



St. John's Church of England Academy

Remote Learning Policy

Guidance and Expectations for Staff



Updated 08.01.21



Remote Learning—Guidance and Expectations

In the event of a partial school closure— for example, as a result of a National Lockdown:

If we are advised by Public Health England or the government to close the school, with the exception of vulnerable children and children of critical workers:

1. SLT will contact parents of that year group— Children will remain in the classroom until collection via outside classroom doors
2. Staff will prepare paper packs including:
 - Day 1 pack of 'Home Learning' for English and Maths
 - Any resources already prepared for future lessons
 - Maths, English, Science, RWI Spelling and R.E. books for each child— with the 'My Learning at home' sheet glued into the next available page.
 - Logins for Seesaw and all other logins needed at home
3. Staff will prepare equipment packs for each child
4. All of the above will be delivered to all children by staff as soon as possible

'Remote Learning Protocol'

The first day of whole class remote learning: Children to complete Year group specific packs. Teachers to schedule an announcement on Seesaw, explaining to the children the expectations for learning on that day.

During this day, teachers will have the full day to plan and prepare for remote learning, following the guidance set out below and on the subsequent pages.

From Day 2 of whole class remote learning: Class teachers will follow a full timetable as identified below:

	Collective Worship	Lesson 1		Lesson 2	12pm-1.30	Lesson 3	Lesson 4	Storytime
Monday	Worship	Maths	B	English	L	Phonics	Wider Curriculum Learning (RE)	Story
Tuesday	Worship	Maths	R	English	U	Phonics	Wider Curriculum Learning	Story
Wednesday	Worship	Maths	E	English	N	Phonics	Wider Curriculum Learning	Story
Thursday	RHE	Maths	A	English	C	Phonics	Wider Curriculum Learning (Music)	Story
Friday	Celebration Worship	Maths	K	English	H	PE		Story

	Collective Worship	Lesson 1		Lesson 2	12pm-1.30	Lesson 3	Lesson 4	Storytime
Monday	Worship	Maths	B	English	L	Spelling	RE	Story
Tuesday	Worship	Maths	R	English	U	Spelling	Science	Story
Wednesday	Worship	Maths	E	English	N	Spelling	Topic	Story
Thursday	RHE	Maths	A	English	C	Music	Computing	Story
Friday	Celebration Worship	Maths	K	English	H	PE		Story

	Collective Worship	Lesson 1		Lesson 2	12pm-1.30	Lesson 3	Lesson 4	Storytime
Monday	Worship	Maths	B	English	L	Year 1- Phonics Year 2- Spelling	RE	Story
Tuesday	Worship	Maths	R	English	U	Year 1- Phonics Year 2- Spelling	Science	Story
Wednesday	Worship	Maths	E	English	N	Year 1- Phonics Year 2- Spelling	Topic	Story
Thursday	RHE	Maths	A	English	C	Music	Computing	Story
Friday	Celebration Worship	Maths	K	English	H	PE		Story



Remote Learning—Guidance and Expectations

In the event of a partial school closure— for example, as a result of a National Lockdown:

Expectations for uploading lessons onto Seesaw

1. Seesaw to be used to upload every lesson taught remotely
2. All lessons must be scheduled for 9am each day

The class timetable must be scheduled on Seesaw for 9am on each Monday of online 'Remote Learning'.

There must be a video recorded daily announcement from each teacher including a welcome, verbal re-telling of the date and sharing an overview of the daily timetable— Written part to have the long date and typed daily timetable!

3. Activities must be scheduled for every subject including:

*Activity Name in the following format: Subject-Unit Name– Lesson number– Date

*Student Instructions– typed.

*YouTube link to the 'Teams' recording if required– **see the last page of this policy for a step by step guide for filming using Teams.**

*Student template– Add independent learning as PPT PDF (differentiated where appropriate). Be mindful of how children can respond– templates are not to be used for completion, unless absolutely necessary. Speak to SLT if this is the case.

The screenshot shows a Seesaw lesson page for 'Maths - Decimals - Lesson 6 - 23.11.20'. Annotations include:

- Title:** Lesson – Area of learning – lesson number - date
- Date:** 23.11.20
- LO:** To identify equivalent decimals and fractions
- Description of the task:** Task 1: Find pairs of equivalent fractions and decimals and write them into your book like this: 7/10 = 0.7. Task 2: Write the equivalent fractions to these decimals: a) 0.7, b) 0.98, c) 0.5, d) 0.75, e) 0.01.
- Upload your tasks on to PowerPoint slides.** Use multiple slides to make it clear enough. Use different slides for bronze/silver/gold and make sure each level is clearly labelled.
- No student templates to be added if children are completing work in books this needs to be blank so they can send a photo as a response. No student templates to be used electronically unless absolutely necessary.** Speak to SLT if templates are needed.
- The link to your Teams teach is also written in this message.**

Books are to be used for outcomes in English, Maths, Science and R.E. so tasks need to support the outcomes for this. Topic learning must have learning outcomes that can be easily uploaded to Seesaw.

Teachers must ensure any resources are easy and appropriate for children to use.

All other lessons require outcomes submitted onto Seesaw– please see the next page for details of subject-specific outcomes.



Remote Learning—Guidance and Expectations

What will lessons be like during Remote Learning?

Lesson	What will be provided?
Worship	The worship will be a PowerPoint, the same format as what is used in school. It will be scheduled in advance as an activity however, there is no expectation for children to send a detailed response back. Please approve and like any responses. Celebration worship will be pre-recorded and uploaded as an announcement by the Headteacher.
Maths	Teams will be used to film the key skills and main teach on Teams and upload to Youtube as a listed clip For Key Skills , there will be a bronze, silver and gold key skills task. Children must complete one of these. For the Main Teach , there is also a bronze, silver and gold task. Children must also complete one of these. Both will be uploaded to Seesaw as a PDF PowerPoint on the multi-media instructions part of the activity.
English, Science and R.E.	Like Maths, teachers will upload a link to them teaching the lesson and the children will complete the learning in their books. Children will be expected to take photos of their learning and upload to Seesaw. <u>Learning must be scaffolded for SEND children, where appropriate. Teachers to seek advice from SEND-CO for specific amendments. Challenge tasks for higher attainers is expected.</u>
Computing	Teachers will upload the lesson's PowerPoint and any tasks that may need completing. This may be a reflection on whiteboards or a link to an online task. Teachers will provide a paper-based alternative for children who are struggling with access. Ipads will be distributed to families in order of need, where possible.
RHE- Relationships and Health Education	Teachers will upload a YouTube link to them teaching the lesson. This will be mainly reflection-based with an exit question that the children can complete on whiteboards and send back via Seesaw.
Topic- History, Geography, Art, DT	Teachers will upload a YouTube link to them teaching the lesson. Tasks will be completed practically or on Seesaw, rather than in books. The range of outcomes may differ (e.g. research, mapwork, drawing, writing), depending on the subject focus for that lesson.
Music	In Year's 2 and 6, the teacher will be making use of our Music scheme, Charanga, which can be accessed by the children at home. In all other year groups, Mrs Neat will be uploading a link to her teaching the lesson using Charanga. Outcomes for this lesson may be practical or written on whiteboards, depending on the lesson content.
PE	PE will be set as an activity on SeeSaw by the P.E. teacher. The teacher will record themselves on Seesaw teaching the children the next part of their P.E. curriculum, in line with the National Curriculum. Tasks will be modelled and set with a challenge for higher attainers. The children are expected to share their outcomes on Seesaw by photo/video or reflection.
Story	We really value reading for pleasure at our school. That is why, each day, the teachers will read aloud to the children. This will be set as an activity as it allows teachers to schedule the sections in advance. There is no expectation for children to send a detailed response back. Please approve and like any responses sent back by the children.
Spellings- Year 2-6	The first spelling session will include a link to the teacher sharing new spelling rules. There will also be a spelling test using the previous week's words. Children are expected to upload these as a photo on Seesaw. The second session will include a link to the teacher exploring the spelling rule in further detail. The children will be required to complete learning on whiteboards or in their spelling books and take a photo for their teacher on Seesaw.
Phonics-YrR and Yr1	Teachers will upload a link of them teaching phonics. Children will be encouraged to respond with speaking, reading and writing the sounds and words taught. They can use their whiteboards to do this and are expected to take a photo for their teacher to see on Seesaw.



Remote Learning—Guidance and Expectations

How will the learning be responded to?

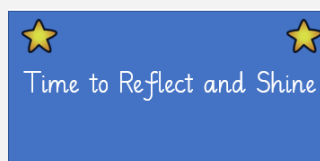
Learning uploaded to Seesaw

Lesson	Feedback
English, Maths and Science	The teacher and teaching assistant (where possible!) will respond with a like and a verbal 'audio' comment. These comments should refer to the focus skill or knowledge and provide next steps, if needed and where possible.
R.E. and Topic	The teacher/ teaching assistant will respond with a like and simple written comment. <u>TAs are asked to focus on these sessions in order to provide support to the teachers.</u>
Wider Curriculum subjects	The teacher/ teaching assistant will respond with a like and simple written comment, where appropriate. <u>TAs are asked to focus on these sessions in order to provide support to the teachers.</u>
Story and Worship	The teacher/ teaching assistant will approve and like these sessions. No comments are required.

Learning in books- The children will take part in 'Time to Reflect and Shine' sessions when they return to school.

What will happen when the children return to school?

The children will take part in 'Time to Reflect and Shine' sessions.



Aims:

- To enable children to transition back in school smoothly
- To provide 'Time to Reflect' on learning completed at home, in particular, learning in books.
- To address gaps in learning as identified by the teacher during 'Remote Learning'.
- To provide targeted feedback through 1:1 Shine Time, where needed.

When children enter school, the early morning routine will remain the same. Children will register and choose their lunch.

Following lunch choices, there will be a short 'RHE' lesson and a 'Learning Forum'.

RHE

The Learning Forum will be an opportunity to discuss the following:

- Remote Learning: How was it for you? What did you like? What didn't you like? What did you find hard? Why?
- How are you feeling about being at school? Why?

Ideas from the RHE session will be captured on flipchart paper and displayed in the classroom. Children will be reminded to use the Worry Monster if they have a private concern or anything they would like to share with the teacher/ teaching assistant.

Learning Forum

The Learning Forum will be an opportunity to discuss the following:

- A review of the lessons taught: What did you find easy? Why? What did you find tricky? Why?
- What the first day back at school will look like— it is an opportunity to reflect on our remote learning and discuss and address any misconceptions/ errors we might have and learn from them.

Ideas from the Learning Forum will be captured on flipchart paper and displayed in the classroom.

The time taken for these will depend on the time the children have spent learning at home.



Remote Learning—Guidance and Expectations

In the event of a child needing remote learning: (1. displaying Covid-19 symptoms 2. a household member receiving a positive test result, or 3. Advised to by NHS Track and Trace):

If a child is displaying symptoms and awaiting test results: Year 1-6 children to complete Learning Logs, TTRockstars, Reading books and Reading Eggs. **Reception children to use Reading Eggs, Fast Phonics, Reading books, name writing and Maths (template email and zip folder to be emailed across to parents by Miss Lucas).**

If an individual child/ family is advised to self-isolate for 14 days:

Day 1: Learning Logs, TTRockstars, Reading books and Reading Eggs.

On the 2nd and 5th day, the teacher to convert to PDF and email across PPTs and resources for all subjects. A paper pack and children's Maths, English, RE and Science books to be delivered home as well by a member of staff.

Reception: Day 1 of absence: Children will have a day to complete Reading Eggs, Fast Phonics, Reading books, name writing and Maths.

Day 2 onwards: Teachers will email parents all Activities and Resources to be completed on a weekly basis— these will include reading, writing, maths, creative learning. We ask that all learning is completed and recorded on Seesaw!

In the event of a class needing remote learning:

If we are advised by Public Health England to close a Year group bubble during the school day:

1. SLT will contact parents of that year group— Children will remain in the classroom until collection via outside classroom doors
2. Staff/ children will glue in the 'My Learning at Home' sheet into the next available page of their English, Maths, R.E. and Science books.

3. Children will take the following home with them:

*'Remote Learning and whole class self-isolation' letter

*English, Maths, R.E. and Science Books

*RWI spelling books

*All children will need to take home a small whiteboard and a pen

*P.E. kits and reading books (if in school)

*Water bottles

If we are advised by Public Health England to close a Year group bubble outside of learning hours:

The above will still apply however books will be hand-delivered by members of staff and water bottles, P.E. kits will be left in school.

'Remote Learning Protocol'

The first day of whole class remote learning: Children to complete Year group specific packs. These will be given out to children upon notification of 'Remote Learning' - *preferably handed out in class but deliver to houses by school staff if this is not possible.* During this day, teachers will have the full day at home to plan and prepare for remote learning, following the guidance set out below and on the subsequent pages.

From Day 2 of whole class remote learning: Class teachers will continue to follow a full timetable with all subjects covered as per normal year group timetable.

The class timetable must be scheduled on Seesaw for 9am on Day 2 of 'Remote Learning'.

All lessons recorded using Teams. See the last page for a step-by step-guide!

Expectations for uploading lessons onto Seesaw

1. Seesaw to be used to upload every lesson taught in school

2. All lessons must be scheduled for 9am each day

There must be a video recorded daily announcement from each teacher including a welcome, verbal re-telling of the date and sharing an overview of the daily timetable— Written part to have the long date and typed daily timetable!

3. Activities must be scheduled for every subject including:

*Activity Name in the following format: Subject-Unit Name— Lesson number— Date

*Student Instructions— typed and also add a voice recording

*YouTube link to the 'Teams' recording

*Student template— Add independent learning as PPT (differentiated) . Please make sure there is a voice note over the student template to explain outcomes and how they need to be presented. Be mindful of how children can respond. Books to be used for outcomes in English, Maths, Science and R.E. so tasks need to support the outcomes for this. Topic learning must have learning outcomes that can be easily updated on Seesaw: Teachers must ensure any resources/ templates are easy and appropriate for children to use. All other lessons require outcomes submitted onto Seesaw— please see overleaf for details of subject-specific outcomes.

All lessons recorded using Teams. See the last page for a step by step guide! All YouTube clips to include:

PowerPoint Presentations

Expectations for PowerPoints:

-All PowerPoints to follow normal school policies including:

*LO and Date on each page

*Vocabulary on each slide

*School font at all times

*Knowledge recaps at the start of lessons

*Varied questions to scaffold, extend and drive the learning

*Time to Reflect questions for self-regulated learning including reference to these in the voice recordings.

*Teacher Modelling of key concepts (e.g. modelled writing, modelled use of a skill, modelled method)

*Slide including explanation of the independent tasks including differentiation

*Knowledge pitstops

*As a subject, I can, I know (for Topic lessons)

* On Teams, teachers to talk through the PPT and model where appropriate.

Teacher Modelling Expectations

*For the modelling of learning, teachers to use 'thinking out loud' and key questions as normal classroom practice.

*For 'Time to Reflect' questions and mini-tasks during the modelling, the recordings must include regular moments of 'pause'.

*Modelling can take place on a range of flipcharts/ PPTs– dependent on the task.

Please ensure all teacher modelling explains and mirrors what outcomes need to look like in books for English, Maths, Science and R.E.

Outcomes on Seesaw for other subjects also need to be clearly explained and modelled– expectations for outcomes must be clear.

Differentiation Expectations

-At least 3 levels of differentiation for Maths– scaffolded where needed and providing challenge.

-English, Science, Topic, R.E. to be differentiated as appropriate to the task including challenge for higher attaining children and scaffolds for lower attaining and SEND children

Further guidance for the different areas of learning:

Worship

-The member of staff leading worship creates a PowerPoint using the school policy. **TEACHER TO MAKE SURE THEY HAVE PHOTOCOPIED ALL DOCUMENTS FROM THE ROOTS AND FRUITS BOOK** at the start of each term so that they have the required resources if 'Remote Learning starts unexpectedly

-Teacher leading worship to make sure the teacher self-isolating receives the worship.

-Class teacher to upload 'Teams' recording of worship onto YouTube.

Maths

-Class Teacher to deliver a full Maths curriculum following St. John's planning documents and routeway.

-Each lesson to comprise of a 5 minute 'Key Skills' session for Maths, a 15 minute main teach including modelled learning (TEAMS recording link to YouTube) and at least 3 differentiated outcomes. **SEND children to be provided with scaffolds where appropriate.**

-Templates added to support learning if appropriate and children must complete learning in their Maths books and upload onto Seesaw via a photo.

English, Science and R.E.

-Class Teacher to deliver a full English, Science and R.E. curriculum following St. John's planning documents and routeways.

-Knowledge and skills must still be taught and learnt by the children.

-Each lesson to comprise of a 15 minute main teach including modelled learning (Teams recording linked to YouTube) and all lessons must be differentiated appropriate including challenge and lower attaining and SEND children to be provided with scaffolds where appropriate.

-Templates added to support learning if appropriate and children must complete learning in their Maths books and upload onto Seesaw via a photo.

As the outcomes will be in books for these subjects, careful thought will need to be given to what these look like. Outcomes may change from the original planning but the knowledge and skills will remain the same.

Topic

-Class Teacher to deliver a full Topic curriculum following St. John's planning documents and routeways for Geography, History, Art, DT.

-Knowledge and skills must still be taught and learnt by the children.

-Teachers must ensure children are having time to complete knowledge and skills reflections (As a Historian, I can, I know) and knowledge pitstops where appropriate.

-Each lesson to comprise of a 15 minute main teach including modelled learning (Teams link to YouTube) and all lessons must be differentiated appropriate including challenge and lower attaining and SEND children to be provided with scaffolds where appropriate.

As the children will be completing their learning on Seesaw (and transferred into a double page spread on arrival back into school, careful thought will need to be given to the outcomes. These may change from the original planning but the knowledge and skills will remain the same.

Music/ Computing

- Class Teacher to deliver an amended Music and Computing curriculum following St. John's planning documents and routeway with a focus on knowledge– **this will be heavily supported by Martin and Katie (Mrs Neat to model!) at the point of whole class 'Remote Learning' starting.**
- Each lesson to comprise of a 15 minute main teach including modelled learning (Recorded Teams linked to YouTube) and an outcome. SEND children to be provided with scaffolds where appropriate.
- Templates added if appropriate and children complete learning and upload onto Seesaw.

P.E.

- Jack Chatland to deliver an amended P.E curriculum for the year group concerned, following St. John's planning documents and routeway.
- Each year group to follow their normal curriculum– knowledge and skills– where possible.
- Each lesson to comprise of a 5 minute warm up, a 10 minute main teach including PPT slides with LO, date, key vocabulary and modelled learning (Teams link to YouTube) and an outcome.
- Children to upload learning onto Seesaw through a photo/video

RHE

- Teachers to deliver the normal RHE curriculum following St. John's planning documents, routeway and unit plans
- Each lesson to comprise of a sequence of PPT slides with LO, date, key vocabulary and modelled learning (Teams recorded link to YouTube)
- No student template needed however children will respond to the exit question and upload responses onto Seesaw.
- Teachers to evidence RHE learning in portfolios as is normal school policy– using Seesaw learning!

MFL

- Teachers to deliver the normal MFL curriculum following St. John's planning documents, routeway and unit plans
- Each lesson to comprise of a sequence of PPT slides with LO, date, key vocabulary and modelled learning (Recorded Teams link to YouTube)
- No student template needed however children will be required to respond with a video

Phonics

- 15 minutes phonics teach to be uploaded daily for children in Reception, Year 1 and Year 2– via school YouTube– in line with the school phonics routeway. *Children to record learning on small whiteboards and upload outcomes onto Seesaw.*

Spelling

- Spelling sessions to continue to follow the year group spelling curriculum.
- Flipcharts to include date, LO and tasks
- Teachers to upload photos onto flipchart of activities from the spellings book and teacher modelling needed.
- Children to record in RWI spelling books and upload onto Seesaw via a photo.

Whole Class Reading

- Whole class reading to continue following the school policy.
- Flipcharts to include date, LO and modelled reading (link to YouTube)
- Where learning requires a written outcome, teachers to ensure this is accessible on Seesaw and differentiated appropriately and where required.

Reading for pleasure

- Every day, teachers to upload 'Reading for Pleasure' recorded clips using the class text.
- 5 minutes reading each day must be uploaded directly onto Seesaw as a separate announcement– text in announcement to have the date, title of the book and pages read.
- At the start of each session, teachers are required to recap the previous day's plot.

Feedback and Marking Expectations– TEACHERS ARE RESPONSIBLE FOR THE ENGAGEMENT AND LEARNING OF ALL CHILDREN IN THEIR CLASS!

- Teachers 'on duty' to give feedback between 8:30am and 3:30pm– Shine Time for children/ parents to communicate misconceptions from 1-2
- Feedback must be given to children as close to the work being submitted as possible– at the point of learning will result in more effective progress. 'Shine Time' scheduled between 1pm and 2pm each day– for parents/ children to get in touch direct.*
- If a child has not uploaded learning within a day, teachers to contact SLT. SLT to advise teachers of the next process.
- All learning for English, Maths, Topic, R.E. and Science to be responded to with voice messages. All other learning must be responded to with a simple written comment. Misconceptions must be addressed but communicated in a positive way. **TAs to support with this daily.**

Reception Expectations

- When remote learning begins, 'Learning at Home' page to be enlarged to A3 and stuck into journals
- Each day, teacher to set the following activities following the same format on Seesaw as the rest of the school:
 1. An announcement with day of the week, number of the month and date of the year focus
 2. A 5 minute name writing task including a funky fingers activity to develop fine motor skills
 3. A 10-15min Maths session (linked to YouTube) with key questions, teacher modelling and mini-tasks on whiteboards with moments of pause
 4. A 10-15min Phonics session (linked to YouTube) with key questions, teacher modelling and mini-tasks on whiteboards with pauses
 5. A 10-15min Base Time session (linked to YouTube) with key questions, teacher modelling with moments of pause
 6. Storytime to be uploaded as an announcement in line with the rest of the school.
 7. P.E. to be uploaded by Jack Chatland
- Outcomes to be completed on whiteboards or photos/ videos and uploaded onto Seesaw and feedback to be given verbally.

FAQs

What will happen for PPA time?

PPA time for the 2 week self-isolation will be on day 1– when the children are completing their paper packs.

What will happen for Leadership time?

There will be no leadership time across the Remote Learning for the class who are self-isolating, however, Ellie and Laura will support and monitor English and Maths provision across each 2 week block.

What if a teacher is asked to self-isolate through the Track and Trace programme or if a member of their household becomes symptomatic during 'Remote learning'?

-If the class teacher has no symptoms or has very mild symptoms (which do not affect their ability to work), they must continue following the school policy for 'Remote Learning'.

If the self-isolation period for 'Track and Trace' or 'symptomatic household member' extends beyond the 'Remote Learning' period, and the teacher still has no symptoms, it is the teacher's responsibility to email PPTs and resources, as per the normal school absence policy, to the DHT and class TA, for learning to be covered with the children in school.

-If the class teacher becomes too unwell or shows symptoms, see below.

What if a teacher becomes ill and is unable to work during 'Remote Learning' at home?

-Normal 'absence' policy will resume.

-Parents will be notified of the teacher's absence via text message.

-Teaching Assistants will be asked to complete daily announcements onto Seesaw as well as record verbal feedback to children throughout the day.

What will be the expectations for social media?

-The class teacher will be responsible for 'tweeting' once a day, in line with normal practice. Please check the photo consent document for more information of who can and can't be on social media.

-Subject leaders will continue to be responsible for 'tweeting' subject specific information.

-SLT will continue to transfer tweets onto Facebook.

Immediate Actions for Teachers

1. Today, teachers must take home the following:

- A flipchart pad
- Flipchart pens
- Small whiteboard and whiteboard pen for all children
- Blu-tack
- All child logins for Seesaw, Reading Eggs and Times Table Rockstars
- Telephone contacts for every child in your class
- Ensure all curriculum documents needed for planning are saved on Sharepoint, memory sticks and laptop desktops
- A blank RWI spelling book for reference at home
- 'Roots and Fruits' worship resources for generating PPTs at home.
- Class lists for evidencing learning (on memory stick!)
- All teachers must take laptops and iPads home daily in case schools are notified of self-isolation outside of school opening times.

Immediate Actions for Teaching Assistants

1. TAs to receive professional learning on how to respond to comments using Seesaw, including if the teacher is poorly during the 'Remote Learning' time.
2. TAs to make sure they can access Seesaw on an iPad to respond to comments at home. A school iPad can be taken home in this instance.

Further actions for Teaching Assistants

1. TAs to ensure enough copies of the 'My Learning at Home' sheet is photocopied and ready to be stuck into each child's Maths, English, Science and R.E. book, ready to take home with the '*Remote Learning and whole class self-isolation*' letter
2. KS2 TAs to ensure that each child takes their RWI spelling book home with them in addition to the books above during Remote Learning.
3. Year 1 and Year 2 TAs to ensure that each child has a small whiteboard and pen taken home with them in addition to the books above
4. Reception TAS to ensure that each child has a small whiteboard and pen taken home with them for 'Remote Learning'
5. TAs to liaise with their class teacher to ensure they are clear about what happens and needs to be done before the children leave school see page 1, box 2 of this document.



Time to Reflect and Shine Day!

Rationale:

If a year group is advised to close by Public Health England for at least 2 weeks, the children will have completed learning at home whilst self-isolating. We recognise that, due to varying expectations and adult support, the quality of learning produced during this 2 week period is likely to be of a reduced quality.

Aims:

- *To enable children to transition back in school smoothly*
- *To provide 'Time to Reflect' on learning completed at home*
- *To address gaps in learning as identified by the teacher during 'Remote Learning'.*
- *To provide targeted feedback through 1:1 Shine Time, where needed.*

The Structure of the Day:

When children enter school, the early morning routine will remain the same. Children will register and choose their lunch.

Following lunch choices, there will be a short 'Learning Forum'.

Learning Forum

The Learning Forum will be an opportunity to discuss the following:

-Remote Learning: How was it for you?

-A review of the lessons taught: What did you find easy? Why? What did you find tricky? Why?

-What the first day back at school will look like– it is an opportunity to reflect on our remote learning and discuss and address any misconceptions/ errors we might have and learn from them.

Ideas from the Learning Forum will be captured on flipchart paper and displayed in the classroom.

Maths

Before the lesson, the teacher will have identified whole class gaps in learning to be addressed during the first lesson as well as individual misconceptions for Shine Time.

At the start of the lesson, children to glue the 'Learning at School' document and the 'Time to Reflect and Shine' label into books.

Teacher to address misconceptions and assess these again through 'short burst' tasks– completed underneath the 'Time to Reflect and Shine' label.

The class teaching assistant's role during the lesson is to look through the 'Remote Learning' in Maths books and use the Shine Time stamp and discussions with the children to address misconceptions where necessary. All misconceptions must be addressed in the books– at the point of learning.

English

Before the lesson, the teacher will have identified whole class gaps in learning to be addressed during the first lesson as well as individual misconceptions for Shine Time.

At the start of the lesson, children to glue the 'Learning at School' document and the 'Time to Reflect and Shine' label into books.

Teacher to address misconceptions and assess these again through 'short burst' tasks– completed underneath the 'Time to Reflect and Shine' label.

The class teaching assistant's role during the lesson is to look through the 'Remote Learning' in English books and use the 'Shine Time' stamp and discussions with the children to address misconceptions where necessary. All misconceptions must be addressed in the books– at the point of learning.

R.E.:

At the start of the next R.E. lesson, children to glue the 'Learning at School' document and the 'Time to Reflect and Shine' label into books. A 'Reflection' sticker will be used for the lessons taught remotely. These will either address misconceptions or provide an opportunity for further thought.

The class teaching assistant's role during the lesson is to look through the 'Remote Learning' in R.E. books and use the Shine Time stamp and discussions with the children to address misconceptions where necessary. All misconceptions must be addressed in the books– at the point of learning.



Science:

At the start of the next Science lesson, children to glue the 'Learning at School' document and the 'Time to Reflect and Shine' label into books.

Teacher to check understanding of content taught remotely through 'short burst' tasks– completed underneath the 'Time to Reflect and Shine' label.

The class teaching assistant's role during the lesson is to look through the 'Remote Learning' in Science books and use the Shine Time stamp and discussions with the children to address misconceptions where necessary. All misconceptions must be addressed in the books– at the point of learning.



Topic

During Remote Learning, the teacher will have compiled a A3 photo montage of topic learning from Seesaw for each child. This will be stuck into each child's topic book after the 'Learning at Home' document.

At the start of the first lesson back at school, children to glue the 'Learning at School' document and the 'Time to Reflect and Shine' label into books.

Children to update the contents page and glossary and reflect on new knowledge and skills acquired through the 'Knowledge and Skills' slips (As a..... I can, I know). These to be glued into books underneath the 'Time to Reflect and Shine' label.

The class teaching assistant's role during the lesson is to look through the 'Remote Learning' and use the Shine Time stamp and discussions with the children to address misconceptions where necessary. All misconceptions must be addressed in the books– at the point of learning.



Other subjects

At the start of the first lessons back, teacher to ensure there are knowledge pitstops to confirm knowledge taught during Remote Learning and address misconceptions.



How to use Microsoft Teams

Filming your main teach

1. Prepare your teaching PowerPoint so it is viewer friendly (get rid of thumbnails, notes, collapse the ribbon at the top)
2. Open Teams and start a meeting in your class team. Turn on your video and microphone (the children won't see your screen yet!)
3. When you are ready, begin recording (click ellipsis at the top then start recording)
4. Film a little intro
5. Click on share screen so they can see your PowerPoint
6. Work your way through the PowerPoint (don't forget children can see you in the bottom corner!!)
7. Swap back forth between your video and screen share if you have anything to model on a whiteboard
8. When you have finished, click on the ellipsis and stop recording.
9. Go to the chat and download your video (this will go to your downloads folder)
10. Upload on to YouTube

Learning task

Write the children's task(s) on to PowerPoint slides and save as a PDF to upload on to see-saw. For maths, don't forget to put on separate bronze/silver/gold slides. Don't worry if your questions go over multiple slides if the writing is too small. It just needs to be clear for children to see!

Seesaw

1. Give your assignment a title (as normal)
2. Write your instructions and voice record (as normal)
3. Add your YouTube link on the bottom of your instructions

Upload the children's learning task PDF on to 'Add multimedia instructions or examples'. NOT as a template (there should be no templates as children are completing learning in books and need to be able to add a photo response)

