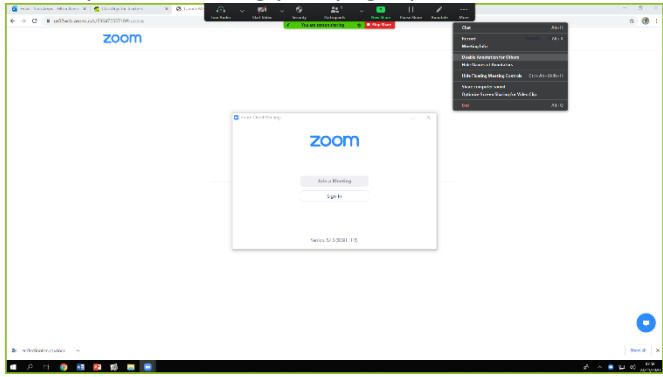


| Year groups | Morning | Afternoon |
|-------------|---|---|
| EYFS/KS1 | <p>Teaching pre-recorded videos to be uploaded daily to Dojo for RWI, Mathematicians and Author – Writer. Use RWI premade phonics videos from website where possible.</p> <p>Zoom expectations: Daily introduction at 9:30 to say hello, go through the timetable and <i>your</i> normal morning routines e.g. Day of the week, date, weather etc. and talk through the day.</p> | <ul style="list-style-type: none"> - Teaching pre-recorded video to be uploaded daily for Enquiry (re-cap the big question, share the small question and explain the task) - Real PE sessions - Oak Academy Music lesson - PSHE lesson (not compulsory in EYFS due to nature of the curriculum) - Year 2: spelling sessions should be in line with the spelling planning. The flipcharts need to be clear enough for a parent/carer to follow at home. <p>Zoom expectations:</p> <ul style="list-style-type: none"> • Story time at the end of the day either by video or Zoom. • Zoom on a Friday afternoon to reflect on the week, share successes and think about the week ahead. This is a good chance to boost wellbeing through some more informal conversations. <p>On your Dojo feed at the end of the day: Award a Golden Ticket Share examples of good work – if you can be specific this works well in encouraging other learners and providing positive feedback, e.g. “Sam had a fantastic pencil grip in his author-writer session today”.</p> <ul style="list-style-type: none"> • Videos and posts should provide top tips to support parents with ideas/thoughts for children who are reluctant to engage in school work at home, e.g. using objects around the house to show learning. • Children are required to submit their work to Dojo, where possible, and this should be celebrated and acknowledged (this can be a “like”). There should be time set aside for feedback, either as a whole class, small group or 1-1. This can be done at any point in the day, including the morning Zoom. • Children should be heard read over Zoom on a rotational basis by the class teacher and/or teaching assistant. Examples of how this has worked well: provide learners with a ten-minute time slot, start the day with everyone reading in class whilst a child is heard read (if they are happy to do this), use the Waiting Room on Zoom or provide 5 children with an hour Zoom slot to come onto the Zoom when they can in that hour to be heard read. Please keep a note of who is heard read each day. • Give parents/carers advance notice of any resources they might need and provide alternatives should families not have the resources required. |

| Year groups | Morning | Afternoon |
|---|--|--|
| Year 3 - 6 | <p>A live Zoom input is required for:</p> <ul style="list-style-type: none"> • Author-Reader (following the school’s reading planning) • Author-Writer (following the circle unit plan) • Mathematician (to include flashback 4 and follow the White Rose Small Steps) • Whole class feedback <p>The Zoom needs to stay active so that if children require additional help then they are able to ask the teacher for support. The Teacher should then bring the learning together at the end of the lesson and share key points with the class.</p> | <ul style="list-style-type: none"> • Teaching pre-recorded video to be uploaded for every Enquiry session (re-cap the big question, share the small question and explain the task) • Spelling sessions: should be in line with the spelling planning. The flipcharts need to be clear enough for a parent/carer to follow at home. • Real PE sessions • Oak Academy Music lesson • PSHE lesson <p>Zoom on a Friday afternoon to reflect on the week, share successes and think about the week ahead. This is a good chance to boost wellbeing through some more informal conversations.</p> <p>On your Dojo feed at the end of the day: Award a Golden Ticket Share examples of good work</p> <p>You may also want to do: A story time at the end of the day either by video or Zoom.</p> |
| <ul style="list-style-type: none"> • Children are required to submit their work to Dojo, where possible, and this should be celebrated and acknowledged (this can be a “like”). There should be time set aside for feedback, either as a whole class, small group or 1-1. This can be done at any point of the day. • Consider how you can support learners and how you could incorporate 1-1 reading, pre-teaching and conferencing to support their progress across the curriculum. Examples of how this has worked well: provide learners with a ten-minute time slot, start the day with everyone reading in class whilst a child is heard read (if they are happy to do this), use the Waiting Room on Zoom or provide 5 children with an hour Zoom slot to come onto the Zoom when they can in that hour to be heard read. Please keep a note of who is heard read each day. • Give parents/carers advance notice of any resources they might need and provide alternatives should families not have the resources required. | | |

| Key Information | |
|----------------------------------|---|
| Timetables | You will need to continue to post an overview of Home Learning on a Monday morning. The school day will start for all children at 8:45am, with the register closing at 9am and sessions starting straight after (where live lessons are taking place). Please include the learning objective (big question and small question in enquiry), plus a brief sentence explaining the session. |
| Children in school | Children in school will be accessing the remote learning. The teacher's lessons they will access will be rotated weekly. If you are in a year group where there is more than one bubble, you will rotate Zooming into the bubble on a week on/week off basis. |
| Break Times | Leave the Zoom running so that the children can talk. You can turn your camera and microphone off to ensure you also get a break. The government advise that children should be exercising daily. Please suggest that children may want to do some Cosmic Yoga or follow a short exercise video through YouTube on the days they do not have Real PE sessions. |
| Zoom Links | Set one Zoom code for the week and post this as an event on Dojo. This will make it easier for children logging on and off meetings. It will also help parents in supporting them. Set up your Zoom link as an event on Dojo, this will pin to the side of the page making it easy to find for children. Change the password to your class name e.g. oakisthebest |
| Disabling annotations | When you are sharing your page, you can click on 'More' (on the toolbar) and click on 'disable annotation for others.'  <p>Write in pen when modelling, so it is more visible from further away.</p> |
| Attendance and Engagement | Ensure that you take a register every day via Dojo and keep a record of this. Update the attendance spreadsheet on a Friday for red children (those with no engagement) and amber children (less than 3 Zooms a week and no work submitted). Phase leaders will then look at this document on a Monday. If you are aware that a child does not have access to technology at home, please inform the Phase Leader as soon as possible and we will organise this for them. |
| PPA | All PPA should be taken as normal with the class set activities to complete during the afternoon. |
| Learners with SEND | Learners with SEND who are not accessing the year group's curriculum should be given appropriate work. This can be assigned to them through Dojo and supported with differentiated physical home learning resources. |

The DfE Remote Education Expectations (published January 2021)

In developing their remote education, we 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
- 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
- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.