

Mayfield Home Learning Plan - 2020 – 2021 Spring 1

Parents/Carers Information



All activities will be communicated via Seesaw/Tapestry/FS or Year 1 blog.

Activity	Maths Daily	Writing/Phonics Daily	Reading Daily	Topic/Other subjects	Story - Zoom
Time allocation	45 mins	45 mins	15 mins	45 mins	30 mins
Reception	Daily Zoom Maths session live – 30 minutes Follow up activity	Daily Zoom Phonics session live – 30 minutes Follow up activity	Daily reading with parent/carer	All other activities to be posted on Tapestry	Recorded story/zoom live story

Activity	Maths Daily	Writing/Phonics Daily	Reading Daily	Topic/Other subjects 1 or 2 tasks per day	Story/guided reading - Zoom
Time allocation	45 mins	45 mins	15 mins	45 mins	30 mins
Year 1	Daily Zoom Maths session live – 30 minutes Follow up activity	Daily Zoom Phonics session live – 30 minutes Follow up activity	Daily reading with parent/carer	Science – Oak Academy unit over two weeks/or teacher planned input via YouTube/Zoom/Blog	Recorded story/Zoom live story

Activity	Maths Daily	Writing/Phonics Daily	Reading Daily	Topic/Other subjects 1 or 2 tasks per day	Story/guided reading - Zoom	PSHE - Zoom	Art - Zoom
Time allocation	45 mins	45 mins	15 mins	45 mins	30 mins		
Year 2	Recorded lesson/input by class teacher <i>Outcome to be posted on Seesaw</i>	Recorded lesson/input by class teacher <i>Outcome to be posted on Seesaw</i>	Daily reading with parent/carer	Science – Oak Academy unit over two weeks/or teacher planned input via Seesaw/ Zoom	3 x 30 minute story sessions a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher

Activity	Maths Daily	Writing/Grammar/Phonics Daily	Reading Daily	Topic/Other subjects 1 or 2 tasks per day	Story/guided reading - Zoom	PSHE - Zoom	Art - Zoom
Time allocation	1 hour	1 hour	15 mins	1hour 15 mins	30 mins		
Year 3	Recorded lesson/input by class teacher <i>Outcome to be posted on Seesaw</i>	Recorded lesson/input by class teacher <i>Outcome to be posted on Seesaw</i>	Daily reading with parent/carer	Science – Oak Academy unit over two weeks/or teacher planned input via Seesaw/ Zoom	3 x 30 minute story sessions a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher

Activity	Maths Daily	Writing/Grammar Daily	Reading Daily	Topic/Other subjects 1-2 tasks a day	Story/guided reading - Zoom	PSHE - Zoom	Art - Zoom
Time allocation	1 hour	1 hour	15 mins	1hour 15 mins	30 mins		
Year 4	Recorded input by class teacher <i>Outcome to be posted on Seesaw</i>	Recorded input by class teacher <i>Outcome to be posted on Seesaw</i>	Daily reading and recording in reading journal	Science – Oak Academy unit over two weeks/teacher planned input Seesaw/ Zoom	3 x 30 minute story sessions a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher

Activity	Maths Daily	Writing/grammar Daily	Reading Daily	Topic/Other subjects 1-2 tasks a day	Story/guided reading - Zoom	PSHE - Zoom	Art - Zoom
Time allocation	1 hour	1 hour	15 mins	1hour 15 mins	30 mins		
Year 5	Recorded input by class teacher <i>Outcome to be posted on Seesaw</i>	Recorded input by class teacher <i>Outcome to be posted on Seesaw</i>	Daily reading and recording in reading journal	Science – Oak Academy unit over two weeks/teacher planned input Seesaw/ Zoom	3 x 30 minute story sessions a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher

Activity	Maths Daily	Writing/grammar Daily	Reading Daily	Topic/Other subjects 1-2 tasks a day	Story/guided reading - Zoom	PSHE - Zoom	Art - Zoom
Time allocation	1 hour	1 hour	15 mins	1hour 15 mins	30 mins		
Year 6	Recorded input by class teacher <i>Outcome to be posted on Seesaw</i>	Recorded input by class teacher <i>Outcome to be posted on Seesaw</i>	Daily reading and recording in reading journal	Science – Oak Academy unit over two weeks/teacher planned input Seesaw/ Zoom	3 x 30 minute story sessions a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher	1 x 30 minutes a week for each class delivered by class teacher

A suggested timetable for the day will also be included (*example below. This may look different for FS and KS1*):

Time	Schedule	Platform	Task
9:00am	Monday and Friday heads assembly	YouTube link	Link will be sent out in advance via Parentmail and Google Groups
9:15am	Maths	Seesaw	Introductory recorded video by class teacher and tasks to complete and upload to seesaw by 3:30pm
10:15am	Break		
10:30am	English (writing/grammar)	Seesaw	Introductory recorded video by class teacher and tasks to complete and upload to seesaw by 3:30pm
11:30	Break		
11:45	Reading	Own book	Read and then record in reading record
12:00pm	Lunch		
12.45pm – 3:30pm (a break to be included during the afternoon)	1 or 2 topic related tasks/science	Seesaw	To be uploaded by 5pm
Live Zoom session	There will be a live session once a day – the time will be arranged by each year group		

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- Remote education will start from the first day of school closure although the full offer of recorded lessons may not be possible on the first day.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may have to make some adaptations in some subjects for example PE/Art.
- **Maths:** Tasks and expectations will be explained via Seesaw/Class Blog/Tapestry and will continue to follow the plan that is currently being taught in school. One piece of maths should be posted each day for years 1 to 6. If this is a practical activity the outcome should be photographed and posted, or the child may choose to write an explanation of what they have done or record a video clip.
- **English:** Writing/grammar tasks and expectations will be explained via Seesaw/Class Blog/Tapestry. The current school unit of work may be completed, or the class teacher may choose to start a new unit of work. The outcome should be posted each day for years 1 to 6.
- **Guided Reading/Storytime:** A class book will be read, and children will have the opportunity to ask and answer questions about the text. The chat function on Zoom will be turned off when delivering story time and all children will be muted and follow the 'Zoom Learning Expectations'.
- **Science:** The curriculum for the year group will continue to be followed. The outcomes of each task should be posted on Seesaw/Tapestry.

- **Art:** for years 2 to 6 - this has worked well on Zoom. We will be continuing to develop drawing skills, and shading, with pencil/coloured pencils/black pen.
- **PSHE:** A range of activities that promote discussion and interaction between the children will be shared.
- **Other subjects:** Any other subjects will be linked to the topic that the children are currently learning about and outcomes posted on Seesaw/Tapestry each day.
- **Assembly:** There will be a heads' assembly on Monday and Friday at 9am for 15 minutes. This will be posted onto our YouTube channel and the link sent out via Google Groups/Seesaw/FS/Year One Blog.

Accessing remote education

How will my child access any online remote education you are providing?

- Reception and Year 1: Tapestry, Class Blog, Zoom, BugClub, RMEasimaths
- Year 2 – Year 6: Seesaw, Zoom, RMEasimaths, SpellingShed
- Where there is more than one child at home due to bubbles isolating then class teachers/heads will work together to ensure that Zoom sessions are not scheduled at the same time. If there is limited access to devices, and/or more than one child at home then heads will work with parents to create a timetable for individual families if requested.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We will ensure that online access is available to all children by:
 - Providing laptops on loan
 - Providing Wifi access where necessary
 - Supporting parents to access the online learning platforms
 - Monitoring use of online platforms in order to offer support where needed
- In extreme circumstances and where there are no alternatives packs for home learning will be delivered
- If you need support with any of the above please contact your child's class teacher or the school office.
- Paper for printing and a contribution towards ink cartridges is available on request.

How will my child be taught remotely?

- See timetabled information for each year group at the top of this document

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- The government have set an expectation of 4 hours of learning each day for KS2 children (year 3 to year6) and 3 hours of learning a day for children in Reception to year 2.
- We recognise that every family will be in a unique situation and will be able to offer differing levels of support to children. If you have any concerns about supporting home learning please speak to your child's class teacher in the first instance.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Daily registers will be taken in the Zoom live sessions.
- Teachers will review responses to lessons on Tapestry and Seesaw daily allowing them to monitor the level of engagement.
- The Headteachers will monitor engagement across the platforms weekly and, in collaboration with class teachers, address any areas of concern.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example Seesaw allows for voice notes to provide feedback as well as written ones, Tapestry facilitates an on-going conversation between teachers and parents/carers of younger children. Our approach to feeding back on pupil work is as follows:

Seesaw

- An outcome from each maths and English activity should be posted each day on Seesaw.
- When Science is being taught this should be posted on Seesaw.
- Children can post one or two other items on Seesaw each day – something they are proud of, or something related to their topic.

Marking: The number of items posted on Seesaw each day varies from child to child. Your child's teacher will mark and comment on the maths, English and Science. Any other pieces posted will be acknowledged by the class teachers and further comments will be at their discretion.

Small group Zoom sessions: Where children are finding a piece of learning particularly challenging the teacher may set up a small Zoom group.

'Greater Depth' Zoom sessions: If class teachers feel that some children would benefit from further challenge then we will set up small group Zoom sessions in maths and English. Liz Stow will run the maths sessions, and Sarah Stepney will run the English sessions.

Tapestry

Comments on posts will be made by teachers/teaching assistants and nursery nurses regularly and progress towards EYEs monitored.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- The School acknowledges that each child with SEND is different and delivering specific interventions that would normally be run at school for some children can be challenging via remote education
- The school ensures that all families with SEND continue to have access to class teachers and the SENCo. The SENCo is available to speak to SEND families via a range of communication such as telephone, Zoom, emails
- Teachers to ensure that there are differentiated tasks where appropriate
- There are two different learning platforms – Seesaw for Year 2 and above and Tapestry for Reception and Year 1 – children have used both platforms within 'normal' class sessions prior to lockdown and teachers are able to assign tasks and give feedback to individual children
- In some cases there are designated TAs who work remotely with specific SEND children on their targets from EHCPs and /or from learning plans and we work with parents to put these sessions in place at agreed times of the day
- In some cases families are supported with additional IT equipment to facilitate access
- Some SEND children are supported through a mix of remote and part-time attendance
- Some SEND children receive support from external agencies facilitated via school such as speech & language sessions and assessments, Family Support Worker intervention, and Mental Health and Well-being Team support

- The school continues to work with external agencies to support SEND children including holding annual reviews of EHCPs with parents and other agencies, referral to other agencies such as the county SEND team, community paediatrics, speech & language service etc.
- Within our younger year groups we use a different learning platform – Tapestry – and there are more live daily sessions with teachers covering phonics, maths and storytime.
- There is communication between parents and school to ensure children have access to IT devices and that parents are able to access the school learning platforms

Hearing Support Centre (HSC)

All KS1 and KS2 children in the HSC have laptops and/or an iPad provided by START. They have a radio aid and connection leads supplied by the SST. The children are equipped to access online learning content with this technology.

- Specialist Teaching Assistant support is available at any point in the working day to support learning via Zoom.
- HSC children will continue to access individual and group language sessions with the ToD remotely.
- STAs will also support whole class teaching sessions which can be accessed with live captioning.

FS children are offered online sessions to support phonics or maths class work 1:1 with the STA or ToD. They are also offered an individual story time session. Parent attends the session with their child to support learning and accessing language using video calls.

Children and young people attending school

- Students remain in their class/year bubbles with their STA, following all safety guidelines and school protocols.
- Individual HSC sessions continue as planned.
- HSC Group sessions where children are in different bubbles will have to change to individual sessions to help keep our children and young p people safe.

Children and young people accessing work from home due to being clinically extremely vulnerable

- Students will access their mainstream lessons remotely. STAs will support remote access for students and will be present throughout teaching sessions.
- Individual HSC sessions continue remotely.
- HSC group sessions will continue remotely.

If my child's bubble is required to isolate how will remote education be delivered?

If a bubble is isolating due to a child testing positive for Covid-19 the class teacher will revert to the home learning plan provided in 'lockdown'. Should the bubble have to isolate due to the class teacher contracting Covid-19 then the Heads will facilitate the home learning with support from the partner teacher.

Remote education for self-isolating pupils (not in a lockdown scenario)

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If a child is at home awaiting the results of a test then we will assume that they are absent due to illness.

We recognise however that sometimes tests can take some days to come back and that children may in the meantime have recovered sufficiently to continue with their education. In these circumstances please telephone/email the office or class teacher and they will at the earliest opportunity begin to supply your child with a daily email/activities on Seesaw of work that is being completed in class.

Where a child is isolating due to a member of the family being Covid-19 positive then it is likely that they will be away from school for ten days. The government requires that we provide an equivalent education to the one that is being delivered in school. It will not be possible for teachers to provide the learning outlined in this document for when whole bubbles isolate due to the commitments of daily classroom teaching. In order to fulfil the government requirements in these circumstances we will implement the following:

Y2 to Y6: the class teacher will add each day's work to Seesaw at the end of the day that it has been taught to the class. On the first day of isolation activities for the day will be added to Seesaw by the Headteachers and responded to also by them.

Reception and Y1: the class teacher will send an email advising how to access the class blog during the first day of isolation. They will upload activities to their class blog at the end of the first day and the outcomes should be recorded on Tapestry by parents/carers. On the first day of isolation activities will be posted on Tapestry by the Headteachers and responded to also by them.

Blended Learning

Blended learning is a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

From Mayfield's perspective blended learning will constitute the following:

- Children, whilst in school, will continue to upload some of their work to Seesaw in order to maintain their skills should they need to isolate.
- Teachers will set tasks via Seesaw in school if it is deemed to be appropriate – for example allowing the teacher to work with small groups of children face-to-face

- If the school were to be put into lockdown then those children in school (critical worker/vulnerable children) would follow the online learning set by their class teacher, with the support of the teacher in charge of their bubble.
- In the event of a lockdown and where one class teacher from a year group is in school the partner teacher will facilitate the recorded and live sessions on Seesaw and Zoom.