**Remote Learning: Guidelines for Teachers**

**What do we expect?**

KS1

* Set a daily schedule via a pre-recorded video to the children at 9am
* Send a daily planner with info for parents and children at 9am. Include tips for parents on how to teach key skills and a slot for reading their reading book.
* Send a pre-recorded video of your daily phonics session Mon-Thurs
* Send weekly spellings/phonics on Monday
* Each day should mirror what you would be doing in the classroom in the core subjects (include foundation subjects on Wednesday topic day) – include video lessons where appropriate, particularly when teaching new skills, and high quality resources
* Teachers to offer options for families who might not have a printer or provide printed resources for parents to collect from school
* Lessons to be differentiated as per normal
* Infant rotations to include…
* PE lessons Mon, Tues & Thurs to be pre-recorded by Lee
* Science Monday to be organised by Carol
* ICT Tuesday to be organised by Lee
* Reading Thursday to be organised by Ruth
* PSHCE Friday to be organised by Liz
* Sue to organise guidance on home/school reading books and parentmail
* Suzie to reissue passwords for online learning resources – Education City etc
* Feedback to be given daily, mirroring feedback they would receive in school e.g. dealing with misconceptions (voice notes are great for this!), questioning in order to make assessments or raise expectations
* Weekly check-in with parents of SEND children to check progress and welfare via Seesaw/Tapestry
* If a pupil is not engaging with remote learning, make a phone call on 3rd day to offer help and assistance and try and engage them. If no response after a week Liz to call.
* Teacher allocation – Reception Class – Sue, Year 1 – Mon-Wed – Carol, Thurs-Fri- Lee, Year 2 - Ruth

**KS2**

* Set a daily schedule via a pre-recorded video to the children at 9am
* Send a daily planner with info for parents and children at 9am. Include tips for parents on how to teach key skills and a slot for reading their reading book.
* Send mental maths daily and answers at 5pm
* Send weekly spellings on Monday and organise test for end of week
* Each day should mirror what you would be doing in the classroom in the core subjects (include topic afternoon , science afternoon and foundation subjects on Wednesday rotation day) – include video lessons where appropriate, particularly when teaching new skills, and high quality resources
* Lessons to be differentiated as per normal
* Teachers to offer options for families who might not have a printer or provide printed resources for parents to collect from school
* PE lessons to be pre-recorded by Lee and distributed to class teachers on appropriate day
* Junior rotation day to include…
* PSHCE provided by Lucy
* Art provided by Lee
* ICT provided by Fran
* Reading provided by Tash
* Sue to organise guidance on home/school reading books and parentmail
* Suzie to reissue passwords for online learning resources – Education City etc
* Feedback to be given daily, mirroring feedback they would receive in school e.g. dealing with misconceptions (voice notes are great for this!), questioning in order to make assessments or raise expectations
* Weekly check-in with parents of SEND children to check progress and welfare via Seesaw
* If a pupil is not engaging with remote learning, make a phone call on 3rd day to offer help and assistance and try and engage them. If no response after a week Liz to call.
* Teacher allocation – Year 3 – Fran, Year 4 – Tash, Year 5 – Lucy, Year 6 – Gem (on Wednesday Lee)