

RAVENFIELD PRIMARY ACADEMY Remote Learning 2020-2021



Remote Learning

When your child is mildly ill or self-isolating and has to stay at home, we are keen to ensure they do not miss out on work that is happening in school. We will share the home learning with parents on a daily basis using Dojo. We also have a remote learning platform called Purple Mash which was used effectively when school was under lockdown and key worker provision was in place. Purple Mash is also used to communicate with children at home and to send and receive homework.

This platform will be used, alongside others outlined in this presentation to make sure that any work done in the classroom is linked specifically to any work done at home and will cover a range of subjects alongside maths, reading and writing skills which are key to our recovery curriculum.

Purple Mash can be found at www.purplemash.com

You will already have a log-in code for your child, please use this to access the platform. Any work awaiting completion will be clear, as will how to submit the work once completed.

If you lose your log-in or have not had one sent to you, please contact school and we will organise a replacement or a new code for you.









The resources in this presentation are designed to keep your child up to date with their learning in these unusual times. We realise that not every family has immediate access to technology and therefore can have difficulty accessing the internet and the Purple Mash platform. We do not wish any child to be hindered by this, so please contact school via info@ravenfieldprimaryacademy.com if you are having any technology issues and we will do our best to resolve them for you.

All remote learning activities will be based around the relevant year group's national curriculum for your child and will be closely linked to what their peers will be accessing in the classroom. We ask that you regularly access the Purple Mash platform to look at what your child has been set and complete the activities as promptly as possible –this helps your child keep up with current learning in school. The following slides give an overview of what remote learning to expect in EYFS, KS1 and KS2 –please view the relevant slide for your child (ren). Please see our FAQ section at the end for more detail.

We thank you for your co-operation.





Guidance for EYFS

In Early Years, remote learning provision will be provided through activities on Purple Mash, but will also be substantiated with other sites, examples of which are linked below. We realise it is important to keep your child engaged through play and physical development as well as through core subjects. The emphasis on core skills such as reading will be prioritised and linked closely to our reading and phonics scheme –Read Write Inc. We encourage all children to read on a daily basis at home. Early years staff will ensure communication with you and your child and will tailor other activities according to your child's needs.

Alongside activities on Purple Mash, any work sent home for your child to complete may be linked closely to, but not limited to the following:

- •Read Write Inc activities https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/and https://www.ruthmiskin.com/en/find-out-more/parents/
- •Stories and nursery rhymes from YouTube and other sites such as www.booktrust.org.ukand on www.oxfordowl.co.uk
- •Stories created by teachers in school and uploaded to The Maltby Learning Trust channel on YouTube
- •White Rose maths https://whiterosemaths.com/latest-news/top-tips-for-everyday-maths-at-home/
- Number blocks https://www.bbc.co.uk/cbeebies/shows/numberblocks
- Dough Disco http://kids1st.net/index.php/d-is-for-dough-disco/
- Cbeebieswww.bbc.co.uk/cbeebies/topics/
- •Top marks maths https://www.topmarks.co.uk/maths-games/5-7-years/counting



Guidance for Key Stage 1 and Key Stage 2



We are currently following the <u>Oak National Academy</u> programme as our remote learning offer. Should your child be isolating away from school and they are well enough to engage with remote learning, you can find all the resources you need here: https://classroom.thenational.academy/

All the lessons have been written by classroom teachers and follow the National Curriculum in the same way that we do. They have also been externally quality assured.

They are easy to follow: simply select the relevant year group for your child and then choose the lessons you want to complete (always start at lesson 1 in the series and work in sequential order). There is a mixture of resources available to complement the video lessons so it's a great way to learn remotely. The maths and English scheme of work follows the same route we will be taking in school. The units below have been carefully chosen by your child's class teacher to complement the work done face-to-face in class, allowing them to work at the same pace as their peers.



Spring Term Half Term One EYFS (F1 and F2)

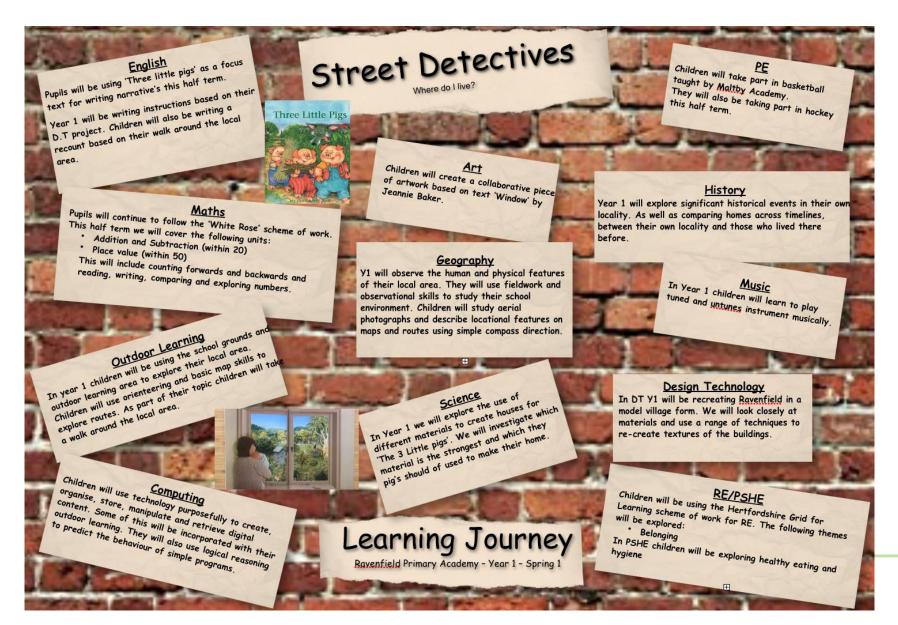
Down On The Farm Understanding of the world During our topic of 'Down on the Farm' we This term we will be focusing on fiction and non-fiction books about will be learning about the life cycles of life on a farm. We will be reading the Art animals that live on a farm. We will learn the Our art will involve many stories 'Farmer Duck', 'Snore!', 'Fergus names of baby farm animals and we will opportunities to create to the Rescue' and 'The Show at the explore which parts of the farm these pictures of various farm Rickety Barn'. The children will be animals live. animals. We will explore learning vocabulary focused on the painting, printing, collaging animals in the farm and the parts of a and even drawing. We will explore drawings from the Physical Development farm. artist Henry Moore. Gross motor skills: We will continue to use our daily spot dancing session to develop our gross motor movements. When playing For maths we will continue to focus on counting amounts to 5 and then to 10. The outside we will develop our ball skills. children will be using their finger to point to Fine motor skills: We will focus on making one object at a time whilst counting. We will meaninful marks using a range of tools. We also be looking at numerals to 5 and to 10 will learn how to no longer use a whole-## handed grip when holding tools to mark and even practise writing these numbers. Lastly, we will begin to explore the concepts of capacity, length, height and weight.



Ravenfield Primary Academy



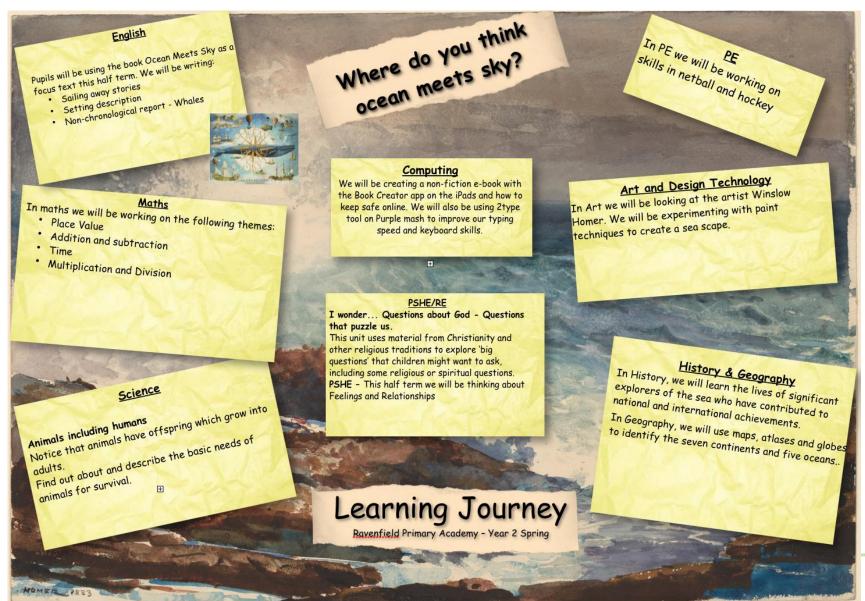
Spring Term Half Term One Key Stage 1 (Year 1)







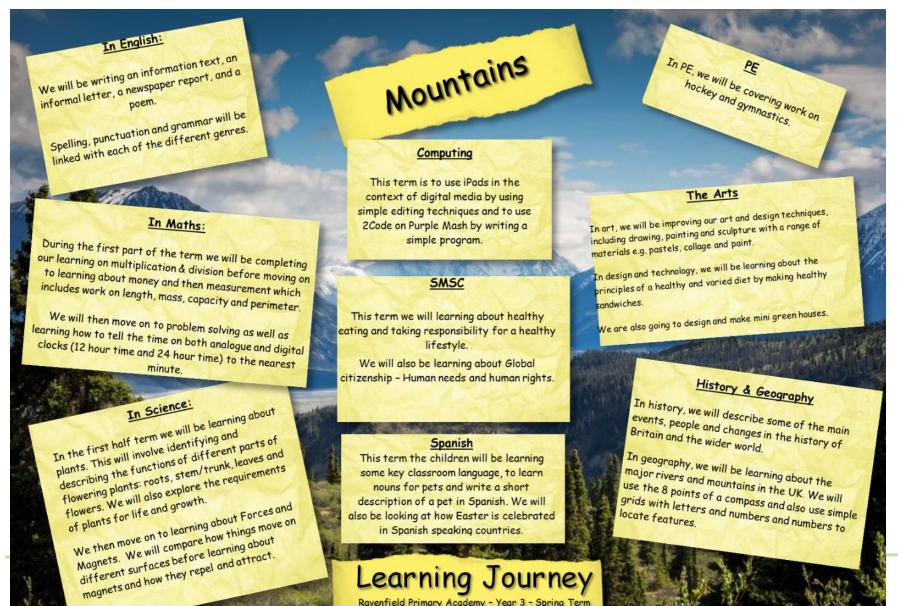
Spring Term Half Term One Key Stage 1 (Year 2)







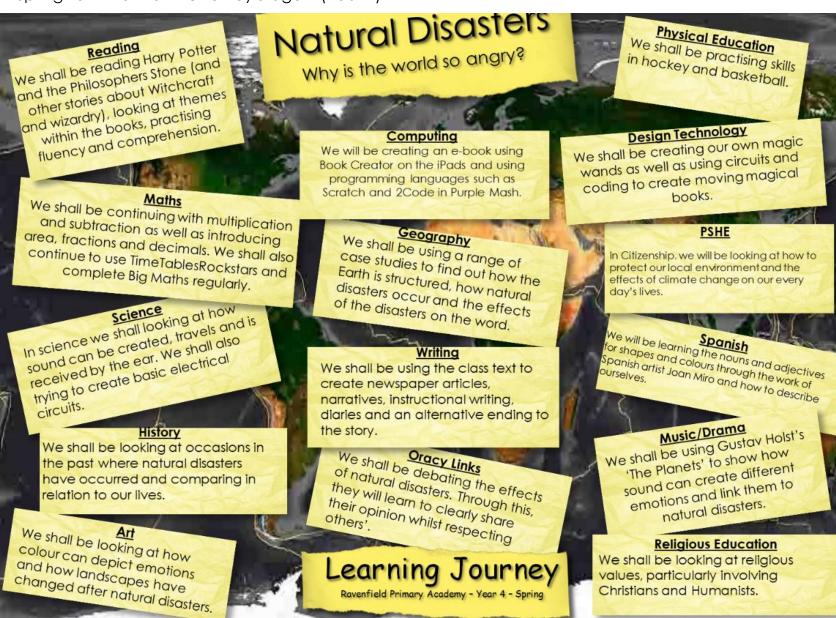
Spring Term Half Term One Key Stage 2 (Year 3)







Spring Term Half Term One Key Stage 2 (Year 4)



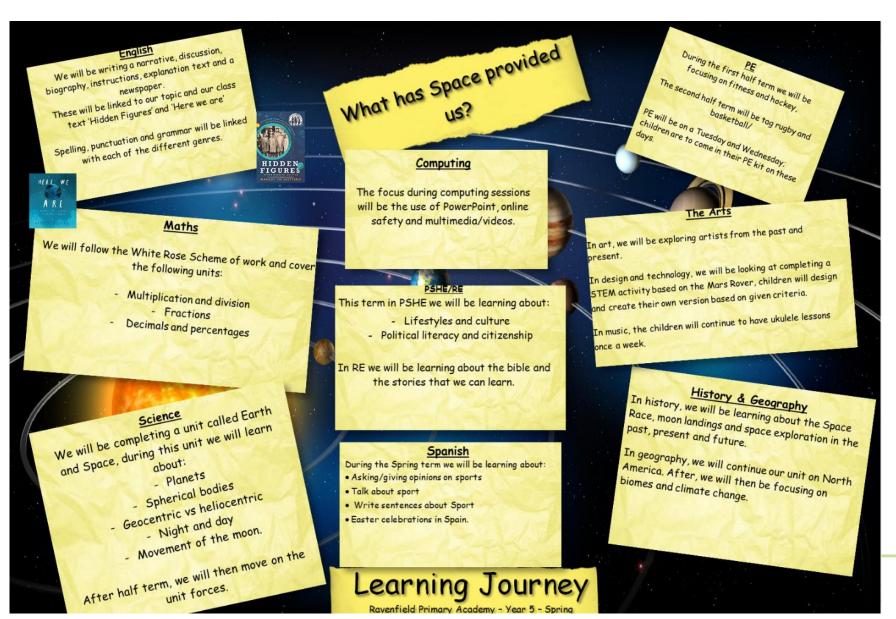
Ravenfield Primary Academy - Year 4 - Spring

Christians and Humanists.





Spring Term Half Term One Key Stage 2 (Year 5)







Spring Term Half Term One Key Stage 2 (Year 6)

Writing

We will be writing a discussion, biography and a non-chronological report. Followed, in the second half term, by a formal letter of complaint, a narrative and a set of instructions. Spelling, punctuation and grammar will be linked with each of the different

Maths

During the first part of the term we will be learning about percentages. We will then move on to algebra and look at all four quadrants when we focus on position and direction. This will be followed by measures and ratio.

We will continue to work on our arithmetic skills daily.

Computing

The focus during computing sessions this term is Microsoft Excel and the children will learn enhance their skills using a program called Scratch.

In the first half term we will be looking at living things and their habitats including microorganisms and classification. In the second half term we will be learning about light and carrying out experiments to discover that light travels in straight lines, how discover man light mayers in straight lines, now the eye works and how shadows are formed.

What is South America like? What did the Mayans do for US?

Design Technology

We will be learning about great designers and how key events and individuals in design and technology have helped shape the world.

PSHE

We will be learning about our responsibilities as we grow up and how to look after our mental health. We will also be learning about Global citizenship looking at difference and diversity.

RE

This term the children will be learning Christian Aid and Islamic Relief: can they change the world?'

Spanish

The children will focus on places in town, dictionary skills and they will carry out a project about a Spanish speaking

Ravenfield Primary Academy - Year 6 - Spring

In PE, we will be focussing on cricket and hockey in the first half term and tag-rugby and basketball in the

Reading

We will be reading 'Wonder' by RJ Palacio.



Music

We will focus on songs that make us happy, we will begin to look at jazz and learn about musical notation.

Art

In art, we will be using textiles, collage and weaving and then, in the second half term, we will be using patterns to do printing.

History

In history, we will be learning about the ancient civilisation of Maya and what they invented that we still use today.

Geography

In geography, we will be learning about the continent of South America. We will look at all each country, the human and physical geography including the rainforest) and compare it to where we live. We will also be looking at trade links, fair-trade and deforestation.









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 if 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?

Your child's classteacher will set work for your child that mirrors the learning that they would be receiving in class as far as that is **possible**. This will be shared with parents on Dojo and may make use of Purple Mash, if **appropriate**.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate.

However, we have needed to make some adaptations in some subjects. For example,

practical experiments in subjects such as science or PE may not be possible.





Remote teaching and study time each day How long can I expect work set by the school to take my child each day?

We expect that remote education will take pupils broadly between 3 or 4 hours a day (less in EYFS andf Key Stage 1, guidance will be given by your child's classteacher)

Accessing remote education

How will my child access any online remote education you are providing?
Unfortunately at the current time we have not received any devices from the government for support with technology for home learning. It may be that with more of our children learning remotely that this changes and I will communicate with parents/carers as this happens.





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:

- Providing the children with paper copies of home learning materials. These can be picked up from school on a regular basis.
- Children can drop off completed work when picking up their new resources so that teachers can mark and feedback to them on a regular basis.



How will my child be taught remotely?



We will use a combination of the following approaches to teach pupils remotely: Some examples of remote teaching approaches:

- Live teaching
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- •commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequence.





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?

We would expect children to be engaged with remote learning on a daily basis, if possible. It would be helpful to parents/carers to set out a routine and we will provide possible timings for learning on a daily basis as we set out work.

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

Children's engagement with homelearning will be checked on a daily basis. If parents have a concern they are encouraged to request a phone call via Dojo. If teachers have concern about home learning this will be followed up by teachers in a timely manner.





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, whole-class feedback as well as individual comments based on submitted learning.

Our approach to feeding back on pupil work is as follows:

Teachers will feedback to children on a regular basis as work is submitted. We will aim to do this as part of the teaching sequence on a daily basis. we would encourage parents to request a phonecall via Dojo with any queries or questions as they arise.





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:

Make sure that we have regular contact with children and families to support their remote learning. Ensure that the learning that is set is appropriate to support your child's specific needs.

For children in EYFS and Year 1 children will be supported on a daily basis to ensure that the learning is appropriate and that parents/carers have the opportunity to feedback as necessary. Children in EYFS will also be supported using Tapestry.





Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, your child will receive the same learning that is going on in school as far as that is possible. This is due to the challenges of teaching pupils both at home and in school.

