



THE LONGMEADOW REMOTE CURRICULUM OVERVIEW

Technology not readily accessible

Computer literacy

Large text fonts

Clear diagrams

Ask 'how easy is this lesson to follow from a mobile phone screen?'

Unable to navigate a platform

Barriers to remote learning

Distractions i.e. gaming, apps etc

Consider:

1. Quantity of work
2. Logical sequence of lessons
3. How pupils are accessing work

Ways to Remove Barriers

Unable to access device

Unable to access internet

Be aware of 'cognitive overload'

PDF all documents for 'mobile-first design'

IMPLEMENTATION (How will you do it?)

BREATH AND BALANCE	EYs	Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive Art and Design	
	KS1 & KS2	English	Mathematics	Science	Computing	Religious Education	Art & Design	Design Technology	Geography	History	Modern Languages	Music	PE	Values inc British Values	SRE
	National Curriculum and Hfl Planning Materials						Longmeadow Learning Maps – Subject Specific						NC	Jigsaw	

PHASE 1 - SET

- Do lessons match Longmeadow's original curriculum intent?
- Are lessons appropriately adapted for all pupils in the class?
- Are concepts consolidated well before new concepts are introduced?
- Are well thought out opportunities used for pupils to use and apply new found knowledge in a range of situations?
- Do remote lessons spark curiosity and interest?
- Level of challenge is appropriate to the pupils in the class.
- High quality resources are mapped into remote learning to promote engagement.

PHASE 2 - TRACK

- Have you measured 'participant ratio' and monitored the % of your class interacting with remote learning?
- Have you put in interventions to increase engagement if necessary?
- If a pupil has key barriers to accessing learning i.e. SEND needs / no access to technology, have alternative access arrangements been considered and deployed to support efficiently and effectively?
- Has progress and attainment data been considered including the recently widened attainment gap between the advantaged and the disadvantaged?
- Has remote learning set considered this, and tracked back where necessary, to get pupils back on track?
- Have strengths and gaps of pupils been analysed through assessment tasks?

PHASE 3 - SUPPORT

- How are your pupils receiving feedback during remote learning? Consider the continuous flow of academic support in the classroom – how can this be implemented remotely?
- Consider corrections, praise and guidance.
- How can you remotely grow reflection and independence?
- Use the school feedback policy (feedback and marking sheets) to collate feedback for each daily remote learning lesson. Use this feedback to feed into the assessment into planning cycle. Adapt planning for the following week to support lessons learnt from feedback.
- Consider pastoral support when feeding back. How will you continue to support pastorally, as a class team, for those pupils that need it?
- Think of a range of ways to engage pupils and parents. Phone calls, Marvellous Me, videos of you, voice notes, and certificates sent home etc.
- Personalise feedback through a weekly phone call with each pupil.

QUALITY REMOTE LEARNING AT LONGMEADOW

Where a class, group, or a small number of pupils need to self-isolate, we expect school to have the capacity to offer immediate remote education

The following items will be uploaded to the child's class team via Microsoft Teams:

- The termly homework flyer
- The weekly communication flyer
- The class timetable
- Redacting copies of planning and associated resources in line with lessons occurring in school.

The class teacher or the classroom teaching assistant will also:

- Check that the child has a school reading book at home. If not, a reading book will be assigned via the child's Bug Club / Accelerated Reader account.

Parents / Pupils will:

- Submit work back to the teacher via MS Teams
- Receive feedback on the work submitted
- Receive a minimum of a weekly phone call to check in.

Where there is a local / national lockdown, requiring pupils to stay at home, we expect schools to have the capacity to offer immediate remote education

The following items will be uploaded to the child's class team via Microsoft Teams:

- Daily English and Maths lessons. These may include: narrated PowerPoints; modelled examples; videos from other teachers including the Oak National Academy, White Rose Hub etc.; video clips to support learning from reliable sources i.e. BBC Bitesize; learning scaffolds for activities.
- Phonics sessions for EYs to Y3/4.
- Topic activities to cover the full range of Science and foundation subjects (for example History and Geography).
- Opportunities for PE and for pupils to remain fit and healthy.
- Lessons linked to RSHE including lessons from the school's Jigsaw program and Character Education program.

The class teacher will also:

- Assign books via the child's Bug Club / Accelerated Reader account.
- Assign challenges via Timetables Rockstars.

Parents / Pupils will:

- Submit work back to the teacher via MS Teams daily.
- Receive feedback on the work submitted.

- Receive a minimum one phone call per week (this may be more where pupils require additional learning or pastoral support).
- Receive replies to comments in the chat feature of MS Teams.

Schools should use a curriculum that allows access to high quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.

- Home learning (homework) has been set via Microsoft Teams throughout Autumn 2 to support pupils and families to familiarise themselves with the system. A how-to video is available and on its launch the school ran a MS Teams helpline for parents.
- Devices are available to loan from the school for children who meet eligibility criteria.
- Home learning packs are also available (containing offline resources) for parents and pupils who require these.
- The sequence of lessons for each subject will be followed (aligned with the curriculum delivered by the school) unless the learning objective is impossible to deliver remotely.
- Pupils attending face-to-face learning in school receive the same access to remote learning as children learning at home, providing equality of opportunity as far as possible.

Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback. Make sure staff are trained in their use.

- The school has implemented MS Teams as a whole school approach.
- The Senior Leadership Team trialled MS Teams in the Autumn Term of 2019, prior to the pandemic.
- A staff team was set up in January 2020.
- MS Teams allows a secure method for training to occur with a range of external agencies including the Local Authority. It also allows a platform for pupils with SEND to receive visits from therapists.
- Staff received training on MS Teams prior to the national lockdown from the school's computing lead and the Senior Leadership Team.
- Parents received a how-to video, and a parental support line was run on its initial launch to parents and pupils.
- Pupils can 'hand in' assignments via Microsoft Teams. This allows teachers to provide more accurate feedback.
- Other online tools will be used in conjunction with this, such as Bug Club, Accelerated Reader, TTS Rock Stars and Purple Mash. Staff and pupils are familiar with their use as these are an embedded part of the Longmeadow curriculum.

Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online resources:

- Teachers work with families to identify anyone struggling to access remote education. The school has 'home learning packs' available to be delivered to pupils who require them. Senior leaders have carefully considered the contents of these packs. For example, where a pupil is attending UKS2 but accessing KS1 work, they will have an appropriate home learning pack to meet their needs for the work they are set.
- An exercise book marked 'home learning' will be provided to the pupil for both English and Maths (Yellow maths book for writing/solving calculations. Blue English book for writing, spelling, handwriting practice).

- Printed work will also be provided to pupils with home learning packs.

Early Years Home Learning Pack	KS1 Home Learning Pack	LKS2 Home Learning Pack	UKS2 Home Learning Pack
<p><u>Maths</u> Bead string Multilink cubes Tens frame Number line to 10</p> <p><u>Literacy</u> Phoneme frame HFW Word mat Phase 2/3 sound mats</p> <p><u>Other</u> Whiteboard and pen Scissors Glue Pencils Coloured pencils Plain paper and lined paper</p>	<p><u>Maths</u> Tens frame Counters Multilink Bead string Dice 100 square Number line to 20</p> <p><u>English</u> Phoneme frame Year 1/2 Word mat Phase 2/3/5 sound mats Finger spacer</p> <p><u>Other</u> Glue stick Scissors Whiteboard, pen and rubber Pencil and colouring pencils Paper</p>	<p><u>Maths</u> Multilink Bead string 100 square Die Counters Times table grid</p> <p><u>English</u> Phoneme frame (Y3 and if required) Year 3/4 word mat</p> <p>WB and pen Paper (including squared) Ruler Rubber Pen and pencil Colouring pencils Scissors Glue</p>	<p><u>Maths</u> Protractor Bead string Times table grid Multilink Die</p> <p><u>English</u> Reading record log List of 3/4 and 5/6 words 'ISPACE' words and genres to use for writing frame</p> <p>Pencil Blue pen Ruler Rubber Glue</p>

Children are set meaningful and ambitious work each day in a number of different subjects

- The timetable will be set based on the DfE expectations for remote learning:
 - 2 hours for pupils in Early Years
 - 3 hours for pupils in Key Stage One
 - 4 hours for pupils in Key Stage Two
- The timetable will also be based upon the current sequence of learning, dependent upon the stage of the year and what is being taught at that time. The aim is always to align remote learning as closely as possible to the in-school curriculum.
- Pupils will have a daily English and Maths session (plus phonics for younger pupils).
- There will be full curriculum coverage across a two-weekly timetable.
- Children will remain fit and active.
- RSHE will continue through the school's Jigsaw and Character Education curriculum.

Teach a well-planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- Teaching staff will use the school's usual planning methods to plan remote learning to ensure the curriculum is appropriately sequenced.
- An explanation will be given alongside each activity that is not self-explanatory, including modelled examples where appropriate.
- Videos, teaching tools and clear explanations will be provided, particularly where new learning is being introduced.

Gauge how well pupils are processing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers check work

- Pupils and parents/carers can upload children's work directly to Microsoft Teams.
- Teachers will set a deadline for assignments to be submitted and can view who has or has not submitted assignments. Non-engagement is followed up through emails, phone calls and home visits as necessary.
- Teachers log into Microsoft Teams daily and check work.
- Teachers complete 'feedback and marking' sheets in line with the school's feedback and marking policy. These inform the assessment into planning cycle, and next steps should be fed into the next lesson, aligning practice with what happens in school.
- Marvellous Me is used to provide individual praise.
- Pupils receive at least a weekly phone call from their class teacher (this may be more where pupils require additional learning or pastoral support).

Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupil understanding

- Work set on Microsoft Teams is differentiated using the schools three levels of challenge (tricky, trickier and trickiest).
- Next steps for children will be differentiated dependent on the work that is submitted.
- Planning will be adapted to meet the needs of the pupils through the assessment into planning cycle using the schools 'feedback and marking' sheets and / or self-marking of other tools such as TTS Rock Stars or Accelerated Reader.

Plan a programme that is equivalent in length to the core teaching pupils would receive in school, ideally including daily contact with teachers

- Daily contact can be made with teachers via Microsoft Teams.
- Core expectations for remote learning is 2 hours for EYs, 3 hours for Key Stage One and 4 hours for Key Stage 2.
- Teachers are available to parents via MS Teams chat, their school email and for phone calls.
- A weekly phone call will be made to each pupil by their class teacher (this may be more where pupils require additional learning or pastoral support).



SEND and Inclusion:

- Children who require it have access to a private 'hands on learning' channel. This is populated with work set by the class teacher to meet pupils' individual needs.
- The inclusion team will organise additional support for any pupils and / or families whom they feel require this.
- 'Hands on learning' is monitored by the SENCO, with further guidance and support offered where necessary.