>How to ensure all groups of children are catered for and we do not fall into the “one size fits all” style of education whilst keeping the self-esteem of those who need a little extra help high</p>	<p>Even if we put everything above in place - it is clear that the style of learning when working remotely can be more challenging for some children than others. Particular concerns were raised around children with dyslexia - both distractions and auditory processing and the needs of specific individuals.</p>	<p>EYFS- Teacher and TA to split nursery and reception into small groups which can be split down further as required. KS1- Children are split into at least 4 phonics groups, teacher and TA to split English and maths groups into smaller groups. Children who have 1 to 1 in school to also have it remotely. LKS2- TA to have a “secret classroom” which is only accessible to children who the teacher knows may need smaller groups. This classroom will also be used for 1 to 1 for children who benefit from this in school. UKS2- Children who need to work in smaller groups to work with TA can choose to unless the teacher asks them to remain in core meets. There is also the option for those who need challenging work in a break out room which the teacher will keep an eye on.</p>
<p>Inconsistency between those in school and those at home</p>	<p>In previous lockdowns the children in the “bubbles” were in mixed class bubbles which means the person trying to support the remote learning will struggle to manage the different learning styles, timetables and activities. There is also the issue with meets not working if multiple children in the same room are on the same meet.</p>	<p>Vulnerable and key worker children to be kept in class bubbles so they can join in the class lessons with the teacher leading this.</p>



**How will this look in practice?** Each class teacher has produced their own timetable which has been reviewed with the headteacher. These are shared with parents and will be adapted if necessary.

**Tiny Acorn remote learning and timetable:** Play is vital to children’s development and how they learn the key skills needed. In the Tiny Acorns the main focus is creating an environment to provide these opportunities so that children can learn in a creative and imaginative way. Children need the ability to be creative and critical thinkers, exploring for themselves and testing out their own ideas. This helps them to develop an understanding of cause and effect, a longer concentration span with the ability to focus on the smaller details and not just the bigger picture, and seeking challenge but persisting and being resilient if things do not always go their own way. We are not expecting parents to be able to create an environment that supports all of this, however, we have made it clear that we would much rather see photos on tapestry of you playing and exploring than worksheets and colouring in sheets. To support parents with this there are links to useful websites such as <https://abcdoes.com/home-learning/> on the EYFS google classroom.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-9.30am	Reception phonics- 3 separate groups				
9.30-10am	Nursery phonics				
10-11.30am	Play and challenges- ideas on the EYFS google classroom and challenges shared via parentmail and tapestry				
11.30-11.45am	Story				
12.15-12.45pm	Reception maths				
12.45-1pm	Nursery maths				
1-2pm	Forest schools	Play and challenges	P.E. with Coach	Play and challenges	Forest schools
2-2.30pm	Story and songs	Story and songs	R.E. with Mrs Neal	Story and songs	Story and songs



**Acorn remote learning and timetable:** In KS1 alongside English and maths, the wider curriculum is taught through continuous provisions, where the environment is planned to enable the children to take their learning further. This encouraged and built on the independence developed in the early years class. In addition to this, we use challenges to ensure all areas of the curriculum are covered and the children continue to progress through the National Curriculum programmes of study. Whilst it will not be possible for parents to recreate the environment we have in school at home, we will set challenges using kitchen cupboard resources and things they will have around the house to keep this style of learning going.

	Monday	Tuesday	Wednesday	Thursday	Friday
9 - 9:30am	Independent Activities (Reading/Learn Its) or Body Coach (Joe Wicks)				
9:30 - 9:45am	Registration and Welcome - where we will ensure the children know what to do with their independent challenges.				
9:45 - 10:05am	Y2 Phonics/SPAG in two groups with Mrs Jessop or Mrs Jones Y1 Independent Activities (Reading/Learn Its/SPAG & Phonics Independent tasks)				
10:05am - 10:25 am	Y1 Phonics/SPAG with Mrs Jessop or Mrs Jones Y2 Independent Activities (Reading/Learn Its/SPAG & Phonics Independent tasks)				
10:25am - 11am	Break				
11am - 11:45am	English/maths: Y1 Mrs Jones Classroom & Y2 Acorns Classroom			Catch up & feedback time	
11:45 - 12:45	Lunch				
12:45 - 1:15pm	Registration and Challenge Chat where we will go through the challenges and how the children can record their learning				
1:15 - 2:30pm	1pm Coach Matty	Challenges	Forest school	Challenges & Independent	
2:30pm - 3pm	2:30pm Mrs Neal RE	2:30pm End of Day Chat- where children can share their work and will be offered feedback.			



**Oaks remote learning and timetable:** In LKS2 the children have their own chromebooks and are developing confidence with using google classroom to both access and share work with their teacher. They have access to their Oaks classroom with some children having access to the top secret classroom for small groups or one to one work. The children are already confident using spelling frame and timetable rockstars to enhance their learning. To enable the children to be independent the lessons have been planned so each one starts at half past the hour to help them remember when to log in. All lessons start live and children are also given feedback live as and when possible, where live feedback isn't possible, work is marked timely and returned to children so they always receive feedback on their work.

	MON	TUE	WED	THUR	FRI
8:45-9:30 This will be independent	Independent time for <ul style="list-style-type: none"> <li>• Spelling frame tiles</li> <li>• TTR</li> </ul>	Independent time for <ul style="list-style-type: none"> <li>• Spelling frame tiles</li> <li>• TTR</li> </ul>	Independent time for <ul style="list-style-type: none"> <li>• Spelling frame tiles</li> <li>• TTR</li> </ul>	Independent time for <ul style="list-style-type: none"> <li>• Spelling frame tiles</li> <li>• TTR</li> </ul>	Independent time for <ul style="list-style-type: none"> <li>• Spelling frame tiles</li> <li>• TTR</li> </ul>
9:30	Oaks classroom for English lesson				
10.15-10.30	BREAK				
10.30	Oaks classroom for maths lesson				
11:30- 11.45	Story before lunch				
11:45-1:30	LUNCH				
1.30	RE	Forest school afternoon	Afternoon lesson	Afternoon lesson	Afternoon lesson
2.00			Afternoon lesson	Afternoon lesson	Afternoon lesson
2.30	PE		Opportunity for children to share work and receive feedback	Opportunity for children to share work and receive feedback	Opportunity for children to share work and receive feedback



**Mighty Oaks remote learning and timetable:** In UKS2 the children have their own chromebooks and are now confident using google classroom to both access and share work with their teacher. They have access to classroom's for each subject. The children are already confident using, spelling frame, read theory and timetable rockstars to enhance their learning. Though using the google classroom they can not only submit the work but also the teacher can offer feedback and advice via meets, written comments and suggestions for edits or voice notes, ensuring the learning is accessible to all. Children are also used to live marking with the teacher accessing the work they are working on and suggesting edits. During the longer afternoon sessions there will be breaks for the children, especially when the lesson involves a lot of screen time.

	MON	TUE	WED	THUR	FRI
8:45-9:30 This will be independent	Spelling Frame Read theory Handwriting Task	Spelling TTR Handwriting Task	Spelling Frame Read theory Handwriting Task	Spelling TTR Handwriting Task	Reading feedback.
9:30- 10:30	English classroom for lesson	Maths classroom for lesson	English classroom for lesson	Maths classroom for lesson	English classroom for lesson
10:30-10:50	break	break	break	break	break
10:50-11:45	English classroom for lesson	Maths classroom for lesson	English classroom for lesson	Maths classroom for lesson	English classroom for lesson
11:45-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-3.15	Forest school	Afternoon lesson with screen breaks and short French session.	RE with Mrs Neal break PE with Coach Matty	Afternoon lesson with screen breaks and Collective worship	Afternoon lesson with screen breaks and pits and peaks of the week



In conclusion, we can make remote learning work following the above plans. Do we think it will be as successful as learning in class? of course not, being able to see everything a child is doing, knowing that they need some support because of how they are chewing their pencil or the ways their feet start to tap when they're not sure what to do. Looking at their little faces on a screen, will never be the same as being together BUT this is all out of our control - what we can control is:

- Making sure we see them everyday and know that they are OK.
- Keep them learning using the technology that we are fortunate to have available.
- Work with parents to support the children to learn independently so that parents can work or have a break (or even go to the loo without being followed).
- Give them a routine and structure to follow to avoid days and nights merging into one another.
- Give them time, value what they do and show we care.

### *Mrs Cooper's little disclaimer*

*If you are reading this as one of our Grayrigg Parents or a professional, enjoy BUT if you are reading as a parent from another school please do not compare. Although all schools are in the same situation, we do not all have the same resources and as a small school I am aware this is easier (not easy but easier) to manage. We were fortunate to have invested in devices in September 2019 (before we knew this would happen) and further devices in September 2020.*