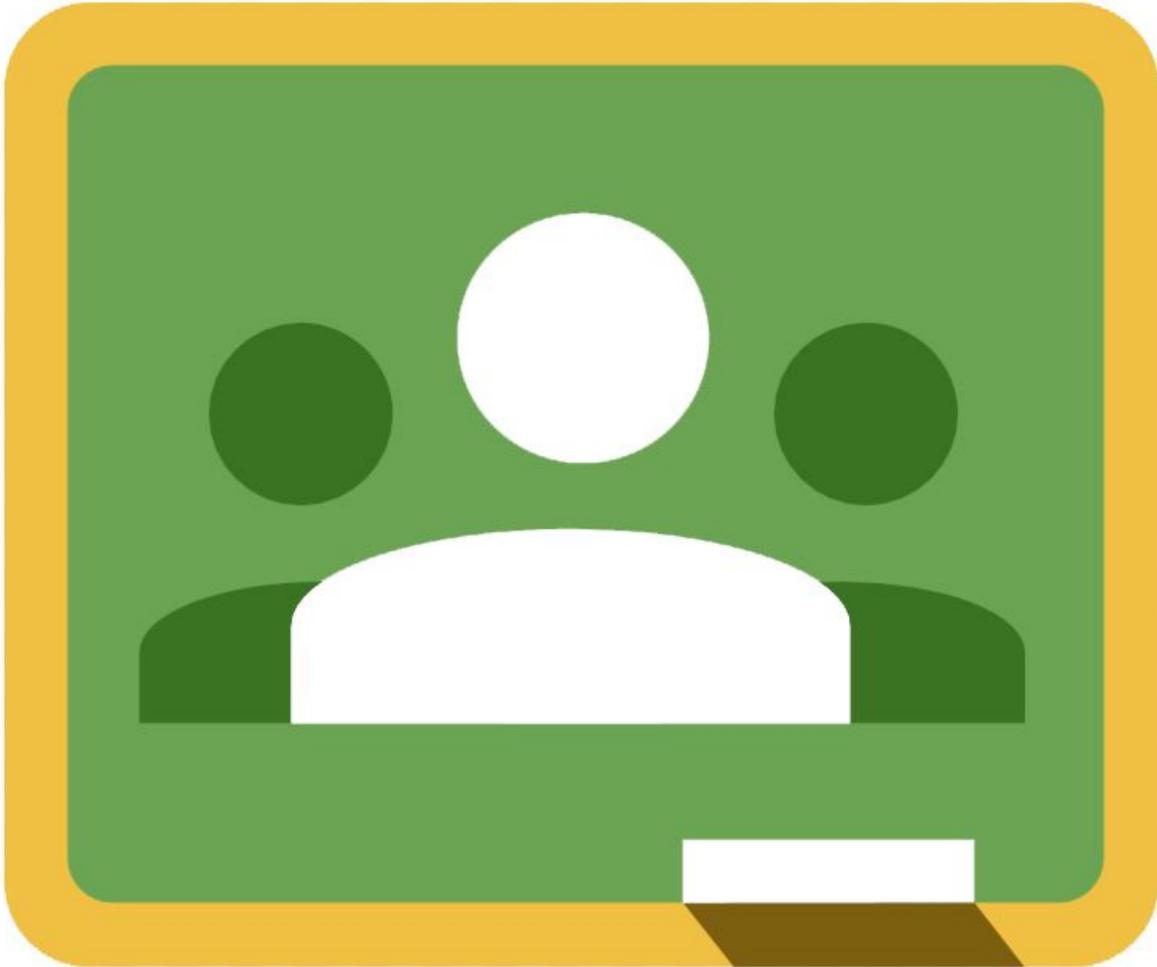


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Remote Learning Programme - KS1 & 2



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Remote-Learning Provision

The DfE states that the most effective remote learning comes in the form of live streamed lessons. Nevertheless, they assert that all lessons should be recorded and for the majority of children and families pre-recorded sessions are more accessible especially when they may only have one device at home. Live sessions do pose safeguarding risks and may not be suitable for the vast majority of pupils. Additionally, where smaller schools are having to continue to provide care for key worker children, there may not be the staffing or facilities to provide live streamed lessons.

Remote-learning should provide a Broad and Balanced curriculum; replicating the provision the children would be provided in school as close as possible to prevent further regression.

With the exception of EYFS, all learning will be provided via **Google Classroom** in the event of a bubble closure or local lockdown to provide a single interactive platform point of entry. Other online resources are encouraged; links should be made available on Google Classroom.

Teachers need to provide timely and effective feedback for work submitted. All work must be set as an assignment.

Outline of Lessons to be delivered

	Lesson	Content
1	Phonics & Reading	<p>Phonics - Ruth Miskin videos for the children. Children should be set sessions according to their RWInc groupings.</p> <p>The DfE states early reading should be the priority in event of bubble closure. Children must have access to a range of texts/books (either through links sent to e-books or to copies of the books) to be reading at home in addition to taught phonics lessons.</p> <p>Shared Reading - Children must make use of Fiction Express. Teachers can monitor and track children's progress through this platform and assess reading comprehension through the teacher resources (3-5 questions per chapter) and quizzing at the end of each chapter (please note these question types tend not to be of a high order). Extension questions may be required. One from each question type. Teachers should prepare a worksheet for all children where they can provide feedback (See appendix a.). Teachers will also consider pre recorded examples of them modelling how to answer a certain question type.</p> <p>Additional online resources for reading;</p> <ul style="list-style-type: none">- Teach my monster to read- Accelerated Reader (quiz on completed books)- Google Read Along
2	Times Tables Practise	Teacher to prepare activities for the children to complete daily to ensure they are developing rapid recall of times tables/ number bonds. Teachers should make use of Google Quizzing to

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		<p>assess progress weekly. Children must use TTRS daily. Particularly KS2 should be completing a sound check twice daily.</p> <p>Additional Online Resources for TT</p> <ul style="list-style-type: none"> - https://www.timestables.co.uk/ (interactive games, quizzes and activities) - http://www.snappymaths.com/multdiv/5xtable/5xtable.htm (worksheets) - https://www.math-salamanders.com/math-times-table.html (games, worksheets, activities and flashcards)
3	Maths	<p>Must continue from learning in the classroom.</p> <p>We are all following Oak National Academy for Mathematics. Lessons are chosen which match the objective which would have been taught if the children were in.</p> <p>Children could complete a quiz at the end of each lesson to assess progress.</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> - Set additional homework on School Jam (Active Learn Resource) KS1 and EYFS).
4	Handwriting Practise	<p>All children should be practising their handwriting and ensuring they are developing letter formation.</p> <p>A quick 2 minute pre-recorded session of the teacher modelling the handwriting would be beneficial.</p> <p>Children should upload a photo of their handwriting to the assignment.</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> - https://teachhandwriting.co.uk/teach-handwriting-teachers.html (video clips and lesson ideas)
5	SPaG	<p>Children should have the opportunity to practise spellings daily.</p> <p>Children should be taught grammar and punctuation appropriate to their age. As in school. One taught pre-recorded session per week, which can be attached to each assignment, should be enough to deliver the concept. The children must then have the opportunity to develop their skills with the concept.</p> <p>Teacher to prepare short activities that can provide feedback on (see appendix d.).</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> - Spellzone - https://www.bbc.co.uk/teach/skillswise/word-grammar/zfwfmr (videos to support teaching)
6	Talk for Writing	<p>Talk for Writing in the form that we deliver in school does not effectively work via remote learning.</p> <p>In the immediate future, the use of Pie Corbett's Talk for Writing Booklets provide a good starting point to deliver writing electronically.</p> <p>Teachers will need to set assignments building the children's writing skills in small steps. Some lessons may be live or pre-recorded to support pupils and their learning. This may include reading the text to the children; delivering sessions that are covering new concepts; or modelling a shared write with the children.</p>

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		<p>Additional quizzes or questionnaires can be used to gather children's ideas. Children may also work on shared documents to construct texts together.</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> - https://www.talk4writing.com/home-school-units/
7	Geography History Science	<p>We need to ensure we are following the sequences of learning. 3 lessons per week should be dedicated to one of these three subjects.</p> <p>Quizzing can continue and should be encouraged through Google Forms.</p> <p>We have linked our topic areas with topics on Oak Academy, matching learning objectives and skills development where the exact topic is not available. The sequences of lessons should be used as effectively as possible. Teachers may need to tweak the sessions to enable them to be more remote-learning friendly, whilst encouraging pupils to demonstrate their understanding in as varied a way as would be provided in the classroom.</p>
8	PE/ Exercise promoting activity	<p>The DfE acknowledges that PE is not a subject that can be delivered remotely effectively. However, they do stress the importance of encouraging the children to engage with as much physical activity as possible throughout the week; ideally, daily. Additionally, it is identified that children may not have any equipment at home and provision should allow for this.</p> <p>We signpost children to different websites which promote active lifestyles and set a pre-recorded lesson filmed by the MAT PE each week. Pupils are encouraged to take part in the weekly PE challenge too.</p>
9	RE	<p>Children should be taught at least one session per week of RE.</p> <p>Learning should follow the sequence of learning with lessons chosen from Oak Academy which match the learning that would have taken place in the classroom</p>
10	Computing	<p>Assignments will be set to encourage children to explore coding.</p>
11	MFL	<p>Pupils in Y4 and above are set a weekly MfL lesson in Spanish using the Oak Academy materials.</p>
12	PSHE & Wellbeing	<p>A PSHE and Well-being activity is set at least fortnightly.</p>
13	Daily Act of Worship	<p>Where possible, Daily Acts of Worship should be pre-recorded and shared via Google classroom. Use will also be made to links on sites such as Open the Book and other collective worship resources available to the school.</p> <p>Monday - Head of School, Friday - Celebration Assembly shared on social media</p>
14	Storytime	<p>Pre recorded book readings will be serialised and shared with pupils to allow a quiet end to the virtual online day</p>

Suggested Time Table

Time	Action
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From 7:55	All assignments should be scheduled to go live at least 15 minutes before 'normal' session times
8:10-3:15	Children complete assignments by 3:15 to provide the teacher adequate time for marking. Staff and children should be taking regular brain breaks and a lunch break to ensure they are not sat at the screen all day.
3:15-5:30	Teachers will mark assignments and aim to have them returned by 5:30 for the children to action on feedback. All assignments need to be checked by the teacher before returning.
5:30-7:00	Staff may respond to emails after 5:30 but will not respond to emails after 7pm. All emails past this time will be scheduled for the following morning.

Findings from the DfE Good Practice Document

The EEF has found that effective remote learning requires the following:

- pupils receive clear explanations
- scaffolded practice
- Application of new knowledge or skills
- pupils to receive effective feedback

Pre-recorded sessions can provide the above, however, it is stated live lessons can be effective. Recorded lessons are more accessible to the children and can be accessed at any time. Often children are sharing a device.

Use of a single interactive platform enables a single point of access for all lessons and resources. We should be embedding other online resources to enhance learning opportunities.

We must ensure the children are receiving rapid feedback. Quizzes/tests should follow teaching sequences. Clear explanations must be given. Learning must build on from the previous lesson. Targeted questioning and scaffolded practice.

In some cases it is possible to expect a normal school day to be worked remotely by both pupils and teachers. Recognising that this will not always be practical, where it is possible the routine can prove beneficial to pupils and support them in the management of their work and time.

All or most of the normal planned curriculum should be taught. Visual demonstrations (Youtube) should be provided where practical aspects are not possible. Supported by teacher explanation/commentary and an electronic resource to consolidate.

All children should be encouraged to engage with physical exercise.

Remote learning is more than setting work/tasks. These should complement the teaching. Research suggests lengthy projects and research tasks are ineffective. Teacher-led opportunities more effective practice.

Training of all staff should be regularly refreshed using online resources to ensure a seamless transition between in person to remote teaching.

Troubleshooting support should be easily accessible.

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Schools can spend their catch-up premium on contingency planning for remote education, for example purchasing additional devices or textbooks.

Schools should monitor pupil engagement, log and feedback to parents.

Youngest children must prioritise early reading. Children must have access to plenty of books and phonics materials.

Provision may need to be adapted for SEND children to access.

Oak National Academy can be used to help schools set up, resources can now be downloaded and adapted.

Recommendations for improvement made after Lockdown 1

We need to:

- Ensure all staff are confident in providing high quality pre-recorded sequences of lessons for all curriculum subjects.
- Teachers know how to provide effective feedback using GC.
- Teachers are tailoring the learning to meet the needs of their class and following/continuing the planned sequences in school.
- Ensure we are providing the children with clear explanations and learning builds on from the previous lessons (not just worksheets and tasks which will complement the lesson).
- Prioritise early reading
- Provide regular assessments opportunities- quizzes and questioning
- Decide if we want to provide live lessons in the event of bubble closures?
- AG to chase NearPod to enable in lesson assessment, questioning and feedback.
- Teachers & teaching assistants to receive updates additional training regarding online working

Actions Taken in Response

We have:

- Provided training for staff on the use of Google Classroom, with staff being encouraged to use resources from Oak Academy where pre-recorded lessons are appropriate.
- Ensured that staff are aware of the importance of effective feedback and do a random sample of families to gain understanding on whether this is working.
- Linked learning provided online to the medium term plans in place for classroom learning to ensure continuity of learning.
- Begun start and end of day LIVE sessions which enables teachers to point out where the assignments fit in the learning journey in each subject area.
- Sent out daily links to quality (RWInc) phonics lessons to ensure that early reading is still prioritised.
- Built quizzes into lessons and questioning opportunities into the LIVE sessions.
- Research now shows that pre-recorded lessons may be as or more effective than live lessons. In order to free teachers up to provide the quality feedback on learning and to plan the learning effectively, we have made use of pre-recorded lessons on Oak Academy

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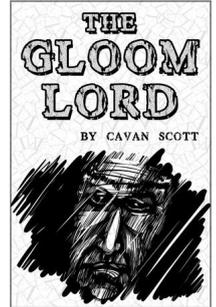
Appedicies

Appendix a. - Reading Comprehension Questions for Fiction Express.

The Gloom Lord

Chapter 1 - Comprehension Questions!

1. Read Chapter 1 and complete the quiz at the end of the chapter.
2. Answer the questions by typing in the grey boxes in the table below.



Before going any further, you might like to discuss the meaning of these words with an adult or look them up in a dictionary!

capsule

marauding

menace

staff



1. Can you find any examples of alliteration in chapter 1? Do you like reading these sorts of phrases? Why? (3 marks)



2. How do you know Jackie and Thran get along? (2 marks)



3. Do you think the author intended the Vampire Robo-Penguins or the Vampire Robo-Emperor Penguin to be frightening? What language choices did the author make to help with this impression? (2 marks)



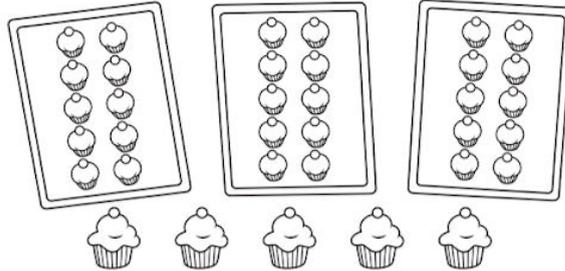
4. How do you think Will was feeling when he shouted "We're going to win! Only one more to beat." ? Think of four words to describe this. (2 marks)

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Appendix b. - Maths worksheet example 1

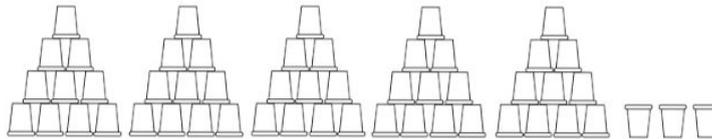
Edit the sentences in red to answer the questions.

1 a) How many cakes are there?



There are ____ cakes.

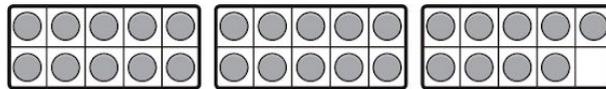
b) How many cups are there?



There are ____ cups

2 What numbers do these represent?

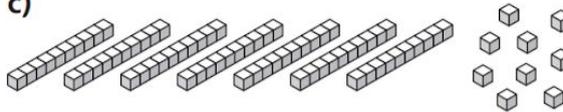
a)



b)



c)



a)

b)

c)

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Appendix c. - Maths worksheet example 2.

Complete the calculations on the place value grids.

a. $45 + 2 =$

	Tens	Ones
	4	5
+		2

b. $68 - 8 =$

	Tens	Ones
	6	8
-		8

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Appendix d. - SPaG worksheet examples

Lesson 1

Highlight the apostrophe for possession in these sentences.

The waiter ate the monster's dinner.

The children's work was ruined by the rain.

Leon damaged the firefighters' truck.

Lesson 2

Correctly punctuate the sentences with a possessive apostrophe and a s in blue text.

Sharon car was black.

Even though they had tried very hard not to spill a drop, the paint covered everyone homework.

Jack Frost always tried his best to cover the Robinson cars with ice and snow.

Lesson 3

Use the pictures to help you write 3 sentences that include an apostrophe for possession.

