

## Remote learning in Key Stage Two

On Monday 4<sup>th</sup> January we returned to school after the Christmas holidays. We were informed that evening by the Prime Minister that we would be going into a second lockdown. Whilst providing work for the children for the remainder of the week, this gave us vital time to plan an effective provision of learning for the children in Key Stage Two following this sudden news.

Following the previous lockdown, March 2000, we knew we would need to change our provision so it was more interactive and demanding for the children. Our remote learning needed to match the content of what was being covered at school by the key worker and vulnerable children so that when we returned to school, the children would be at a similar stage and their learning experiences had continued.

It was decided that we would meet with the children 'virtually' twice a day, five days a week, during live sessions using Google Meet. The first morning session would focus on English or maths, alternating each day, with the teacher delivering an input and introducing the work that the children would then be covering in that session and for the rest of the day. The second session would be a review session with the opportunity for children to see how they had got on with their work, share some examples of pieces of work and listen to a story. Break and lunch times were also planned into the timetable. This meant it would be a familiar routine for those children alternating between working from school and completing remote learning.

See example of part of a year three weekly timetable with live sessions in green:

Wednesday	<p><b>Maths Activity</b> <u>Dividing by 5</u> *Read through the teaching slides *Complete the activity sheet at the end of the teaching slides. Please use practical equipment to help you work out the answers.</p> <p>Teaching sides and activity Sheet on Google Classroom in Folder</p> <p>Mental maths activity: Play at least 3 games on TTRS</p>	B R E A K	<p><b>English Lesson</b> <u>LIVE via Google Meet</u> <u>Live invite to attend</u></p> <p>Teacher will stay online for 15 minutes after for any questions.</p>	<p><b>English Activity</b> <u>Writing Instructions</u> Choose a new set of instructions of something that you want to train your dragon to do, plan them out so there are not too many steps on scrap paper and then write them up in neat. Get someone in your family to pretend to be the dragon and see if they can follow your instructions!</p> <p>Reminder of task slides and Writing frame on Google Classroom in Folder</p>	L U N C H	<p><b>Topic Activity</b> Today we are going to find out about some of the animals that live in Canada. Read through teaching slides. If you can, complete the cut and stick map activity and then make a poster about one of Canada's native animals using the facts on the slides. You may like to research your own Canadian animal and create a poster about that instead.</p> <p>Resources and Activity Sheets on Google Classroom in Folder</p> <p><u>*Please email a photo of this piece of work</u></p>	B R E A K	<p>Quiet reading (optional) Finish off work from day.</p>	<p>Story time and review on Google Meet</p>
Thursday	<p><b>English activity</b> <u>Writing Instructions</u> *Read through the teaching slides. *Choose a new set of instructions of something that you want to train your dragon to do, plan them out so there are not too many steps and then write them up in neat. Get someone in your family to pretend to be the dragon and see if they can follow your instructions!</p>	B R E A K	<p><b>Maths Lesson</b> <u>LIVE via Google Meet</u> <u>Live invite to attend</u></p> <p>Teacher will stay online for 15 minutes after for any questions.</p>	<p><b>Maths Activity</b> <u>Dividing by 5</u> Activity sheet on Google Classroom in folder</p> <p>Mental maths activity: Write out the division facts for the 5x table</p>	L U N C H	<p><b>PE Activity</b> Visit this link: <a href="https://www.jumpstartjenny.co.uk/free-stuff">https://www.jumpstartjenny.co.uk/free-stuff</a> and complete one Energizer, one Challenge and one <del>Google</del> activity. Try following the teaching slides to help teach you to hit a ball with a bat. If you don't have a bat, you can always use your hand or a frying pan!</p> <p>Resources on Google Classroom in Folder</p>	B R E A K	<p>Quiet reading (optional) Finish off work from day.</p>	<p>Story time and review on Google Meet</p> <p>If you would like to share your English!</p>

Each live session was also recorded with the recording being uploaded shortly on the shared Google Classroom for the year group so any child who was unable to attend could view what was covered and watch the teaching input.



Mrs V Parris  
2 Mar

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Good Morning! Here is the recording of the live lesson where we introduced the autobiographical writing.  
<https://drive.google.com/file/d/1KScAFP1nFgXcmikSZw2hvfzpzSoZsEYTG/view?usp=sharing>



sjd-rqtd-mko (2021-03-...  
Video

It was decided that teachers would stay online for 10 minutes after the live session in case any child had a question or concern that they wanted to know the answer to without all the children listening to.

The LSA also attended both live sessions each day to take the register (keeping a record of who was present at the session) and to help with the running of the session.

Each week a timetable, similar to the structure of the day at school, was uploaded for the children to view and this gave an overview of what was to be completed each day. All resources were uploaded onto Google Classroom for children to access. Teachers tried to ensure that there was a variety of curriculum areas covered in the work.

Timetable for online learning for the week of 25 <sup>th</sup> January: Year six								
Monday	9:00 – 9:30	9:45 – 10:30	10:30 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00-2:00	2:00 – 2:30	2:30 – 3:00
	Homework live lesson Live lesson via Google Meet (see invite by email)  Have your SATS books with you to go through last week's pages  Teacher will stay online for 15 minutes after for any questions.	Spellings and SATS booklets  See the uploaded Homework sheet.  Spellings practice: use the uploaded sheets to help you, if you want to.  Start your English SATs pages (complete after school time)	Break	Arithmetic Give yourself 30 minutes to complete the uploaded task – we will go through the answers in our review time.  Start your maths SATs pages (complete after school time)	Lunch	Faith and Wonder activity There are two activities to upload about Hindu Gods. See if you can have a go at both.	Story time and review via Google Meet  Review of arithmetic answers from this morning.  Have your answers with you.	Quiet reading (Lexia) Upload your Faith and Wonder work and send your arithmetic scores and email this to the class email account.
Tuesday	9:00 – 9:30	9:45 – 10:30	10:30 – 11:00	11:00 – 12:00	1:00-2:00	2:00 – 2:30	2:30 – 3:00	
	English live lesson Live lesson via Google Meet  NATURE POETRY A LOOK AT GOOGLE DOCS  Teacher will stay online for 15 minutes	English activity follow up from live session  Using the uploaded pictures, examples of poems or even going for a walk for inspiration, create a word bank of words and phrases to describe	Break	Maths activity  Understanding what percentages are  Please watch the video: <a href="https://vimeo.com/492101741">https://vimeo.com/492101741</a> (8.55) Look at the uploaded activity	PE activity <a href="https://www.bbc.co.uk/programmes/p05cp2lh">https://www.bbc.co.uk/programmes/p05cp2lh</a> (15.36) Re-practise part two, then learn and practise part three (09.48 – 11:30). Maybe a family member might be your partner?  Why not video any moves you feel you have mastered and share them on GC?	Story time and review via Google Meet  Please have your maths work with you as we will go through it, and be prepared to share with us	Quiet reading (Lexia) Please email your maths work from today and also take a photo of your last week of	

Teachers monitored their emails throughout the day so they could respond to queries from children and also parents/carers. They also responded to emails with work attached that the children had completed.

In addition to the live sessions, each class teacher hosted a google meet session, once a week, after school hours as an opportunity for both the children at school and those learning remotely to meet together and have a chat and play some games. These sessions were a lovely way for all children to see each other, have fun and communicate via the chat facility on screen. Children were also able to share what they had been doing using the stream on their Google Classroom and comment on other children's posts.

After around 6 weeks of remote learning, it was decided to ask the children to submit their work, rather than via email, via Google Classroom to make feedback, submission and keeping track of who had completed what much easier. The children increased their IT skills with using applications like Kami and apps in the G Suite. We also introduced Padlets which the children enjoyed contributing to e.g. on World Book Day.

After spending so long during lockdown glued to screens, we decided to change Wednesday afternoons to Well-Being Wednesdays (both for remote learners and those in school). We provided a range of activities for the children to choose from which did not need

technology. We asked the children later to upload a comment and/or photo of themselves doing this activity on a whole school Padlet.

## Well-being Wednesday!

On a Wednesday afternoon, we would like you to choose one or more of these activities from anywhere on this wellness grid to do. During this time, we will not be looking at or using our screens as we do this enough at the moment! **Share photos of things that you do on Padlet.** Have fun!

 <b>Maker hour</b>	Build a den in your house or garden. Have your snack/tea in there!	Build the tallest tower.	Make a boat to float in your bath.	Draw a picture on a cereal box and cut it out to make a jigsaw.	Create a board game to play with your family.	Bake and decorate some cakes or something else.
 <b>GENIUS hour</b>	Learn some words in another language or sign language.	Learn a magic trick and perform this.	Play a board or card game.	Practise a musical instrument.	Learn how to tie a tie or do up shoelaces.	Learn how to juggle!
 <b>Reading hour</b>	Read a recipe or instructions to complete an activity.	Turn your favourite story into a comic book.	Read a description from a book and create your own picture.	Begin to read your favourite book again.	Can you put your books in alphabetical order?	Learn a poem off my heart. Can you perform it?
 <b>Fitness hour</b>	Make up a fitness routine - Joe Wick's style!	Touch every wall in your home.	Make an obstacle course inside or outside.	Throw and catch a ball as many times as possible without dropping.	Take 200 steps around the house.	Have a disco and dance to your favourite tunes!
 <b>Caring hour</b>	Draw a picture for someone else and share this with them.	Make a phone call to a relative.	Offer to a job around the house to help.	Write a card or letter to someone to say hello and post it.	Create a find-me stone. Go for a walk and hide it for someone to find.	Look through a photo album and discuss who the people are.

Throughout the lockdown period (January to March 2021), all staff contributed to a tier 5 spreadsheet record. This logged those children who were working at school and those learning remotely at home. Phone calls were made to families if children were struggling mentally and/or with motivation etc. and these were recorded on the log. Teachers used the log to record when they had received work from children and to track their engagement with live sessions. All staff, working at school and remotely at home, contributed to this log and it formed a picture of how each child was engaging.

Key	
1	In school
2	Seen on Google Meet
3	Work uploaded and sent by email
4	Phone call (and initial of adult making call)
5	Message sent on Google
6	Email received/sent
7	Self Isolating/COVID
8	Took part in virtual small group support
9	Face to face meeting/ conversation in school