

Lemington Riverside

Remote Learning Expectations

Daily Learning Expectations

Staff should utilise the planning framework provided by the EEF (see appendix 1) on home learning approaches to frame the direction of their lessons. Learning sequences should emulate the process outlined here with the understanding that, dependent on subject area and learner ability, it is unlikely to be completed within a single session. *Worked examples of a learning sequence are provided (see appendix 2) – please note; **planning does not need to be completed using the document format nor does it need to be in as much detail.***

Staff must provide students with three lessons on a daily basis covering the core subjects, the key stage specifics of these are detailed below:

EYFS: Reading, Phonics and Maths

KS1: Phonics, English and Maths

KS2: VIPERS, English and Maths

In order to try to re-create the feel of the classroom environment as much as possible, **staff must provide a verbal greeting or instruction for every core lesson. If teachers are using high quality video resources in lieu of their own instruction for a lesson; for example BBC Bitesize or White Rose Maths, then a verbal greeting and explanation of how to complete the activity on Seesaw must still be provided.**

All children's work must be placed within the appropriate folders on Seesaw and titles should have content and date included in the same way a date and title in books does.

Marking and Feedback

In line with the current marking and feedback policy, and to create an informative feedback loop for further lesson design, every piece of work **must be read and marked (checked for errors)**. With regards to written or verbal feedback, each child must receive at least one direct response from their teacher per day; this can be written or verbal, and must either consolidate learning or challenge at the appropriate level.

Wider Curriculum Expectations

Whether learning takes place remotely or not, as a school we have a duty to deliver a wider curriculum offer. To ensure that this takes place, staff can utilise the wealth of resources that are now in circulation, such as Primary Learning on CBBC or Joe Wicks Fitness. This time can also be dedicated to focusing on the relevant curriculum objectives, found on the Lemington curriculum overview or sessions dedicated to targeting the Lemington Essentials.

Child Engagement

All teaching staff must contact Craig Heeley via email before 3pm on a Friday afternoon listing the children who **have not been** engaging with Seesaw that week. Details must be provided regarding the actions that have been taken to reengage those pupils.

Weekly Zoom



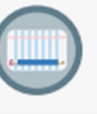


Every Friday, each class teacher will be given an allocated time slot to deliver a half an hour Zoom session. This time slot can be utilised to meet a wide variety of needs, such as: celebrating success, reading a class story or delivering well-being exercises, alongside providing an important opportunity for children to speak as a class.

Appendix 1.

Home learning approaches Planning framework



The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.






Approach	What is it?	Why include it?	Examples (online / offline)
 Activate	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	<p>Pupils watch a relevant video, then write down everything that they remember about it</p> <p>Pupils complete a short quiz (either auto- or self-marked)</p> <p>Pupils read a relevant textbook passage, then summarise the key points from memory</p> <p>Pupils add to a partially complete concept map</p> <p>Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.</p>
 Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	<p>Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how)</p> <p>Use a visualiser to model your thinking, as you complete a series of worked examples</p> <p>Use examples in textbooks, giving additional guidance about when and why strategies are used</p> <p>Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them</p> <p>Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.</p>
 Practise	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	<p>A video leading pupils through a series of practice questions, reducing the guidance with each example</p> <p>A series of questions with partial prompts for each one, and links to further help online when needed</p> <p>Scaffolding – knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters</p> <p>Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out</p> <p>Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.</p>
 Reflect	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	<p>Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help pupils with self-evaluation</p> <p>Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed</p> <p>Prompt sheets that help pupils to evaluate their progress, with ideas for further support</p> <p>Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support, if needed.</p>
 Review	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.	<p>Short online quizzes that include questions from previous topics, as well as more recent ideas</p> <p>A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources</p> <p>Tip: A review needn't be a complex task – simply trying to summarise a topic for somebody else is a helpful review.</p>

Home learning planning framework

This is the plan for a learning sequence, and won't take place within a single session

Year group: 3
Subject: English

Topic: Spelling
Area: Homophones

Approach	What is it?	Examples (online / offline) – support students to:
 Activate	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	<ol style="list-style-type: none"> 1. Student to watch video and complete online quiz on BBC Bitesize: What are Homophones? 2. Student reads p.6 of the Year 3 EGPS Practice book – Choose the Correct Homophone – and recaps KS 1 examples. 3. They talk to an adult in their house to explain what a homophone is, including which ones they can use in their writing.
 Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.	<ol style="list-style-type: none"> 1. Student watches BBC Bitesize video explaining the use of further examples of homophones – BBC Bitesize English Appendix 1: Spelling (Year 3/4) – groar/grown, here/hear, heel/heal/well, knot/not, mail/male, main/mare, meat/meet. They complete the quiz questions about when to use each of the homophones identified. 2. Student reads page 7 of the EGPS Year 3 Practice workbook and answers the quiz section. 3. They talk to an adult about the new homophones they are learning about.
 Practise	Pupils practising strategies and skills repeatedly, to develop independence.	<ol style="list-style-type: none"> 1. Student works through a series of guided examples and then completes homophones quiz on BBC Bitesize (Choose the correct homophone game) focusing on thought processes, decisions, and sources of help (e.g. vocabulary lists). 2. Support students to complete a set of questions, starting with highly scaffolded questions, and ending with children working through the questions independently. 3. Student draws a series of illustrations showing the funny side of choosing the wrong homophone. 4. Student makes a poster to explain how to choose the correct homophone for someone in their house, showing and explaining the rules to them.
	Pupils reflecting on what they have learnt after they have completed a piece of work.	<ol style="list-style-type: none"> 1. Student makes a PowerPoint showing what they know about homophones and the homophones they found trickier to learn, sharing with their teacher. 2. Student completes BBC Bitesize Homophones quiz. Prompt them to think about the questions they struggled with and what helped them to remember the correct ones to use. 3. Student completes 10 sentences, choosing correct homophones from the Year 3/4 spelling list. 4. Prompt students to summarise which homophones they found trickier/easier to use correctly. For example, 'which strategies did you use to help you remember the tricky ones?' Encourage students to make a set of cards or a bookmark about how they helped themselves to remember and use these to help them in their writing.
 Review	Revisiting previous learning after a gap.	<ol style="list-style-type: none"> 1. Two weeks after completing the work above, student revisits this topic using EGPS quick test. 2. Two weeks later, ask students to complete a set of practice questions on this from memory, then check and correct using printed answers.