



Remote Learning Offer January 2021



East Herrington Primary Academy

Curriculum Statement

"From tiny seeds beautiful minds blossom and grow"

We aim to support and encourage children to be resilient, confident and self-motivated individuals who thrive in this caring and inspiring environment and will be ready to embrace every opportunity within the next stage of their learning journey.

- Everyone working together
- How to think not what to think
- Proud to be lifelong learners
- Aspire and fulfil your dreams.

Curriculum rationale

- The curriculum at East Herrington is designed to provide a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.
- It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.
- It is designed to enhance the education of children from our school community while supporting their spiritual, moral, social and cultural development.



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East Herrington is a very successful school within the Balmoral Learning Trust. The trusts overarching aims for its curriculum are:

- Raise aspirations, inspiring our pupils and preparing them for the opportunities, responsibilities and experience of adult life in 21st century Britain.
- Promote the highest standards in reading, writing and maths.
- Enable pupils to investigate and problem solve, using a wide range of reasoning and analytical skills.
- Enable pupils to acquire knowledge and skills in science.
- Ensure pupils are confident in the use of ICT.
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- Ensure that the children have access to an appropriate arts curriculum developing skills and knowledge.
- Include all subjects of the national curriculum exploiting the locality to bring subjects alive.
- Promote spiritual development and enable pupils to develop moral sensibility through carefully taught values
- Develop the personal and social skills of each child
- Provide equality of access and the opportunity for all pupils to make outstanding progress.
- Promote the learning and development of our youngest children and ensure that they are ready for Key Stage 1.

What is Remote Education?

This is a broad term which refers to any form of education that is not in the classroom where the teacher and students are not in the same location. It includes remote live lessons, registrations, recorded lessons and instructions, google slides with written explanations, recorded stories, learning provided by online websites such as White Rose Hub, Reading Plus and Lexia outside of school.



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What does remote learning look like at East Herrington Primary Academy?

We have designed our blended learning package to fit in with the overarching aims of our curriculum and to fit the needs of our community. We are using **Google Classroom** as the online platform for all of our children from Nursery through to Year 6.

| Year Group | Hours provided | Live Sessions | What will be offered live. | Other Lessons | Other resources |
|------------|----------------|---------------|--|---|--|
| N | 2 | 1 | <ul style="list-style-type: none"> ● Phonics sessions and activity ● Live sessions for english/ maths when needed. ● Registration and explanation of topic activities. ● 1:1 speech and language activities. ● 1:1 reading sessions | Recorded stories. Recorded handwriting sessions. Pre recorded lessons. | maths videos and songs from Youtube. |
| R | 2 - 3 | 3 | <ul style="list-style-type: none"> ● Phonics sessions and activity ● Live sessions for english/ maths when needed. ● Registration and explanation of topic activities. ● 1:1 speech and language activities. ● 1:1 reading sessions | Recorded stories. Recorded handwriting sessions. Pre recorded lessons if appropriate. White Rose Maths | Maths videos and songs from Youtube. |
| Y1 | 3 | 3 | <ul style="list-style-type: none"> ● Phonics sessions and activity ● Reading activities ● Live sessions for english and/or maths. ● Registration and explanation of topic activities. ● 1:1 reading sessions | Recorded stories. Handwriting sessions. Google Slides and explanations. | Lexia Phonics Play BBC bitesize clips Online maths games White Rose math |



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| | | | | | |
|----|-------|-----|---|---|--|
| Y2 | 3 | 3 | <ul style="list-style-type: none"> ● Reading activities ● Live sessions for english/ maths when needed. ● Registration and explanation of topic activities. ● 1:1 reading sessions | Recorded stories. Recorded handwriting sessions. Google Slides and explanations. White Rose maths materials. | Lexia |
| Y3 | 3 - 4 | 3 | <ul style="list-style-type: none"> ● Registrations and explanations ● Live input for maths and/ or literacy ● Whole Class Reading ● Open Google meets/ chats for support with lessons and feedback from teachers. ● 1:1 reading sessions for some pupils ● Reading intervention groups arranged for some pupils on Google meet. | Recorded stories Detailed slides for each lesson. Recorded handwriting sessions. Recorded lessons if they fit in with the sequence of learning. White Rose maths materials. | Reading Plus TTRS Lexia Spelling Shed Charanga (Music) My Maths |
| Y4 | 4 | 2/3 | | | |
| Y5 | 4 | 2/3 | | | |
| Y6 | 4 | 2/3 | | | |

Support for Home Learning

A limited number of chromebooks are available to families that have limited access to devices and need support with this side of remote learning. We have also a limited number of wifi devices to further support families.

Reading books, class readers and books to work in will be made available and distributed to all families as and when they are needed to support the curriculum.

Staff are available throughout the school day at designated times to support families and children.



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Rationale for Home Learning at East Herrington Primary Academy

After trying many different approaches, including: online lessons, registrations and explanations of tasks, online resources, story times, slides with explanations on and phonics lessons, we sent a survey to ask what worked well for our pupils and families. It was very important to the whole community to get the correct balance whilst also maintaining the high standard of education that we offer in school.

We understand that Remote Education cannot replace the face to face teaching that we deliver on a daily basis. After the last lockdown and isolation of bubbles we have been able to develop an approach to remote learning that suits the needs of all of our families.

We also combined our own research with the following findings from the EEF (Education Endowment Foundation):

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils



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Expectations of Home Learning

- All year groups have shared weekly timetables and then clear instructions for the day; this is to help promote a clear routine.
- The timetable allows flexibility with timings; this allows for parents working from home to structure their day and for families with children sharing devices.
- Detailed slides are available so that if live lessons cannot be attended the work is still there for children and families to access.
- All students need a quiet working space within their home environment.
- Children must complete all of the tasks they have been set directed by their teacher
- Children/ families must upload work to Google Classroom so teachers can assess the children's work and this will help to inform their future planning.
- Work and activities for younger children will need adult support but adults must allow children to work on tasks independently and not correct all work as this is developmental and ensures teachers know what to plan next.
- Children in Year 2 and above should be working more independently with children in Year 4 - 6 being able to do their work completely on their own. (Children do not have 1:1 support at school for tasks they are set after the teachers input - staff are always available for questions and support)
- Some children will need specific guidance and this will be communicated on a 1:1 basis with the correct support put into place.

After the last lockdown we found that some of our children really struggled to work independently upon their return to school. We can only assess children if they have completed the tasks independently. Teaching staff are available for children to ask questions if they need to.



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Marking work and teacher feedback.

Teachers will use Google classroom to feedback individual comments and we are beginning to use Mote as a recording device to allow the children to hear feedback from their teacher.

Teachers will plan future work from assessment of the children's work ensuring that key concepts are grasped and children are acquiring the skills and knowledge they need to to make progress.

Teachers will be available throughout the day to give support to children to further develop the children's understanding.

Some work will be assessed during a live session.

Maths will be self-marked after completing the task with teachers planning in time to pick up any misconceptions. **My Maths** assessments will be used by some year groups after completing a unit of work.

Appendix A

EHPA Remote Learning Rules

It is very important that we follow a code of conduct whilst we try to communicate and teach using the online platform. Please ensure all children follow the basic rules below:

- 1. All children must be dressed in proper clothes and not pyjamas.**



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2. Children should preferably be sitting in a family room for the session. The main priority is that this is a quiet learning place.
3. All children must have the book school provided for them to be able to write in.
4. All children will need a pencil or pen depending what they use normally in school.
5. All cameras must be switched on.
6. Microphones will need to be muted unless asked to unmute so the teacher can speak clearly and be heard.
7. There must be no background noise which would cause a distraction.
8. There must be no use of mobile phones to record or photograph anything that takes place. This will be picked up by Mrs Hair as no one has permission to take photographs of other pupils.
9. Children must not be using social media or online games during lessons.
10. Children must not comment on the chat unless they have been asked to or they are having a technical difficulty.
11. Class teachers will take registers of who has attended and will follow up non-attendance of children and those who have not completed the work.