



### Our commitment

We aim to offer each child working at home with high quality learning opportunities that:

- Enables children to retain learning habits and dispositions.
- Prepares children for re-entry into school-based learning when schools reopen.
- Enable the practice and consolidation of key skills.
- Fits within the curriculum of each academy.

### Leaders' considerations when designing home learning:

		Question to Consider	Curriculum Offer
<b>1</b>	<b>Platform</b>	How will the learning be delivered to pupils and in what format will they engage?	<ul style="list-style-type: none"> <li>- Children from Nursery to Year 6 have access to websites / online learning packages that they already use regularly in school. These include: Reading Plus (English – Reading) TT Rockstars (Maths – Times Tables) Sumdog – (English / Maths) Espresso – (Foundation Subjects)</li> <li>- All classes will have access to their class SeeSaw Platform for all areas of the curriculum.</li> <li>- Using SeeSaw pupils and parents will be able to communicate and engage through text comments / photographs / videos / audio.</li> <li>- All 'posts' will be checked and approved by class teachers.</li> <li>- The school is currently developing 'connectivity' for pupils by introducing 'Teams' meetings where they can engage with each other live.</li> </ul>



	How will your choices enable all children to learn?	<ul style="list-style-type: none"> <li>- Class teachers /TAs will be in contact where possible with all pupils in their class through the Seesaw Platform between 9am and 3pm daily Mon – Fri. Phone calls will also be made home to support families.</li> <li>- Class teachers will keep an on-going record of pupil engagement in remote learning. Those not accessing online learning will be targeted / supported through calls home / door-step visits where safe to do so.</li> <li>- Tasks and activities will be set by the class teachers that know their children well – online and paper based.</li> <li>- Thought and care is put into tasks and activities provided to ensure they will need as little adult direction / support as possible to enable all children to work independently and succeed with minimum parent support. This will include pre-recordings of their teachers teaching including giving instructions and modelling of key aspects of learning.</li> <li>- Teachers will vary activities on SeeSaw between online and written / practical outcomes.</li> </ul>
	How will those from digitally disadvantaged homes be included?	<ul style="list-style-type: none"> <li>- All families have been contacted and supported to ensure all pupils have access to a device to carry out their remote learning. Where possible the academy will provide a device.</li> <li>- Paper based work packs are provided where it is deemed that a child would benefit from this approach because of their needs.</li> <li>- Where 'door step' visits have taken place due to vulnerability, further work packs have been taken to the home as an additional to remote online learning.</li> <li>- Class teachers make contact by phone call regularly to provide support through dialogue – routines, timetable, suggested activities, 'catch up/check-ins' etc.</li> </ul>
	How will you keep informed of the effective strategies that others are using?	<ul style="list-style-type: none"> <li>- Principal / Vice Principal has access to all SeeSaw class platforms.</li> <li>- Principal will highlight and share 'good practice' and 'strategies' from class platforms with all teaching staff.</li> <li>- Class teachers have access to each other's class platforms in order to share good practice – time is given to allow staff to do this.</li> <li>- Principal / Vice Principal will hold CPD 'Curriculum' focused Team meetings with teachers.</li> <li>- Principal / Vice Principal will attend Trust wide CPD for remote learning.</li> <li>- Principal has access to Trust wide practice.</li> </ul>
<b>2</b>	<b>Routines for Learning</b>	<p>What are your expectations around the setting, delivery and completion of schoolwork?</p> <ul style="list-style-type: none"> <li>• <b>Teams plan together</b> a weekly timetable of learning – The weekly <b>suggested 'timetable'</b> is added to the SeeSaw class platform on Monday morning each week.</li> </ul>



	<p>Should we have a minimum requirement here regarding time?</p>	<ul style="list-style-type: none"> <li>• <b>The remote learning curriculum</b> is in line with the curriculum taught within school. All subjects are taught.</li> <li>• Teaching and learning is scheduled across each day and the week by each class.</li> <li>• Weekly planning comes from the school long / medium term plans. Consideration when planning activities is given to:             <ul style="list-style-type: none"> <li>- Recall / revisits – opportunity for retrieval of previous knowledge and skills.</li> <li>- Introducing new declarative knowledge for new topics.</li> <li>- Range of activities in all areas of the curriculum – linked to what they would have been doing if they were still in school.</li> </ul> </li> </ul> <p><b>Daily</b></p> <ul style="list-style-type: none"> <li>• All teachers to add a <b>morning greeting</b> to SeeSaw. This should be done at 9am each morning.</li> <li>• Daily <b>'Check-In' activity</b> should be posted in order to check-in with pupils individually.</li> <li>• All teachers to add <b>Maths and English daily</b> tasks / activities / challenges to their SeeSaw class platform each morning – this includes <b>'basic skills' / '4 rules' / phonics</b> and consolidation.</li> <li>• Daily <b>'Sounds Write' phonic teaching pre-recordings</b> are uploaded for children to join in with at home – Early Years / KS1.</li> <li>• All teachers to sign post children to the <b>suggested weekly timetable</b>.</li> <li>• At <b>lunchtime</b> teachers will <b>check in</b> – <b>add a task/s</b> for the afternoon – Science / Foundation Subjects / PE.</li> <li>• During each day teachers / TAs will take time to <b>check in</b> and ensure that pupils work is <b>reviewed and approved</b> for the SeeSaw class page.</li> <li>• Teachers and TAs will take time to <b>'check'</b> and provide valuable <b>'feedback'</b> of pupils work. Consideration is given to our school marking policy and expectations. Staff provide feedforward comments where appropriate to do so.</li> <li>• At 3pm add an acknowledgement for the <b>end of day</b>.</li> </ul> <p>The above will be done within the normal times of a school day. Parents and pupils should feel that teachers are still there but equally they should know that they don't have them 24/7 – therefore teachers do not access SeeSaw outside of the school day.</p> <p><b>Weekly</b></p> <ul style="list-style-type: none"> <li>• Weekly Spellings are set and practised throughout the week.</li> </ul>
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	When will pupils receive their daily entitlement?	<p>As outlined above.</p> <ul style="list-style-type: none"> <li>Term time weeks only.</li> <li>9am to 3pm daily, Monday to Friday.</li> <li>SeeSaw is monitored / active with a teacher or TA between the hours of a usual school day.</li> </ul>
	How can we help families to build adopt effective learning routines?	<ul style="list-style-type: none"> <li>Suggested timetables are shared weekly on the class SeeSaw platforms.</li> <li>Blank timetable format is available to download on the website.</li> <li>Class teachers have spoken to older pupils about creating their own timetables for the day / week. These have been shared on SeeSaw class platforms and promoted.</li> </ul>



			<ul style="list-style-type: none"> <li>• Class teachers are supporting parents / carers through phone calls – routines / timetables / suggested activities etc.</li> <li>• Feedback / recognition through Class SeeSaw platforms from the Class teacher / TAs – promotes and reinforces the good practice / strategies / routines families are developing at home.</li> <li>• As above – use of Twitter to tweet the excellent home learning that is going on throughout the school at home.</li> </ul>
<b>3 Learning Tasks</b>	How will we try to ensure that pupils receive a broad offer when learning at home through the setting of:	a core-offer offer of English and Mathematics tasks, including phonics and regular reading;	<ul style="list-style-type: none"> <li>• Pupils will receive: <ul style="list-style-type: none"> <li>- Daily English activity.</li> <li>- Daily phonics (EYs/KS1).</li> <li>- Daily reading encouraged through timetabling – includes Y5/6 using Reading Plus / teachers reading to their class – chapter from class book or book.</li> <li>- Daily Maths activity.</li> <li>- Daily Maths fluency practice.</li> </ul> </li> <li>• Principal / Vice Principal monitors the broad offer and curriculum expectations across the whole school.</li> </ul>
	topic or thematic related study and projects that are connected to the school curriculum;		<ul style="list-style-type: none"> <li>• Project based activities (Homework) promoted on SeeSaw class platforms and the academy website page 'Homework'. These provide a range of activities based around a topic / theme. This can be used as additional work or over the holiday periods as pre-learning for the topic coming up.</li> <li>• Weekly timetabling is set out in a similar way to school and includes the subjects that would have been taught.</li> <li>• Activities are based on the 'key driver' subjects for the half-termly topic and on the declarative / procedural knowledge.</li> <li>• PSHE is taught weekly and includes 'Check in's' and a Friday 'Check out' – as well as THRIVE approach activities where possible.</li> </ul>
	tasks that are;		<ul style="list-style-type: none"> <li>• Weekly planning in teams and timetabling of activities for home learning supports the careful thinking and sequencing of lessons and activities.</li> </ul>



		<p>appropriately challenging for each pupil within their current prior learning;</p> <p>well sequenced across each week of school closure;</p> <p>designed to minimise the levels of adult instruction required;</p> <p>help pupils to acquire the most essential knowledge;</p> <p>give pupils opportunity to recall, reinforce and apply prior learning</p>	<ul style="list-style-type: none"> <li>• Class teachers to plan and adapt own activities within their own class SeeSaw platform – they know their children and what they are capable of as well as prior learning.</li> <li>• Class teachers will offer further challenge / support through feedback / marking on the SeeSaw platform.</li> <li>• Activities planned are designed to minimise the level of parental support needed.</li> <li>• Activities are planned using the long/medium term planning – declarative / procedural knowledge needed for the topic. Key ‘declarative knowledge’ identified for class teachers to build up through the half term topic and its activities.</li> <li>• Activities are planned to allow children to retrieve prior knowledge and skills – continuing to embed within long term memory where possible, as well as make links in learning.</li> <li>• Classroom resources e.g. from the table caddies – can be photographed and uploaded to support specific tasks as they would be within the classroom.</li> <li>• Principal / Vice Principal to monitor across class platforms.</li> </ul>
4	<b>Appreciation and Feedback</b>	How will children share their learning at home with teachers (and one another)?	<ul style="list-style-type: none"> <li>• SeeSaw allows all children and parents to see each other’s work / content in the form of comments / feedback / ‘likes’ / photographs / audio responses / videos.</li> <li>• Children to be encouraged to ‘comment / provide feedback’ – all approved before published. Reinforcing our ‘peer critique’ approach used within school – ‘Be kind, Be Specific, Be Helpful’.</li> <li>• Principal will use Twitter to share home learning regularly across the whole school and community.</li> </ul>
		How will teachers interact with children and show appreciation of their work?	<ul style="list-style-type: none"> <li>• Teachers are expected to comment / provide specific feedback on work produced and uploaded in response to a specific set out task / activity. This can be done in the written form or verbally.</li> <li>• TAs also have access to their class platform and can comment / provide feedback.</li> </ul>



<b>5 Monitoring and Evaluation</b>		<ul style="list-style-type: none"> <li>• Work can be 'liked'.</li> <li>• Principal and Vice Principal have access to class platforms and can provide comment / feedback.</li> <li>• Teachers are continuing to provide weekly certificates as they would in school for:- Super Student / Handwriting Award / Star of the Day / Hot Choc Friday etc.</li> </ul>
	How will any feedback be offered?	<ul style="list-style-type: none"> <li>• In its simplest form work uploaded can be 'liked'.</li> <li>• Teachers and TAs also have the ability to comment and provide feedback either in written form or by adding an audio response under the piece of work.</li> <li>• Teachers also have the ability to zoom in on work and mark using the school's marking policy where possible; this includes then providing specific feedback that asks a child to improve something, or take a look at something again etc.</li> <li>• Teachers can record video of instruction / explanation to support teaching a specific skills e.g. in Maths.</li> <li>• Teachers can use recorded response to support any misconceptions pupils may have.</li> <li>• Rewards and certificates weekly as outlined above.</li> </ul>
	How will teachers keep in touch and maintain contact with pupils throughout the period of school closure?	<ul style="list-style-type: none"> <li>• SeeSaw gives all class teachers the ability to engage and have dialogue with their pupils on a daily basis as well as with the parents – this is particularly evident with parents with the younger pupils.</li> <li>• Class teachers will also continue to make calls home to families that do not engage.</li> <li>• Marvellous Me messages / award badges will also be sent home throughout the week.</li> </ul>
	How will you retain oversight of the home learning across school?	<ul style="list-style-type: none"> <li>• Principal and Vice Principal have access to the SeeSaw class platforms.</li> <li>• Monitoring on these platforms happens daily – can be seen through 'likes' and 'comments' – ensures there is a presence of leadership seen by parent/carers.</li> <li>• Principal to continue to promote and share good practice examples between staff and in the community (through Twitter).</li> </ul>
	How will you share good practice?	<ul style="list-style-type: none"> <li>• As above.</li> </ul>

# EASTERSIDE ACADEMY

## School Closure Curriculum



		<p>What CPD is in place to help colleagues' development of home learning?</p>	<ul style="list-style-type: none"><li>• Computing / ICT Lead supporting staff as well as supporting parents / carers getting online and set up if they aren't already.</li><li>• Principal / Vice Principal holding Teams 'Curriculum' focused meetings.</li><li>• Principal sharing outcomes of monitoring of the remote learning curriculum through email updates.</li><li>• Teams working virtually together through Teams to plan weekly.</li><li>• On-going sharing of good practice and strategies as well as access to websites that support home learning.</li><li>• Principal 'capturing' examples of good practise in document for staff.</li><li>• Trust wide CPD on remote learning.</li><li>• Remote Learning Policy shared with all staff.</li></ul>
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