



REMOTE LEARNING OFFER AT TANKERSLEY ST PETERS PRIMARY SCHOOL?

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.

At Tankersley St Peters, it is our mission to ensure that all our children develop of a love of learning within our school's distinctive Christian environment. Therefore, we pride ourselves on the high-quality remote education offer we provide for our children to ensure their learning continues to progress.

As Headteacher, Mrs Proctor-Blain and the senior leadership team of the school, Miss Johnston and Mrs Chadburn have an overarching responsibility for the quality and delivery of remote education, ensuring that our provision meets expectations for our whole school community.

Curriculum organisation and breadth of coverage within the curriculum remain the responsibility of our individual subject leads - the subject areas are outlined on our school website in the curriculum area.

Our Computing lead Miss Phillips has a key role in the provision and support of computing software, hardware and training as well as leading on internet safety.

WHAT SHOULD MY CHILD EXPECT FROM IMMEDIATE REMOTE EDUCATION IN THE FIRST DAY OR TWO OF PUPILS BEING SENT HOME?

A pupil's first day of being educated remotely might look different from our standard approach. This may also be while we take all necessary actions to prepare for a longer period of remote teaching, particularly if this is a result of government led actions and guidance. e.g. A national lockdown.

WILL MY CHILD BE TAUGHT THE SAME CURRICULUM AS THIS WOULD LEARN IF THEY WERE IN SCHOOL?

High quality learning based around the same expectations and levels of engagement with our curriculum is our aim at Tankersley St Peters and we promote this throughout our remote education offer. The Curriculum will be broadly the same and follow a broadly similar timetable through our **daily class learning grids**. This will include elements of live teaching through **Microsoft Teams and other pre-recorded learning links and videos**.



DAY: 25.1.21

Good morning! Here are your learning activities for today. You can either print the activities and work on the sheets or you can write your work in a notebook or on a piece of paper. If you are unsure, are stuck, need help or want to send me a message, please email me from your Purple Mash. I will email you back with help and top tips. You can also email me the work I request from your Purple Mash email. Happy learning. Love Miss J x

Reading lesson

Let's find out what happened to Hannah by reading the next part of the story. Think about what happened last week. Sarah was shocked to see Hannah in her shop.

Before you read the text, here are a few words that I'd like you to find the meaning of so that when you read the words in the context of the story, you will understand it even better. Use a dictionary or you can google them.

shuddering contained bear anxiously.
venison parish

Now you are ready to read the text very carefully making sure that you pause at the punctuation marks. It's your first read so if there are any paragraphs you don't quite understand, go back and read them again. Can you tell someone in your family, or a pet, or your teddy what has happened.

Monday is our Top Dog session, but this week you will have to create the questions yourself. On the activity sheet, can you think of a question for each of our dog friends? Don't forget your capital letter and question mark. Think about using some of our favourite question types- find and copy... what impression... according to the text... true or false...

<p>Comprehension Questions</p> <p>1. Read the text and answer the questions.</p>	<p>Compare, Contrast & Comment Questions</p> <p>2. Compare the characters of Hannah and Sarah. How do you think they feel about each other? Give reasons for your answer.</p>
<p>Author's Choice Questions</p> <p>3. Write a question for each of the characters that would help you to understand them better.</p>	<p>Author's Choice Questions</p> <p>4. Write a question for each of the characters that would help you to understand them better.</p>

Can you ask someone in your family to answer your questions? Make sure they show you where the evidence is! **Have your questions ready for the meeting tomorrow.**

Writing/SPAG lesson

Let's practice our spellings today. We will learn about spelling words with ie and ei. They make the sound 'ee'.



Here are my ideas. Practice these spellings.

fierce believe achieve deceive receive ceiling

Now you need to click on the link to practice spellings with this spelling rule. Have your pen and paper with you.

<https://classroom.thenationalacademy/lessons/to-investigate-ee-sound-spelt-ie-or-ei-6xjk8t?activity=video&step=1>

We'll practice some of these in the meeting tomorrow.

Maths lesson - parents, please could you print, cut up and shuffle the domino game for your child please?

We are going to deepen our understanding of what we know about algebra so far.

If y is 4, what is 3y + 5?

So 3y is y + y + y but we know that y has the value 4. So it will be 4 + 4 + 4 = 12. Now I add 5 to 12 which is 17. So 3y + 5 = 17.

You are going to play a domino game to help you practice. Have your pen and paper by your side for your calculations. When you've completed the game, play against someone in your family.

Now I'd like you to create your own domino game (10 cards please) using similar calculations. When you have finished, shuffle your cards and play the game yourself and then challenge a family member.

If you can, I'd love to see a photograph of your completed game.

PE lesson

Monday is our PE afternoon. You can join in with Joe by copying the link, or you can go out for a walk or a jog. You may even want to play in your garden at football, with a bat and ball or maybe on a trampoline. It's up to you. Aim for 20 to 30 minutes.

<https://www.youtube.com/watch?v=10k6XqFFEuo>

Please remember your daily reading for pleasure and your spelling practice from your little green log book or practice the spellings on the list below.



The schools planning and delivery is underpinned by the application of taught knowledge and skills and will be continued through remote learning methods.

Some adaptations in some subjects may be required, for example those requiring special resources or approaches that may be unavailable at home, e.g. investigating electricity in science or hockey in PE.

Therefore, adaptations will be made to ensure that all children can access the curriculum with the resources available to them at home.

HOW LONG CAN I EXPECT WORK SET BY THE SCHOOL TO TAKE MY CHILD EACH DAY?

We expect that remote education (including remote teaching and independent work) will mirror the learning and curriculum for a usual school day as closely as possible. It is expected for FS/Key Stage 1 that pupils will access at least three hours of learning per day with Key Stage 2 pupils accessing four hours per day.

Foundation Stage

- Phonics/English
- Communication and Language
- Maths
- Wider Curriculum

Key Stage 1:

- Phonics
- English
- Maths
- Wider Curriculum

Key Stage 2:

- English
- Maths
- Wider Curriculum

All age groups are expected to engage in sessions where:

- staff facilitate class/group social catch-up sessions with peers;
- additional staff input/support sessions and 1:1 support where identified.



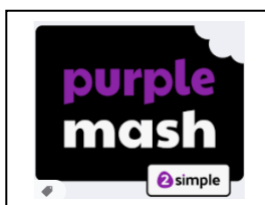
HOW WILL MY CHILD ACCESS THE REMOTE EDUCATION YOU ARE PROVIDING?

Microsoft Teams is used to deliver live input sessions along with a **daily learning grid** for each year group which will be uploaded daily by teachers on our **Purple Mash Learning Platform**. Learning tasks are assigned by staff to children for the day including a mixture of live teaching and modelling, Pre-recorded learning (e.g. White Rose maths) and other learning links.

Children have had practice using the Purple Mash Platform in school so all children are developing the use of this technology when accessing tasks.

Individual children’s emails & logons to Microsoft Teams and Purple Mash have been emailed out to parents & carers.

Please see our Remote Learning expectations document for more detailed information on accessing Teams and Purple mash.



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 have a number of allocated devices that are available to be loaned out during remote learning. These would need to be signed for and collected to agree to the terms of use.
- Paper based packs have been prepared for some children whilst the school is using best endeavours to provide a device

If you require any support accessing digital equipment, please contact school. We have been using government and other local routes to secure devices for our pupils. Support will be given to parents who need it to set up their access to our remote offer.

HOW WILL MY CHILD BE TAUGHT REMOTELY?

Where remote education is needed, we will ensure that this is high-quality safe, and aligns as closely as possible with in-school provision. Our remote learning offer will include a broad and balanced curriculum to all pupils.

All remote education will focus on either the Development Matters Curriculum for our Early Years Foundation children across the 7 key areas of learning and the National Curriculum subjects for Year Groups 1 – 6. There will broadly be 4 sessions of learning input and resourced learning materials– English - Phonics/Reading, Writing, Mathematics and a wider curriculum subject. These key areas are essential for all children to engage with their learning and underpin the framework for learning.

We provide high-quality live input via Microsoft Teams which allows pupils to build on prior learning and make new connections by ensuring that pupils have time to demonstrate and consolidate their learning outcomes. Teaching staff will ensure that, whenever possible, collaboration is present through questioning and the chat feature on Microsoft Teams. As with in-school provision, we will ensure that Learning Objectives are understood by pupils and Success Criteria are developed to ensure learners play an active part in lessons. All learning tasks outlined on the daily grid will be created, set and pitched at the appropriate level for each individual child to ensure that they can engage with sessions, it is our aim that this will be as independent as possible in their learning.

Pupils will have opportunities to discuss and reflect on new learning and teachers will incorporate Assessment for Learning (AFL) strategies to: establish prior knowledge and skills, ensuring that learning is challenging for all pupils. In order to model the expectations of a task, teachers will ensure a clear model is included in the input and pupils have a clear idea of expected outcomes, and all learners are challenged and able to achieve.

WHAT ARE YOUR EXPECTATIONS FOR MY CHILD'S ENGAGEMENT AND THE SUPPORT THAT I CAN PROVIDE AS A PARENT/CARER AT HOME?

We have the highest expectations for children's engagement in their remote learning and a desire for all children to succeed despite circumstances and home environment.

We expect all children to access our remote education provision for all sessions, and respond to the daily learning grid tasks in a timely manner.

We believe parents can help their child by setting regular daily routines to support learning at home. This will help to raise engagement with their child's online learning sessions and the daily activities on their class learning grid. (Please see the poster at the bottom of the Information and Expectations document in the Remote learning part of the website. Parents can print this for their child to support understanding of our expectations.)

HOW WILL YOU CHECK WHETHER MY CHILD IS ENGAGING WITH THEIR WORK AND HOW WILL I BE INFORMED IF THERE ARE ANY CONCERNS?

To reflect the same practice as in school, a daily engagement and register session will be taken at 9am to check which children are:

- Present and punctual during online sessions
- Responding and completing activities on Purple Mash as outlined in the daily learning grid and input on Teams

If there are any circumstances arising where engagement is a concern, class teachers, support staff and senior leaders will contact parents/carers via phone call to discuss how we can support in raising the engagement of your child with our remote education provision. In some cases, support from Education Welfare Services may be beneficial.

HOW WILL YOU FEEDBACK ON MY CHILD'S LEARNING AND PROGRESS?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback in a follow up feedback meeting or verbal comments via our Purple Mash platform and email system are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Have the highest expectations of all pupils in relation to quality of work produced.
- Be positive and place value of the effort of the pupil to engage the learning
- Reflect and take account of the circumstances of both the learner and teacher.
- Following the marking & feedback policy to mirror in-school practice.
- Provide regular feedback on every child's daily learning *(This may happen via live feedback in sessions and email.)
- Ensure that children are aware of the next steps within their learning.

HOW WILL YOU WORK WITH ME TO HELP MY CHILD WHO NEEDS ADDITIONAL SUPPORT TO ACCESS REMOTE EDUCATION?

At Tankersley St Peters, 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. The vast majority of these children will be accommodated in school wherever possible, except in 'isolation' situations.

Class teachers will provide opportunities for a personalised approach to learning for all groups including SEND so that activities are suitable to their abilities. The school SENCO (Mrs Melanie Hartley) will support the provision for our pupils with SEND. Furthermore, our class teachers and support staff will work closely with families to deliver remote education for pupils with SEND, discussing how the personalised approach can be best adapted to meet the needs of those children as a dialogue between parents and practitioners.

IF MY CHILD IS NOT IN SCHOOL BECAUSE THEY ARE SELF ISOLATING BUT SCHOOL IS OPEN AS NORMAL - HOW WILL THEIR REMOTE EDUCATION DIFFER FROM LEARNING IN SCHOOL?

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

We will aim, where it is possible, to reflect their remote education as closely as possible to the approach described above and the curriculum offer their peers are receiving at school.

Activities will be set for children to access at home (as described above) and will be similar to the activities that their peers will be completing in class so that they are maintaining a parity with them. Your child will also be able to access the usual online portals that are used regularly in school e/g Times Table Rock stars. This will support with their return to school so that they can integrate back into school provision easily as they will have received the same curriculum content.

See our website Home learning page below this document for links to these useful sites used in our curriculum.



WHITE ROSE MATHS VIDEOS - We follow the White Rose Maths scheme - Please see for our daily maths lessons and there are lessons here to support learning for your child's Year group <https://whiterosemaths.com/homelearning/>



TIMES TABLE ROCK STARS - Your child has a school password and their own account for this site to learn their Times Tables <https://trockstars.com/>



MY MATHS - Your child has a school password for the My Maths learning site <https://login.mymaths.co.uk/login>



PURPLE MASH PLATFORM - Your child has a password to access the Purple Mash learning platform where there are a number of pre made activities for all subjects for each year group <https://www.purplemash.com/login/>



<https://www.ruthmiskin.com/en/find-out-more/parents/>

PLEASE ALSO SEE THE REMOTE EDUCATION EXPECTATIONS GUIDE FOR MORE INFORMATION ON HOW TO ACCESS TEAMS AND PURPLE MASH.

IF YOU HAVE ANY QUERIES RE YOUR CHILD'S LEARNING – PLEASE CONTACT YOUR CHILD'S TEACHER IN THE FIRST INSTANCE VIA THE [CLASS VIRTUAL EMAILS](#) ON THE WEBSITE BELOW THIS DOCUMENT. (e.g. Lost passwords etc.)

IF THIS IS NOT RESOLVED THEN PLEASE CONTACT THE SCHOOL ON 01226 742357