



Hollymount School

Remote Learning

Strategy

Issue Date	Autumn Term 2020	Review Date:	Autumn 2022
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Purpose of Strategy

Hollymount School is committed to the continued provision of a varied and engaging education, including strong pastoral support, in the event of full or partial school closure. This strategy summarises how this provision will take place, so that there are consistent and well-understood expectations of the level of support that will be provided for all concerned. The intended outcome is to support all pupils, and to maximise pupil learning, following the curriculum and remaining safe and happy at home and at school.

The strategy is for the whole school community: leaders, staff, parents and pupils.

This is a new and evolving strategy that will be regularly reviewed and updated if there is a perceived benefit to the school community. **This strategy was reviewed on 13.1.2021 with input from children, staff and parents.**

Rationale for Remote Learning Strategy

This strategy has used the evidence assessment provided by the Education Endowment Foundation's (EEF) 'Remote Learning: Rapid Evidence Assessment' paper produced April 2020. The key findings from this paper are:

1. Teaching quality is more important than how lessons are delivered

Pupils can learn through remote teaching.

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching"). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning and how pupils' understanding is subsequently assessed.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.

In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes. Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4. Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.

For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.

Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. Different approaches to remote learning suit different tasks and types of content

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils. For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.



Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

There are three different scenarios when remote learning will be required:

1. Whole Class/Bubble Required to Self-Isolate for a Significant Period of Time
2. Single Child or Small Group of Children Required to Self-Isolate for a Significant Period of Time
3. Child Required to Self-Isolate due to waiting for COVID19 test results.

The different strategies are outlined in this document.

Responsibilities

Head Teacher

The Head Teacher is responsible for monitoring the implementation of the strategy and evaluate the effectiveness of it. This will involve the SLT and Governors.

Class Teachers

The Class Teachers are responsible for implementing the strategy and expected to be involved in the review process.

Pastoral Care of Pupils

Learning from home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations, and possible illness in the family. We appreciate the huge role that parents will be playing and encourage families to structure the day to give balance, variety and a sense of purpose. Parents can play a key role in helping pupils adhere to a routine, and the amount of support will vary depending on the age and personality of the child. Time should be made for regular breaks, exercise, pursuing other interests (safely within the current social distancing guidelines) and connecting virtually with friends and relatives.

Hollymount School will also continue to provide a strong sense of pastoral support during the period of closure. Guidance will be offered to parents on supporting their children with remote learning. The school's pastoral support system will also provide resources for parents to support their own and their children's mental and emotional wellness, in addition to ensuring our most vulnerable students will continue to receive focused pastoral support. This will involve regular contact via phone or email. The regularity of the contact will be dependent on the needs and vulnerability of the family/child.

Teaching and Learning

The quality of learning is at the heart of our strategy and should always take precedence over the method or delivery platform. Learning needs to come from both individual and group effort, with some opportunity for a teacher to assess and give feedback to each pupil. Remote Learning allows for flexibility for teachers to set tasks of varying lengths, as appropriate to the subject and year group, and for parents and pupils to organise their days as befits their personal circumstances and learning styles. The school will provide advice on how to organise the day but will be clear with parents that the priority must be the children's emotional and health wellbeing. Daily Learning, will be set by teachers by 9am each day (during term time) on the school's Virtual School. Teachers must upload their Daily Learning to the myUSO by 3pm the previous day (by 3pm on Friday for Monday's learning). Learning will be set on a pro-forma to ensure consistency across the school (Appendix D). The Virtual School is a password protected section on the school's website. The Virtual School will continue to evolve to meet the needs of the children, staff and parents. See Appendix A to see the year group expectations of learning set.

Whole Class/Bubble Self-Isolating for a Significant Period of Time

Continuity of Education



It is recognised that children's education will need to continue if there is a national, local or school lockdown or closure. As such, this strategy ensures that the school can provide immediate remote education. The school will follow the White Rose maths medium term plans in and out of school so that children can access the next lesson at home if there is an immediate closure of the school or bubble. The school has a coherent literacy progression plan so that children can continue to receive high quality and school appropriate learning. Teachers have prepared the first week of Literacy and other subject lessons so that children will receive learning immediately following a lockdown. FSU have prepared a week's worth of learning. Teacher will have prepared 1 day of maths activities (e.g. an investigation or standalone lesson) and then will set maths learning based on where the class was in the curriculum.

Daily Maths

Nursery set maths activities that can be completed over the week. Most activities will be games based activities.

Reception set a daily maths activity using White Rose representations and visuals, as well as an extension task. Year 1 – 6 follow the White Rose medium term and daily plans. A warm up recaps previous learning or supports that day's learning. Children watch a White Rose teaching video and complete a number of questions to embed their understanding. An extension activity challenges children that have secured the daily learning.

Phonics

Nursery receive phonics activities to complete over the week. Most activities will be games based. Reception receive a daily phonics activity that may include reading and writing activities. They also receive 3 recorded phonics sessions each week. Year 1 are set a phonics lesson from the Wandle English Hub Letter and Sounds each day. Year 2 set 1 or 2 recorded phonics/spelling sessions each week.

Daily Literacy

Year 1 – 6 receive a daily literacy activity. This follows a three staged writing journey (Immersion, Skills, Writing) however, the stages will vary in length depending on the genre, year group and outcome expectation. The learning will be set on the pro-forma, however this will be accompanied by a voiced over PowerPoint, a video of modelled writing or pre-recorded instructions. The teacher will decide which approach is suitable for different types of tasks and outcomes.

Children are expected to read every day and complete their reading diaries. Teachers will also set comprehension questions during each genre and children without access to books can access free e-books through the Oxford Owl website.

Foundation Subjects

Nursery are set one or two other activities to complete over the week. These activities will be linked to the EYFS Framework. Reception set an additional activity each day that is linked to their topic and meets the requirements of the EYFS Framework. Years 1 – 6 set another activity each day from these subjects: Geography, History, Art, DT, Drama, PE, PSHE, Music, French. This activity will follow the school's curriculum. **This may be accompanied by a voiced over PowerPoint.**

Feedback

Nursery receive feedback as a class during the Friday live meeting.

Reception receive feedback based on the photo of their learning that they upload each week onto Tapestry.



Year 1 – 6 submit 2 pieces of learning each week via the J2E app. The class teacher will provide feedback on these pieces of learning. Whole class feedback will also be provided on Wednesday during the live meetings.

Children are expected to upload their learning as and when directed so that they receive feedback. They are expected to complete the learning to their best ability.

Inclusive Learning

We are mindful of the fact that many children and young people live in households with no, or limited, access to the internet or to the technology required to make use of online resources. Even in households with full internet access, the number of suitable online capable devices may be insufficient at any one time to meet the demands of home-working adults and children attempting to access educational materials or live learning sessions. Some families will find it difficult to balance competing demands with schoolwork, and families with children in the Early Years Foundation Stage will spend more time interacting with and supervising children. The needs of some students with EHCPs and SEND who are not attending school may also make live learning inappropriate. The school will aim for the learning to be personalised to the children of Hollymount, of a high quality and accessible by all. Daily Live teaching would disadvantage those families that do not have access to online capable devices or the most vulnerable children. Those families that do not have access to the internet will be provided with school iPads or Chrome Books so that they have an equal access to education. The school has already identified families that will require additional internet resources; senior Leaders will consider the different situations families and staff are in when deciding on changing the remote learning and live lesson strategy. The disadvantaged, vulnerable and children with EHCPs will take priority when making these decisions.

All children in Reception will receive a whiteboard and whiteboard pen so that they are able to join in with the recorded phonics lessons.

Wellbeing

Parents won't want children on screens all day and a '#Digital5aDay' approach is key to the presentation of learning. Promoting offline activities is essential and reminders of daily physical activity. <https://www.childrenscommissioner.gov.uk/our-work/digital/5-a-day/>

Based on his [research](#), Professor Stephen Hepple makes some useful suggestions about optimising the physical home working space and making it the very best it can be to keep home workers/learners environment bright, engaged, clever and productive.

There is a Mental Health and Wellbeing page, as well as a PE page, on the Virtual School for children and parents to access activities and resources to support them physically and mentally.

Staff are aware of, and will contact if necessary, those families that need further support.

Enrichment Activities

For many this will be an opportunity to spend more quality family time together, and we encourage families to enjoy cooking and eating together, and using this period of home education to pursue any particular shared interests, whether that be watching films, going for a run, playing games, learning a new skill, practising an instrument or doing some art-work.

All pupils are encouraged to use the time to read every day. This has many benefits, including a break from screens and a personal space to unwind when cooped up indoors.

Furthermore, we would encourage pupils to do more domestic jobs to help their household. For some this may simply be doing more daily chores; others may want to run errands or write letters for isolated relatives. Helping others is an effective way to achieve a sense of purpose and fulfilment.



The school will provide additional enrichment activities for the whole school community such as Friday assemblies, Family Quiz Nights, Story Time and Theme Day/Week activities. There will be an emphasis on ensuring the Hollymount Community remains cohesive and bonded.

Live Lessons and Meetings

Principles

- Real-time or 'live' lessons with a member of staff can be beneficial, not least in providing structure and points of contact for certain pupils during the week.
- At the same time, effective learning can take place through other kinds of set learning and 'interactive' lessons that are not delivered 'live'.
- High quality Daily Learning is more effective than poor quality live teaching.
- Live lessons can disadvantage the already disadvantaged.

The school, where possible, will not conduct live lessons with pupils. This is due to it being problematic in some ways. Schools should consider approaches that best suit the needs of their pupils and staff. However, it is recognised that live teaching may be beneficial and appropriate for a small number of children at Hollymount, such as children with EHCPs or require access to the school ELSAs.

Children will be invited to attend meetings with their class teachers via Microsoft Teams in order to provide peer interaction, feedback on learning and a sense of belonging, as listed below:

FSU

Monday: Introduction to the weeks learning

Wednesday: Guided Reading (2 x groups of 15)

Friday: Celebration of learning

Years 1 - 6

Monday: Introduction to the weeks' learning

Tuesday: Guided Reading

Wednesday: Whole class feedback on learning

Thursday: Guided Reading

Friday: Celebration of learning

See Appendix E for year group timings on meetings.

The school has clear procedures in place to ensure the safety of children and staff during live sessions. (Appendix B and C)

Practice

- Live sessions may be appropriate for vulnerable children or those with an EHCP. The school, in partnership with the parents/carers, will determine whether or not live sessions are appropriate and necessary.
- Hollymount School will not change their strategy based on another school's strategy but on what they believe it in the best interest of the child and the staff.
- Teachers, pupils and parents will all need to show some flexibility and consideration of each other's home circumstances.

Children with SEND

Children on the SEND register or with an EHCP will receive differentiated learning if necessary. This will be dependent on the child's needs and requirements. The class teacher should be in regular contact with parents to ensure the pupil is accessing the learning provided. Children with an LSA will receive regular 1:1 live teaching if appropriate. Children



that receive specialist support will continue to receive this via online sessions and this will be organised by the Inclusion Leader. The Inclusion Leader will regularly check in with class teachers and parents to ensure all children on the SEND register are receiving learning that is appropriate to their needs and levels.

Contingency Plan

It is impossible to plan for all eventualities. However, there are some possible scenarios that the school can expect.

- Appendix F for contingency plan if Maria Halpin is unable to complete her work.
- If one teacher is unable to work, their partner teacher is expected, with the support of the LT, to produce the learning for both classes in the year.
- If both class teachers within a year are unable to work, the children will continue to access the maths learning via White Rose website and a standalone English unit will be produced if possible. If not, the Oak National Academy literacy lesson will be used. The HT and phase leader will lead on this.
- TAs may be expected to produce remote learning with the support of the LT.

Single Child or Small Group of Children Required to Self-Isolate for a Significant Period of Time

There will be times when a single child or a small group of children may be required to self-isolate due to a household members testing positive for COVID-19 or a small number of contacts in school. If this is the case, the class teacher will be in school teaching the remaining children in their class. Due to this, they will not be able to provide the full Virtual School Provision. Appendix H gives an overview of the provision the children can access at home.

Live Lessons

In addition to the resources outlined in appendix H, the children will be invited to attend live streamed lessons via Microsoft Teams. If appropriate, a literacy lesson will be live streamed daily. The teacher will share the Microsoft Teams link with the parent and upload resources to the child's USO MyDrive. Parents must complete the consent form via the Parent App before the child can attend the first live lesson.

Child Required to Self-Isolate due to waiting for COVID19 test results.

Children that are waiting for test results, should access the provision as outlined in appendix H. It is likely that they will receive their test result within 48 hours and either return to school or receive the provision as outlined above.



Appendix A

Remote Learning Expectations Whole Class/Bubble Self-Isolating for a Significant Period of Time

	Set Learning Accessed through the password protected Virtual School. Daily Learning uploaded by 9am that day.	Live Meetings Live teaching/meetings held via Microsoft Teams.	Feedback Submitted through the J2E homework submission app.
Nursery	Weekly – a bank of activities for parents to do with their children over the week in phonics, maths and topic. Including a recorded phonics lesson and story of the week.	Monday – 15 minutes – what’s our weekly learning about? Wednesday – 15 minutes (groups of 15) Guided Reading Friday – 15 minutes – feedback from children/parents about weekly learning. Celebration of work. (Separate meetings for Acorns and Conkers)	Parents complete observation slips and return these to school when school reopens.
Reception	Daily Phonics, Maths and Topic Learning. 3 x Recorded Phonics Lessons (phase 2/3)	Monday – 15 minutes – what’s our weekly learning about? Wednesday – 15 minutes (groups of 15) Guided Reading Friday – 15 minutes - How did our weekly learning go? Celebration of work.	1 photo of a child’s board and written sentence submitted per week on Tapestry – teacher to comment on the child’s writing and use of sentence basics. Parents complete observations on Tapestry.
Key Stage 1	Daily Maths, Literacy and Other. Year 1: Daily Phonics lessons Year 2: 1-2 Recorded Phonics/Spelling lessons a week.	Monday – 15 minutes – what’s our weekly learning about? Tuesday - 15 minutes (groups of 15) Guided Reading Wednesday - 15 minutes- whole class feedback and answer any questions. Thursday - 15 minutes (groups of 15) Guided Reading Friday – 15 minutes - How did our weekly learning go? Celebration of work.	2 pieces to be submitted each week in total. Feedback provided by teacher via J2E Homework.
Key Stage 2	Daily Maths, Literacy and Other	Monday – 20 minutes – what’s our weekly learning about? Tuesday - 20 minutes- Guided Reading Wednesday - 20 minutes- whole class feedback and answer any questions. Thursday - 20 minutes- Guided Reading Friday – 20 minutes - How did our weekly learning go? Celebration of work.	2 pieces to be submitted each week in total. Feedback provided by teacher via J2E Homework.



Appendix B

Guidance for Live Sessions

The purpose of this guidance is to support effective remote pastoral care, and remote teaching and learning at Hollymount School, during a period of school closure. It aims to set out the expectations of staff, parents and pupils, with attention to the important considerations of safeguarding, GDPR and the maintaining of professional standards. In developing this guidance, the School has referred to the Acceptable Use Strategy and our Safeguarding and Child Protection Strategy.

If any safeguarding concerns arise during video conferencing, the School Safeguarding Children Strategy must be followed and the Designated Safeguarding Lead informed

School Leaders:

- Remind all staff of safeguarding and child protection strategy and procedures.
- Check that everyone is able to contact your nominated child protection lead and deputy if they have any concerns about a child. This may be because:
 - a staff member sees or hears something worrying during an online lesson;
 - a child discloses abuse during communication with a staff member.
- Make sure parents, carers and children understand the benefits and risks of online lessons and get written consent for children to be involved (via Parent App).
- Has your admin audited the settings first (who can chat? who can start a stream? who can join?) This should include a check of the privacy settings.
- Ensure that all members of the Senior Leadership Team are invited to every session, to facilitate 'drop ins'. The purpose of 'drop ins' is to oversee the safeguarding of pupils and to monitor the successes and draw backs of video conferencing. It is not to routinely monitor the quality of teaching.

Parents/Carers:

- Parental approval must be given before pupils may participate in online video conferences. (Please see Appendix C).
- Lessons will only take place during school hours.
- Video lessons will not be recorded by the teacher, pupil or parent/carer.
- Please identify a suitable location for your child to use for the video lesson/meeting, for example a living room or dining area.
- Parents should ensure that as far as possible distractions are removed and there is quiet. Background noise adversely affects the experience for all participants.
- Parents should make every effort to support lessons/meetings delivered in this way by ensuring their child is suitable dressed, prepared and ready to learn.
- Parents should familiarise themselves with the expectations on pupils in this guidance and ensure their child adheres to them.
- Parents are responsible for ensuring that the privacy of other family members is maintained during video sessions.



- Parents must be in the room during the lessons/meetings.
- The teacher has the right to end the lesson/meetings at any point.
- Parents/Carers are responsible for the child's online safeguarding during the live lesson/meeting.
- Remember, pupils are expected to present themselves and behave appropriately. High standards of behaviour are expected for online learning sessions just as they are in the classroom.

Teachers:

- Ensure that only pupils who have received parental approval to participate in online video conferences.
- Inform the parents when the sessions will take place. This should be done at least 24 hours prior to the lesson.
- Lessons/meetings will only take place during school hours.
- Only use a school approved video conferencing platform (Microsoft Teams).
- Only use the platform with their school provided account.
- Contact parents and pupils through school email only.
- Invite a member of the Senior Leadership Team to every session, to support 'drop ins'.
- Keep a log of everything - what, when, with whom and anything that went wrong using the DigiSafe log book.
- There must be at least two staff members in the lesson/meeting.
- Video lessons will not be recorded by the teacher, pupil or parent/carer.
- Parents/Carers are responsible for the child's online safeguarding during the live lesson.
- Do not use the 'record' option and ensure pupils do not have the option to record. Pupils need to understand that recording or screenshotting the sessions is not permitted.
- Teachers must conduct sessions in a professional manner, including being suitably attired during online sessions and ensuring they are broadcast from an appropriate location.
- Preparation
 - Where possible, webcams/video cameras should be used against a neutral background, with the light source directed towards the instructor's face.
 - A clear background free from distractions or unwanted imagery and personal items or information.
 - The camera angle is straight ahead and stable.
 - A strong Wi-Fi connection to ensure quality video and audio. A wired connection may need to be considered.
 - Ensure you will not be interrupted – especially loudly or embarrassingly.
 - Be aware you are visible at all times – easily forgotten on video calls.
 - Resources are ready to be shared when required – rather than having to hunt for them on the desktop to share.
- The teacher has the right to end the lesson/meeting at any point.



- At the end of a session the teacher must advise all students to leave the session and when all students have left the meeting, the teacher can then end the video conferencing session and terminate the meeting.

Pupils:

- Treat your video conference as you would a lesson/meeting. Be on time and be prepared.
- Use the bathroom and eat before (not during) your session.
- Be ready to learn and make sure you have class resources, pen, paper or a musical instrument, etc., at hand.
- Make sure you are in a suitable location; your device is charged (or plugged in) and that you are suitably dressed prior to the beginning of each scheduled video conference.
- A parent/carer must be in the room with you during the lesson/meeting.
- Video lessons will not be recorded by the teacher, pupil or parent/carer.
- Keep your device on a secure surface, such as a table.
- Check your camera and microphone are working prior to the start of the lesson/meeting.
- Remember to behave as you would in school.
- Chat functions should be used to ask questions and to answer the teacher's questions.
- Please use chat functions responsibly and as directed by the teacher.
- Raise your hand if you have a question and use hand gestures to show understanding such as thumbs up.
- Listen and focus on the lesson and learn.
- The teacher has the right to end the lesson at any point.
- Avoid distractions such as mobile phones, etc.
- Respect your teacher, your fellow learners and yourself by doing your best just as you would in class.
- Remember the school is putting these lessons/meetings on for your benefit but not everyone who tries to contact you online has your interests at heart. If you have any worries or concerns about something you have seen or heard online, please speak to your parents or contact your teacher.



Appendix C

Video Conferencing Parent Agreement

Remote Learning and Live Lesson Strategy require parents to read, understand and agree to the Remote Learning Strategy. This strategy is to be used in conjunction with the general Acceptable Use Strategy.

I agree for my child _____ to take part in video conferencing, using the guidance outlined within the school's Remote Learning strategy.

Name: _____ (Parent/Carer)

Signed: _____

Date: _____

Appendix D



Daily Learning

Year:

Date:

Maths

Warm Up:

Daily Learning: xxxxxx Term Week xx Lesson xx Lesson Title xxxxx (*Link*)

Extension:

Answers:

Daily Learning



Year:

Date:

Daily Reading

Xxx minutes a day: record this in your reading diary.

Literacy

Warm Up:

Daily Learning:

Extension:

Daily Learning

Year:

Date:



Other:

Nursery Weekly Home Learning– WK Beg
Topic—xxxx



Literacy—Phonics



Literacy—Phonics



Literacy—Phonics



Literacy—Phonics



Today's Maths Learning—DATE XXX



Appendix E

Live meeting timetable

Year Group	Live Session Times	
Nursery (M, W, Fr)	8.30am	12.30pm
Reception (M, W, Fr)	12.00pm	
Year 1 (M-F)	10.00am	
Year 2 (M-F)	10.30am	



Year 3 (M-F)	11.00am
Year 4 (M-F)	11.30am
Year 5 (M-F)	9.30am
Year 6 (M-F)	9.00am

Appendix F

Contingency Plan for Computing and ICT at Hollymount

The below is a plan in place in case Maria Halpin is unable to complete her duties

Communication with parents
<ul style="list-style-type: none">• Office staff working in school to respond to info@hollymount.org emails. SB to communicate any changes due to MH being off through the Parent App.• SB to monitor school twitter account.
Virtual School
<ul style="list-style-type: none">• Teachers email the Daily Learning directly to parent reps by 8.30am the day it is to be completed.• Teachers will not be able to insert videos of themselves into the Daily Learning.• Private You Tube account set up to share videos including Friday assemblies and story times. The number of videos will be reduced and teachers must give permission for their image being used on the private You Tube account. SB to inform parents of the change and only to send photos of their children's learning if they give permission for it to be on a private You Tube account.
Management of ICT at school
<ul style="list-style-type: none">• AJ/SB to oversee ICT resources at school.• AJ/SB to liaise with ICT support if and when needed. SB to work alongside another member of staff that could be the point of contact for staff.



Appendix G

Teacher log of remote learning lesson contacts and issues

Staff or volunteer name	Other staff present (if a live video, stream or chat)	Name of class, group or individual	Time and frequency (e.g. weekly on Tuesday at 10am or specific date)	Scheduled (Y/N)	Platform used	Issues, worries, concerns (technical, safeguarding, DP or other) and general trends.

Appendix H



Provision for children that are self-isolating

If your child is self-isolating at home, they can complete the learning below. If they are feeling unwell, they are not expected to complete the learning and should rest. If your child does not have access to an iPad, laptop or computer at home, please inform the school.

Learning	Website links- click on the correct link to access the learning.
<u>Nursery</u> <ul style="list-style-type: none">• Number Blocks and Alpha blocks on CBeebies.• Rhyme/text/sound of the week will be emailed home for the child to practice.• You will receive a phone call after your child has been off for two days and ongoing if necessary. This is to answer any questions, check on the child's wellbeing and offer any support.	Number Blocks Alpha Block
<u>Reception</u> <ul style="list-style-type: none">• Complete the daily Literacy and Numeracy learning found on the Oak National Academy• Sounds/tricky words will be emailed home.• The phonic sounds being taught will be emailed home- you may also complete the phonics lessons from Letters and Sounds.• Maths coverage emailed home.• Daily Reading.• You will receive a phone call after your child has been off for two days and ongoing if necessary. This is to answer any questions, check on the child's wellbeing and offer any support.	Oak National Academy- Literacy and Maths Phonics Lessons
<u>Year 1</u> <ul style="list-style-type: none">• Complete the relevant daily lesson on White Rose. Watch the video and complete the sheet provided by the class teacher.• Complete the daily Literacy learning found on the Oak National Academy.• The phonics sounds being taught will be emailed home. Find the sound on the Wandle English Hub Letter and Sounds website and watch the lesson or just complete the online daily lesson.• For additional learning, complete the other daily subject lessons (e.g. history, RE, etc) on the Oak National Academy.• Daily Reading.• You will receive a phone call after your child has been off for two days and ongoing if necessary. This is to answer any questions, check on the child's wellbeing and offer any support.	White Rose Maths Lessons Oak National Academy Literacy and Other Subject Lessons Phonics Lessons
<u>Year 2</u>	



<ul style="list-style-type: none">• Complete the relevant daily lesson on White Rose. Watch the video and complete the sheet provided by the class teacher.• Complete the daily Literacy learning found on the Oak National Academy.• Watch the Year 2 Phonics Revision Lessons from the Wandle English Hub.• For additional learning, complete the other daily subject lessons (e.g. history, RE, etc) on the Oak National Academy.• Daily Reading.• You will receive a phone call after your child has been off for two days and ongoing if necessary. This is to answer any questions, check on the child's wellbeing and offer any support.	<p>White Rose Maths Lessons</p> <p>Oak National Academy Literacy and Other Subject Lessons</p> <p>Phonics Lessons (Watch the daily lesson)</p>
<p>KS2</p> <ul style="list-style-type: none">• Complete the relevant daily lesson on White Rose. Watch the video and complete the sheet provided by the class teacher.• Complete the daily Literacy learning found on the Oak National Academy.• For additional learning, complete the other daily subject lessons (e.g. history, RE, etc) on the Oak National Academy.• Daily Reading.• You will receive a phone call after your child has been off for two days and ongoing if necessary. This is to answer any questions, check on the child's wellbeing and offer any support.	<p>White Rose Maths Lessons (Click on the correct Year Group)</p> <p>Oak National Academy Literacy and Other Subject Lessons (Click on the correct Year Group)</p>



