

**Park Junior School**

# **Remote Learning Policy**

## **Safeguarding Statement**

At Park Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Park Junior School. We recognize our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This ethos is created by putting policy into practice by all adults using this and other relevant school policies.

Version Number	Purpose/Change	Author/ Reviewer	Date
0.1	Policy Written and presented to Governors	LR & PJS Staff	
0.2			
0.3			
0.4			

**Review Date: September 2021**

We are currently living and working through unprecedented times. This policy sets out the actions we will take to ensure that children's learning is not interrupted and we keep in regular contact with families in the event of:

- Full school closure as directed by the government/ local authority due to covid-19 restrictions.
- Year group/class bubble closure due to a confirmed case of covid-19 in a child or member of staff in that bubble.
- A child at home self-isolating due to a confirmed case of covid-19 within their household.
- A member of staff working from home as they are self-isolating due to a confirmed case of covid-19 in their household.

This policy is also intended to protect the physical and mental health of our staff team as well as that of our children and families.

This policy aims to:

- Ensure consistency in the approach to learning at home for children who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

### **Our aim is to ensure our remote learning provision:**

- Can be accessed by **all** children, regardless of their home circumstances.
- Will engage and excite our children as learners even when our children are not in their 'normal' school learning environment e.g. through the topics we choose; the use of on-line learning platforms (TEAMS, myON, Mathletics, Times Tables Rock Stars, Oak National Academy, BBC Bitesize etc.); videos – (created by the staff or from recommended websites e.g. Literacy Shed); practical tasks; teacher-narrated stories for them to listen to; teachers providing narrations to PowerPoints to support the teaching of new concepts, in particular, as well as face to face discussions with their teacher and classmates
- Focuses on the core knowledge, skills and understanding in reading, writing and maths whilst embracing a broader curriculum range.
- Fosters a love of reading.
- Contains content that is closely linked to our school curriculum and that best meets the needs of our children at that particular point in time. This will be influenced by the curriculum that was due to be taught in school; when and how it is appropriate to introduce new learning and the development focus for the school.
- Fosters independence so teachers can support parents to lightly scaffold their child's learning. This also helps support parents manage the expectations placed upon them as supporters of remote education.
- Contains opportunities for children to share their successes with their teacher and their classmates.
- Takes in to account and supports the mental health and well-being of the children and their families.

## As a school, we will:

- Provide regular help and solutions to parents and children so we can remove any barriers they face regarding remote learning.
- Enable our children to access our online support, rather than default to paper copies, wherever possible and appropriate. Through this approach, we are able to offer a wider range of activities and support at the touch of a few buttons, anytime of the day to suit their needs e.g. uploaded video support, live 'check-in' sessions with their teacher and teaching partner (TP) and quick helpful feedback from them as well as the chance to engage with their classmates on a regular basis.
- Provide additional support for families who are struggling with devices and internet access.
- Offer places in school to learn, where we feel that a child is particularly educationally vulnerable, where other solutions have failed and where we can do this safely whilst still accommodating those children of critical workers, children with an EHCP or a social worker.

## To meet the aims of our remote learning we will:

- Upload activities **daily** onto Microsoft TEAMS.
- Provide children and parents with a **timetable** so they are informed of the learning for set periods of time (mainly weekly).
- Plan frequent **face-to-face meetings** with the children (at least once a week).
- Provide uploaded videos to enhance the quality of our remote teaching and learning and to engage our children with their learning.
- Provide regular feedback to our children to scaffold their learning and to quickly move them on. This will be through written feedback on TEAMS, verbal feedback on the telephone or face to face and/or by email, depending on the approach children and parents are using.
- Provide parents with a **year group email** so they have access to support from the teacher so they are able to effectively help their children with their learning.
- Provide families, who do not have access to laptops/tablets or the internet, with **hard copies of 'uploaded learning' or alternatives, where appropriate.**
- Source **devices** for families without them so they can access on line learning.
- Seek to **gain or increase internet access** for families that are struggling to access on line learning

To support the teaching and learning of our curriculum subjects, the following provision will be in place:

- **English (reading):** 'myON' (our on-line reading platform), set daily. Families guided to choosing a book from their own bookshelf if they cannot access myON. School to provide reading books for vulnerable children, wherever it is possible to do so.
- **Class Reader:** Teacher or TPs to read the **class reader** to the children a couple of times a week (provided by pre-recorded teacher video for children to access at a time convenient to them) so that children are able to maintain their 'love of reading'.
- **English (writing): video, picture and other creative stimuli used to engage and inspire children's writing,** set daily. **Writing teaching and learning PowerPoints** to be narrated by the teacher to support understanding, where applicable.
- **English (spelling): Spelling test PowerPoints** to be narrated by the teacher to support practice and testing of year group spellings.
- **Maths:** Mathematics (differentiated to meet children's needs and linked to the school curriculum – a balance of focusing on strengthening previous learning and introducing new). Different approaches to the delivery of maths will be considered over time. Times

Tables Rock Stars (TTRS) enables children to focus on this basic skill and can be differentiated to different children's needs. All to be set daily.

- **Foundation subjects:** set weekly and chosen based on the children's needs at that point in time, the focus of the school and our school curriculum essential knowledge. A range of approaches will be employed regarding the delivery of this teaching and learning based around our aims, outlined above, and our assessments of the impact of the decisions we are making.
- **SEND provision:** where appropriate, different work will be provided. However, our main approach will be to provide resources that support them to access the same work as their classmates. By considering the following when creating resources, all children, including those with SEND, will benefit:

Is the <b>WALT</b> / purpose of the learning clear throughout?
Has the task been <b>clearly explained</b> at every stage?
Are there <b>examples</b> to model expectations for the focus task?
Is the resource <b>well-organised</b> and easy to navigate?
Have <b>word banks</b> been used to provide vocabulary and explain new and challenging language?
Do <b>key words</b> within the resource stand out? (by putting them in <b>bold</b> or <b>colouring the font</b> )
Is there a <b>visual hook</b> (video etc.) to start off the learning?
Are <b>visual supports</b> (photos/ art/ diagrams etc.) used throughout the resource as visual supports and prompts?
Have we made sure that the learning ticks off elements of the <b>curriculum</b> ?
Have any <b>new concepts or ideas been introduced slowly</b> and deliberately?
Do the <b>filenames</b> make it clear which subject the resource is for and its purpose?

This approach supports our **ambitious curriculum**.

### How can we achieve this as a team at Park Junior School?

#### **Roles and Responsibilities:**

##### **Teachers:**

When providing remote learning teachers must be available between 9.00 am and 3.20 pm. If they are unable to work for any reason during this time, e.g. due to illness or caring for a dependent, they should report this using the normal absence procedure.

When setting remote learning teachers are responsible for setting work for individuals who are self-isolating and/or for the class bubble. They are also expected to contribute to the planning/resourcing/delivery of remote learning for the year group bubble.

The school will direct parents to the Oak National Academy (a Government recommended site) for the first day of isolation but then will provide online learning through TEAMS that mirrors the learning in school (providing hard copies, where applicable). Packs containing a notebook, pencils, colour pencils, rulers, rubbers and a sharpener will be provided, if needed.

The teacher will make contact with individual families who are self- isolating daily via TEAMS or via the year group email.

In the event of the whole class bubble being shut/ full lock down the teacher will provide a timetable for parents outlining the teaching and learning for the week. Teachers will upload activities daily onto Microsoft TEAMS and set out the learning activities for the day. They will also provide narrations for PowerPoints to facilitate teaching and learning as well as provide live 'check-in 'sessions. Videos will be uploaded to support children's understanding and to promote their love of reading, where applicable. Teachers (and Teaching Partners) will differentiate the work according to the child's learning and developmental needs.

Teachers (and TPs, where applicable) will provide feedback to children, so they are able to celebrate their successes and know what to work on next, even though they are working from home.

Emails, for each year group, enable parents to have direct access to their child's teachers. Messages and emails to staff will be answered between 9am and 4pm.

Teachers (and Teaching Partners) will keep in regular contact with families during the period of absence by email and through regular phone calls.

Any complaints or concerns shared by parents will be managed using our school complaints and safeguarding policies. These are available on our website.

The teacher will follow up any non-engagement with the parent initially and then report this to the DHT/HT. Texts will be sent from the office if staff are unable to make contact with families asking them to contact the school as a matter of urgency.

### **Teaching Partners:**

When supporting with remote learning the Teaching Partners must be available for their contracted hours. If they are unable to work for any reason during this time, e.g. due to illness or caring for a dependent, they should report this using the normal absence procedure.

Teaching Partners may be asked to make telephone contact with families who are not at school and to respond to queries made by email. This will support teachers' workload. They may also be asked to be with the teacher during TEAMS 'Check-In' sessions. In the TEAMS sessions staff will be dressed as though they were teaching in school and be filmed against a bare background and in a quiet space.

Teaching Partners will contribute to the organisation of the home learning under the guidance of the teaching team.

### **Subject Leaders:**

Alongside their teaching responsibilities subject leaders will be responsible for supporting teachers to provide a broad and balanced curriculum and alert teachers to subject specific resources.

## **Headteacher & Deputy headteacher:**

Alongside any teaching responsibilities senior leaders will monitor the effectiveness & security of the remote learning. They will also provide support to class teachers and ensure they have resources they need to deliver remote learning.

Senior leaders, along with teachers and Teaching Partners, will monitor the attendance of children taking part in the TEAMS learning sessions and the engagement of parents in supporting their child to complete the remote learning activities.

Senior leaders will ensure that remote learning packs are delivered to the family home if the family are unable to leave the house due to their self-isolation, illness, disability or other possible vulnerabilities.

## **The Attendance Officer**

The Attendance Officer will log the attendance of children learning from home.

## **Designated Safeguarding Leads (Mrs Robbins, Mrs Reis and Mrs Churchill):**

The DSLs will ensure the school's safeguarding protocols and procedures are being followed. They will prioritise the attendance of vulnerable children, where it is safe to do so. If they are not attending school they will make at least weekly contact with all vulnerable families.

## **Office Manager (Mrs Reis)**

The office manager will be the first response to any issues with IT and report them to our IT support service. The office manager will also ensure that all school GDPR policies are followed.

## **How can our children and families help us achieve our aims?**

### **Parents and Children**

- Should be contactable during the school day
- Complete work set by teachers
- Seek help if they need it from Teachers or Senior leaders.
- Alert teachers if the child cannot complete the work or is ill
- Be respectful if making comments or concerns known to staff

## **The role of the Governors**

This will be to:

- Monitor the school's approach to the provision of remote learning to ensure that education remains as high quality as possible
- Ensure that staff are certain that remote learning systems are secure for both data protection and safeguarding reasons

## **Data protection**

The accessing of personal information is in line with our Data protection Policy  
Staff will need to collect or share personal data such as names, telephone numbers, email addresses as part of the home learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

All staff must take the appropriate steps to ensure that their devices are secure. This includes

- Keeping devices password protected
- Ensuring that the hard drive is encrypted

- Making sure that the device locks if left for a period of time

### **What provision is in place for those families who cannot access online learning**

If parents are experiencing difficulties they should contact the class teacher in the first instance through the designated year group email.

If parents are unable to access online learning some of the following approaches can be considered (and undertaken):

- Hard copies can be provided so that children can still access the remote learning.
- Work can be emailed to a families.
- The work set can be adapted so families without internet access can access it in different ways e.g. setting practical activities.
- Devices can be loaned to families, wherever possible.
- Dongles can be provided so families can access the internet or contact will be made with internet providers with regards to providing additional or enhanced access.
- Keyboards and mice can provided so children can use Xboxes or PS4s access the internet,

### **Assessment/ Monitoring of learning and providing feedback:**

Teachers and teaching partners will provide feedback on TEAMS.

If families are using hard copies, parents will be able to return completed learning to the school for marking when they collect their learning pack for the following week. In this instance, feedback will be given by teachers and returned when parents come to collect future work. Work must be left at school for 72 hours to quarantine before marking. It will then be quarantined for a further 72 hours before parents can collect. There will be set pick up and collection times. If a family is isolating they will not be able to collect or drop off work in person.

### **Provide regular curriculum updates to all stake holders**

Governors will receive an update from the Headteacher when a year group is isolating and accessing home learning. Governors will be copied in on all correspondence sent out to parents regarding a bubble closure. They will also receive updates in the Head's Report prior to each FGB meeting.

Further updates will be shared via text, email and newsletter to parents.

### **Communication and support for parents**

Parents can contact teachers via the year group email and/or the school through the admin email account or the contact telephone number. The year group email will be monitored between 9am and 4 pm during week days. Any message received after 4.00 pm will be responded to the next day. All efforts will be made to answer emails within 24 hours of receipt.

Children can contact teachers through the posts section of the year group TEAMS account. Teachers can telephone parents if they have any concerns. Any complaints or concerns shared by parents and pupils should be managed using our school complaints and Safeguarding policies.

### **Monitoring of child/parent wellbeing and progress**

The class teacher will be the first point of call for any issues. They will then refer to the Headteacher/Deputy Headteacher if further help and advice is required.

The Headteacher/Deputy Headteacher will liaise with parents to reassure and provide practical support for both parents and children.



A questionnaire to parents and children regarding access to learning and resources will support any review process.

**Monitoring of staff well being**

As a school, we will ensure there are clear and realistic expectations in place. All staff are responsible for the learning and progress of their children and clear guidelines are in place for staff to follow. Staff will be responsible for setting work, monitoring the work completed, responding to the needs of the children and for giving feedback. There are open communication lines with SLT for all staff

**Evaluation of the effectiveness of all systems**

Ongoing clear communication with all stakeholders will provide evaluation of systems in place. The school will regularly examine how effective the approach is for groups: Vulnerable, disadvantaged and SEND children.

The number of children accessing and responding to the learning will be continually monitored. Improvements of our school system will be encouraged with regular feedback and sharing of good practice

Date: January 2021

Ratified by Governors:







Amended:






Shared with Governors: January 2021

Review: September 2021

## Annex 1: Exemplar weekly timetable Term 3 (Week 2 to Week 5)

### Exemplar Whole School Remote Learning Timetable

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>Task:</b> - Writing, grammar and spelling tasks	<b>Task:</b> - Writing, grammar and spelling tasks	<b>Task:</b> - Writing, grammar and spelling tasks	<b>Task:</b> - Writing, grammar and spelling tasks	<b>Task:</b> - Writing, grammar and spelling tasks
New 25.1.21: Year 3 daily phonics lessons drawing from phase 5 letters and sound					
<b>Guided Reading</b>	<b>Focus</b> Day 1: Decoding, fluency and performing; Day 2: Understanding vocabulary; Day 3: Investigating the content Day 4: Assessing the children's understanding				
 <b>English</b> [Reading]	Login to <a href="https://www.myon.co.uk/login/">https://www.myon.co.uk/login/</a> each day. 1. Pick a book to read 2. Do an 'AR' quiz once you've read the book carefully (try to read it at least twice!)				
<b>Spelling</b>	From this week, you will have the chance to focus on your spellings. Your teacher has uploaded an activity to help you with this.				
 <b>Class Reading Book</b>	This week open the video(s) and listen to your teacher sharing your class reading book with you. Two videos will be uploaded this week.				
 <b>Share a book with an adult.</b>	Take some time to share a book with an adult.	Take some time to share a book with an adult.	Take some time to share a book with an adult.	Take some time to share a book with an adult.	Take some time to share a book with an adult.
 <b>Maths</b> [Mathletics]	<b>Task:</b> - Log on to Mathletics to access today's tasks	<b>Task:</b> - Log on to Mathletics to access today's tasks	<b>Task:</b> - Log on to Mathletics to access today's tasks	<b>Task:</b> - Log on to Mathletics to access today's tasks	<b>Task:</b> - Log on to Mathletics to access today's tasks
 <b>Maths</b> [Times Tables Rock Stars]	<b>TTRS Practice:</b> - Each day, have a go in each of the <i>Garage</i> , <i>Studio</i> and <i>Soundcheck</i> sections	<b>TTRS Practice:</b> - Each day, have a go in each of the <i>Garage</i> , <i>Studio</i> and <i>Soundcheck</i> sections	<b>TTRS Practice:</b> - Each day, have a go in each of the <i>Garage</i> , <i>Studio</i> and <i>Soundcheck</i> sections	<b>TTRS Practice:</b> - Each day, have a go in each of the <i>Garage</i> , <i>Studio</i> and <i>Soundcheck</i> sections	<b>TTRS Practice:</b> - Each day, have a go in each of the <i>Garage</i> , <i>Studio</i> and <i>Soundcheck</i> sections
 <b>Maths</b>	Each day have a go at the new maths problem we have set for you.				

Other	<b>E-safety:</b> 	 <b>Science:</b>	<b>PSHE:</b> 	<b>Geography:</b> 	<b>R.E.:</b> 
<b>Mr Woodall's 'Wake &amp; Shake'</b>	<b>Look out for Mr Woodall's wake and shake session this week.</b>				

\*In addition, every Wednesday, each child will be invited to a small group TEAMS catch up with their teacher\*

## Annex 2:

### Year 3 Curriculum Overview Term 3

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English - Writing</b>	<b>Letter writing:</b> - 'Bubbles'	<b>First person narrative:</b> - 'The Lighthouse'	<b>Instructions:</b> - Cake recipes	<b>Non-chronological reports:</b> - 'Marshmallows'	<b>Third person narrative:</b> - 'T-rex Attack!' - Focusing on use of apostrophes	<b>Poetry:</b> - Addressing a combination of poetry forms and structures
<b>English - Reading</b>	<b>Letter writing:</b> - Comprehension, vocabulary and inference tasks based on texts linked to the main writing focus	<b>First person narrative:</b> - Comprehension, vocabulary and inference tasks based on texts linked to the main writing focus	<b>Instructions:</b> - Comprehension, vocabulary and inference tasks based on texts linked to the main writing focus	<b>Non-chronological reports:</b> - Comprehension, vocabulary and inference tasks based on texts linked to the main writing focus	<b>Third person narrative:</b> - Comprehension, vocabulary and inference tasks based on texts linked to the main writing focus	<b>Poetry:</b> - Comprehension, vocabulary and inference tasks based on texts linked to the main writing focus
	<b>Guided Reading Focus:</b> Day 1: Decoding, fluency and performing; Day 2: Understanding vocabulary; Day 3: Investigating the content; Day 4: Assessing the children's understanding.					
<b>English - Reading</b>	<i>Children using myON to access online texts and complete quizzes</i>					
<b>English - Spelling</b>	<i>Weekly spelling list, drawn from phase 5 phonics planning</i>					
<b>English - Phonics</b>	<i>Daily phonics lessons, drawing from phase 5 of the Letters and Sounds programme</i>					
<b>English – Class book</b>	<i>Two chapters per week of our class book: 'The Sheep Pig' by Dick-King Smith</i>					
<b>Maths</b>	<b>Place value:</b> - Numbers to 3 digits	<b>Place value:</b> - Odd and even - Partitioning	<b>Addition &amp; subtraction:</b> - Mental methods	<b>Time:</b> - Reading clocks to 5 minutes & half hours	<b>Time:</b> - 24 hour time and using a calendar	<b>Time:</b> - Applying understanding of time to word problems and contextual questions
<b>Maths – times tables</b>	<i>Children completing differentiated times tables quizzes through TTRS</i>					
<b>E-safety</b>	N/A	<b>E-safety:</b> - Adverts and buying online	<b>E-safety:</b> - Personal information online	<b>E-safety:</b> - Emailing	<b>E-safety:</b> - Sending online messages	Reserved for end-of-term project
<b>Science</b>	N/A	<b>Materials:</b> - Types of rocks	<b>Materials:</b> Grouping rocks	<b>Materials:</b> Fossils	<b>Materials:</b> - Soil formation	
<b>PSHE</b>	<b>Personal development:</b> - Identifying life skills	<b>Personal development:</b> - Planning a healthy lunch	<b>Personal development:</b> - Making healthy choices	<b>Personal development:</b> - Persuasive posters	<b>Personal development:</b> - The importance of exercise	
<b>Geography</b>	<b>Location:</b> - Smallest and largest cities	<b>Location:</b> - Observations from city population graphs	<b>Location:</b> - Key human features of London	<b>Location:</b> - Key human features of Stonehouse	<b>Location:</b> - Recognising the benefits of living in different areas	

R.E.	<b>Noah's Ark:</b> - Intro to the story	<b>Noah's Ark:</b> - Exploring the characters	<b>Noah's Ark:</b> - Exploring the moral of the story	<b>Noah's Ark:</b> - Ten commandments	<b>Noah's Ark:</b> - Exploring the role of 'promises' in the story of Noah	
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**Annex 3:**

**Y4 Curriculum Overview Term 3**

<b>Subject</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English</b>	SUPERHEROES- Story Writing Writing a story opening from the perspective of a character	BANKSY- Story Writing THERE IS ALWAYS HOPE Writing a story opening focusing on setting  A CLOUDY LESSON -Writing dialogue between two characters -Writing a diary entry from the perspective of a character.	ASTRONAUTS- Information Text -Writing a description of yourself -Asking questions -Organising information -Writing a formal letter	SALAD- Instructions -Organising instructions - Using imperative verbs to write instructions - Using adverbs for time to write instructions -Planning instructions for a recipe -Writing instructions for a recipe	SUSPENSE- Story Writing -Using manner, time and place fronted adverbials to build suspense - Using to show not tell build suspense -Writing an opening to a suspense story -Planning and writing a suspense story	RECOUNT- Newspaper Article -Recognising the features of a newspaper article -Using the past tense to write a newspaper article -Writing in third person in a newspaper article -Use time connectives to write a newspaper article
<b>GPS</b>	-Inverted commas -Improving sentences -Writing in first person	-Fronted adverbials -Improving sentences -Adverbs -Inverted commas -Writing in first person	- Technical vocabulary -Adjectives	- Technical vocabulary -Imperative verbs -Adverbs for time	-Fronted adverbials -Apostrophes for possession -Show not tell	-Past tense -Writing in third person -Time connectives
<b>Spellings</b>			Homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefix sub- and super
<b>Guided Reading</b>	<b>Start week 5. Focus:</b> Day 1: Decoding, fluency and performing; Day 2: Understanding vocabulary; Day 3: Investigating the content; Day 4: Assessing the children's understanding.					
<b>Reading</b>	Myon	Myon	Myon The Miraculous Journey of Edward Tulane by Kate DeCamillo	Myon The Miraculous Journey of Edward Tulane by Kate DeCamillo	Myon The Miraculous Journey of Edward Tulane by Kate DeCamillo	Myon The Miraculous Journey of Edward Tulane by Kate DeCamillo

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Maths</b>	-Integers on a number line -Counting up in 6's -Counting up in 7's -Greater than -Less than	- Greater than or less than -Order 4-digit numbers -Place value of digits of number to 1000 - Partitioning numbers past 10,000 - Expanding numbers -Finding missing numbers - Converting to Roman Numerals	- Rounding to the nearest 10 - Rounding to the nearest 100 - Rounding to the nearest 1000 - Use estimating to calculate sums - Use estimations to find the difference -Partitioning and recombining to add and subtract - Use the 'Bump 10' strategy	- Use co-ordinated to describe the position of a point in the first quadrant -Plot points in the first quadrant using co-ordinated - Use co-ordinated to plot a set of points to construct a polygon - Mental calculation and algebraic reasoning to solve pyramid puzzles - Counting forwards in different amounts -Counting backwards in different amounts	- Describe movements between positions as translations of a given unit to the left/right and up/down -Strategies for column addition -Adding 3-digit numbers - Adding 3-digit numbers using regrouping	- Adding 3-digit numbers using regrouping -Subtracting 3-digit numbers using exchanging
<b>Maths – times tables</b>	Children completing differentiated times tables quizzes through TTRS					
<b>E-Safety</b>		Identify e-safety tips and how to stay safe online	Discuss how to deal with cyberbullying	Recognise what a search engine is and how to use one	Discuss the dangers of sharing personal information online	Recognise how to be a good online citizen
<b>Science</b>		Identify common appliances that run on electricity	Identify and name the basic parts of a simple series electrical circuit	Recognise some common conductors and insulators	Make predictions about what will happen if different materials were put in a simple circuit	Explain the uses and dangers of electricity
<b>PSHE</b>	Recognise personal skills	Understand what physical activity is and how it affects our body	Identify the different groups of the 'eat well' plate	Identify different illness' and who can help us if we experience any of them	Identify how to support our mental wellbeing	Identify ways to improve your sleep
<b>Geography</b>	Locate the smallest and biggest towns and cities in Europe	Collect data and create a graph to show the differences between populations of cities in Europe	Organise information about the 5 primary rivers in Europe	Explain how different mountains are formed	Identify the height of the main mountain ranges in Europe to make comparisons	Summarise the human and physical features of Europe
<b>RE</b>		Understand the meaning and messages of the story of Jesus's Baptism	Suggest reasons why the story of the Baptism of Jesus is important to Christians	Understand the symbolism of the Holy Trinity	Recognise ways that we make commitments and make links to baptisms	Identify the differences between baptisms for babies and adults

## Annex 4:

## Y5 Curriculum Overview Term 3

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	HATCHED Fronted adverbials Short story	TAKING FLIGHT Emotions graph Speech Short story	TSUNAMI Subordinate clauses Short story	THE LIGHTHOUSE Precise vocabulary choices Speech Setting description Short story	THE END OF TECHNOLOGY  Adverbs of manner Use of colons Instructions	THE PIANO:
GPS Y5	Fronted adverbials	Speech	Subordinate clauses	Speech	Adverbs of manner Use of colons	TBC
Spelling		i/y sound	Words spelt with- ough and their different sounds	-ible and -able	-ence and -ency	suffix -fer
Guided Reading	Start week 5. Focus: Day 1: Decoding, fluency and performing; Day 2: Understanding vocabulary; Day 3: Investigating the content; Day 4: Assessing the children's understanding.					
Reading	Myon	Myon	Myon <i>Journey to the River Sea</i>	Myon <i>Journey to the River Sea</i>	Myon <i>Journey to the River Sea</i>	Myon <i>Journey to the River Sea</i>
Maths	Number and Place Value Multiplication and Division Addition and Subtraction, Multiplication and Division -CATCH UP	Number and Place Value Multiplication and Division Addition and Subtraction, Multiplication and Division -CATCH UP	Number and Place Value Multiplication and Division Addition and Subtraction, Multiplication and Division -CATCH UP	Measurement: Converting Units of Measurement	Measurement: Converting Units of Measurement	Measurement: Converting Units of Measurement
Maths - times tables	Children completing differentiated times tables quizzes through TTRS					



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Computing: E-Safety</b>		E-Safety- Identify the ways to stay safe online	E-Safety- How to keep friendship safe online	E-Safety- who can we help to ask for help to stay safe online?	E-Safety- How to know if someone is being truthful online (spam/edited photography)	E-Safety- powerful passwords
<b>Science</b>		Materials and their properties Three states of matter	Materials and their properties Reversible changes	Materials and their properties Irreversible changes	Materials and their properties Separating materials	Materials and their properties Separating materials
<b>PSHE</b>	Reflection time What are we good at? Who are we striving to be?	Importance of Sleep What are the positive effects of sleep on the way we look and feel?	Importance of Sleep A healthy sleep routine	Importance of Sleep How does sleep affect our brain?	Importance of Sleep The link between sleep and mental health.	Making healthy snack choices Design a healthy snack.
<b>Geography</b>	Human and Physical Features: South America -population of cities	Human and Physical Features: South America -researching data about countries; comparing and interpreting data	Human and Physical Features: South America -rivers of South America	Human and Physical Features: South America -mountains - how are they formed	Human and Physical Processes: South America -rainforests	Human and Physical Features: South America -assessment project (TBD)
<b>RE</b>	Christianity Do Christians believe in God?	Christianity Compare modern and traditional songs of worship.	Christianity What do cathedrals tell us Christians believe about God?	Christianity How is God symbolised?	Christianity How does God show forgiveness?	Christianity Assessment project (TBD)

**Annex 5:**

**Y6 Curriculum Overview Term 3**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	ADRIFT -Descriptive sentences to caption the image -Continue paragraph... what happens next?  Assessment opportunities	BRAVE TRAILER -Story map with annotated adjectives - Character description on Merdia - Setting description on haunted forest - Persuasive poster - Diary on the moment Merida sees the bear	ABOUT TO HATCH -Writing dialogue -Planning mythical creature -Writing a character description based on creature - Write instructions on how to care for mythical creature -Write paragraph linked to creature	THE PIANO -Infer/predict the clip -Evaluate features of a diary -Order clip chronologically -Describe clip with figurative language -Write a diary entry based on one section of the clip -Edit and publish diary entry	NEW YORK IS FALLING -Identifying features of a newspaper -Create a word bank based on destroyed images of New York -Construct an interview -Plan a newspaper report -Write newspaper report -Edit Newspaper report	ALMA -Explore how tension is created -Evaluate existing ghost stories -Plan themselves as a China doll w. powerful vocabulary - Write paragraph of another child coming into the shop and touching 'their doll' -Edit and publish
GPS	-Relative clauses -GPS quiz (teacher assessment)	-Expanded Noun Phrases -Parenthesis -Modal Verbs -Pronouns	-Inverted Commas -Time Adverbials -Fronted Adverbials -GPS Recap	-Compound words -Hyphens - Similes, metaphors, personification -Progressive tense	-Word classes -Semi colons -Colons Subjunctive form	-Perfect form of verbs -Active/passive voice
Spellings			-ably and -ibly	-ent →ence	-er, -ar, -or	-ly
Guided Reading	<b>Start week 5. Focus:</b> Day 1: Decoding, fluency and understanding; Day 2: Understanding vocabulary; Day 3: Investigating the content; Day 4: Assessing the children's understanding.					
Reading	Myon	Myon	Myon <i>The Giant's Necklace</i> <i>Michael Morpurgo</i>	Myon <i>The Giant's Necklace</i> <i>Michael Morpurgo</i>	Myon <i>Kensuke's Kingdom</i> <i>Michael Morpurgo</i>	Myon <i>Kensuke's Kingdom</i> <i>Michael Morpurgo</i>
Maths	-Nearest whole number, hundred and thousand -Rounding numbers	Numbers from words to digits Partition and rename Place value – millions HCF and LCM Prime or Composite Add Multi-digit numbers Estimation Negative/Positive numbers	Add and Subtract Integers 3 digit differences: regrouping Add and subtract decimals Mental multiplication and division Multiplying and dividing by 10,100 and 1000 Estimating products, quantities and products/division	Convert between metric units from smaller unit → larger (g, m, l) Convert between metric units from larger unit → smaller (m) Code Cracker – R/PS Catch up: Short division. Integers: Multiply and Divide	Convert between metric units from larger unit → smaller (g, l) Convert between units of time Convert between miles and km Family Ages – R/PS Catch up: Long multiplication, multiply by 2 digit numbers	Recognise that shapes with the same areas can have different perimeters and vice versa Calculate the area of a parallelogram Calculate the area of a triangle Dartboard Scores – R/PS Catch up: Divide 1 digit divisor (with and without a remainder)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths – times tables	Children completing differentiated times tables quizzes through TTRS	Use www.thinkuknow.com Identify the 5 strands of the SMART approach to staying safe online.	Identifying the similarities and differences between bullying and cyber bullying	Identify the features of a ‘secure’ website.	Identifying the kind of information that can and should not be shared online (personal details)	E-safety quiz which brings together all of the topics we have looked at (SMART, cyber bullying, secure websites, personal details)
Science		Describe the physical effect (and emotional benefits) of exercise on the heart and lungs	Identify the structure of the heart.	Identify and label the lung system. Explain the function of the lungs and blood vessels involved in circulation.	Explain the circulatory system  (Cloze procedure)	Recognise the importance of diet, drugs and exercise on the body.
PSHE	Identify and reflect on the qualities we have that make us a good citizen.  (Suitcase activity)	Identify the different groups of the ‘eat well’ plate.	Discuss a range of healthy and unhealthy menus. Suggest how they could be made healthier.	Design your own three-course healthy meal. Aim to make at least one course in real life!	Identify the different stages of being asleep. Create a poster that details the 5 stages of sleep, the correct number of hours per age group. Also explore what happens when you don’t get enough sleep.	Identify ways to improve your sleep.  Explore useful strategies (milky drink, reading a book, darkness) as well as the elements that do not help you fall asleep (e.g. lights, electronic gadgets)
Geography	Identify the features of the Tundra biome	Compare and contrast Alpine and Arctic tundra.	Identify the key features of North America (the surrounding oceans, USA, Canada etc)	Identify the differences between human and physical features. Sort examples of them from North America.	- Name and locate the countries of North America and identify their main human characteristics	Compare population density in areas of North America.  Create a graph to show the statistics and evaluate the results.
RE	What is tolerance? How can we transform our world?  Children to draw two sides of a globe. One side to be labelled with the bad aspects (pollution, war, greed, global warming, poverty) The other to be filled with positive parts of our world.	What kind of King did Jesus want to be? Use the stimulus of <i>Jesus in the Wilderness</i> . Children to think about how Jesus was tempted and what we can learn about his character from this.	Explore the idea that Christians believe Jesus came to Earth to get people into heaven but also to make the world more like heaven Stimulus of the parable of the feast. Children to create invitations inviting all of Year 6 (or another suitable audience) to a celebration but the invitation must be completely <b>inclusive</b> and reflect the message of the parable.	Explore the parable of the tenant in the vineyard.  Challenge the children to tally the different choices they would make in a range of scenarios that might challenge them. Give them a series of scenarios and see if they can make the ‘right’ choice.	How do Christians try to make the world more like the kingdom of God?  Research the work of charities local to Gloucestershire. Children to present their findings.	Recap the main thread of the unit – that Jesus was a King to serve all others.  Discuss the idea of service and those who serve (particularly poignant currently) Children to choose a charity (perhaps the one they studied last week) and write a letter of appreciation to them. Emails to be forwarded to class teacher to collate and forward.

## **Annex 6:**

### **Monitoring and Evaluating Home Learning Provision**

#### **Role of Parents:**

Senior leaders and governors will seek regular feedback from parents on the quality of remote learning provision. Parents will be asked their views on:

- The communication they have with their child's teacher and the support they receive to enable them to support their child's learning at home.
- The quality of the resources provided to support remote learning e.g. TEAMS activities, links to on-line resources, remote learning packs, etc.
- The quantity of the remote learning and whether this is matched to the age and developmental stage of the child.
- How well their child engages with the live TEAMS sessions and the remote learning work set.

Parent feedback will be used to improve the remote learning offer and to make it more user friendly.

#### **Role of Class Teachers:**

A team-teaching approach will be adopted during full lock down and the closure of any year group bubbles. Each class teacher will review the planning provided by other teachers to ensure it meets the learning needs of the children in the class. Each year team will liaise at least weekly to ensure planning is appropriate.

Class teachers will monitor engagement with remote learning:

- On a daily basis checking which children are accessing TEAMS.
- On a weekly basis checking which children are accessing myON, Athletics and Times Table Rock Stars.
- On a weekly basis checking that hard copies of remote learning are collected and completed work returned for marking. Class teachers will follow up any parents not collecting hard copies or not returning any completed work. They will assess the accuracy and quality of the completed remote learning tasks and provide feedback to parents via email.
- Class teachers will follow up any non-engagement with parents and offer support where needed e.g. support to solve IT problems.
- On a weekly basis monitoring parent engagement with the telephone contact. Any non-engagement will be followed up with a text message asking the family to contact the school as a matter of urgency. On-going concerns will be shared with SLT.
- **Refer to SAFEGUARDING POLICY if there are any CHILD PROTECTION CONCERNS. ALL CONCERNS MUST be shared with the DSL or DDSP then logged onto CPOMS.**

**Role of Subject Leaders:**

Subject leaders will monitor planning every term to ensure that the remote learning set is following our school curriculum. They will also carry out a check of the quality of the work completed by children remotely.

Subject leaders will be available to provide support and advice to all teaching staff.

**Role of Senior Leaders:**

Senior leaders will monitor the quality of the remote learning programme and the consistency across the school:

- Monitor the breadth and balance of curriculum offered, equality of opportunity, pitch/level of the remote learning programme and children's progress by carrying out regular checks of remote learning journals once the remote learning programme has been established.
- Monitor the quality of TEAMS teaching sessions and consistency across the school by joining the sessions regularly once the remote learning programme has been established.
- Follow up any concerns raised by class teachers with regard to safeguarding/ engagement in our remote learning programme and work with parents to resolve any difficulties/ make referrals onto social care.
- Report to governors on a termly basis.

**Role of Governors:**

The governing body will hold the school to account for the quality of the remote learning programme and also how any additional funding is deployed:

- Read SLT reports and ask questions to ascertain the impact of remote learning and also how the school is working to engage all families.