



SAWLEY INFANT & NURSERY SCHOOL

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Dear Parents and Carers

We are committed to keeping everyone in school safe and well for as long, and as often, as possible. We are grateful to everyone for re-inventing 'normal' and sticking to all the rules and regulations that allow this to happen. To help ensure school stays open for everyone for as long as possible, we ask that all parents and carers wear a mask on the school site (unless medically exempt) and keep two metres distance from school staff and other parents at all times.

We are continually assessing all our routines and activities to ensure that we minimise the risk of transmission of coronavirus in school. This includes our timetabling, contact bubbles, use of resources, sharing of items between home and school and the need to adhere to social distancing guidelines wherever possible.

We know that the need for home and remote learning is going to be part of our lives for a significant amount of time, and are working hard to ensure that these systems are as effective as possible so that we can continue to focus on the content and quality of our provision to help our children *Sparkle and Shine* at Sawley!

We have tried to break down each scenario for remote learning, and provide a summary of provision below (which we hope we will not need) and have also included a focus on the five ways for wellbeing for each remote learning scenario to support both children and adults in these challenging times.

Home Learning	Remote Learning	Remote teacher	Blended Learning	Parallel Learning
Individual children isolating at home.	Staff and children isolating at home.	Teacher isolating at home. Children in school.	Rota system- some on-site and some off-site provision for all children	Identified children on-site only, all other children receiving off-site provision

We would really love to get everyone up and running with Microsoft Teams, before we may need to make use of this platform for remote learning.

We would usually run workshops at this time of year for Phonics and will be sending these to you virtually instead of running face to face sessions in order to share information and evaluate the use of the Microsoft Teams Platform at the same time.

We intend to schedule the presentations for the week commencing 7/12/20 and hope that everyone will log in and view them at some point throughout the week. If you 'turn in' the assignment, everyone who participates will be entered into a prize draw for a box of biscuits and a bottle of bubbly. Any questions or comments can be emailed in to closure@sawley-inf.derbyshire.sch.uk

Thank you

M Harral, Head teacher

Home learning

Definition: When **individual children** need to isolate at home but their teacher and the rest of the class are in school.

Need: If the individual children are fit and well, they need **home learning**. This means they need to be **supported at home to complete activities set by the school**.

Provision: Teachers will provide activities and resources and keep in touch throughout the *home learning* period to check-in with families; providing guidance and feedback on learning completed at home. Planning includes daily activity ideas and a suggested timetable, including all the building blocks of the school day with links to online learning.

Format: This form of remote provision is mostly managed on ClassDojo and comes in the form of a two-week plan.

Additional guidance for parents - Home learning

- The Home learning plan will be shared via ClassDojo before lunchtime on the first day of isolation.
- Parents can request paper copies of resources from the school office.
- Each two-week plan will:
 - contain a balance of online/ non-online learning,
 - be focused on consolidating and practising skills
 - include daily Maths, English, Phonics, handwriting, physical activity, reading and a selection of foundation subject/topic related activities
- Teachers will keep in touch via ClassDojo and can be contacted via the message function.
- Parents are encouraged to upload to Dojo Portfolio regularly to share work and get feedback and support from the teacher.

Additional guidance for teachers - Home learning

- The home learning plan should be shared as soon as possible on day one of absence and resources made easily accessible for the office if paper copies are requested.
- Teachers should ensure the home learning plan meets the child's needs and adapt where possible.
- Teachers send a photo message from the class – we miss you!

5 Ways to Wellbeing: Home learning



Remote Learning

Definition: When a **bubble or whole school is closed** and all **staff and children** need to isolate at home.

Need: The staff and children who are fit and well need **remote learning**. This means that children are **supported at home through daily interactions with their teachers** to engage in a combination of learning activities set by school.

Provision: Teachers will provide a schedule of learning activities each day. This will include live or recorded input from teachers for Maths, English, Phonics, Assembly and a Foundation Subject daily and additional activities for phonics, maths facts, reading, handwriting and spelling practice.

Teachers will set work to be submitted or shared and provide feedback on learning completed at home. Staff will be available for parents and children to contact for advice via ClassDojo and will monitor work submitted via dojo/tapestry or teams.

School will check in to ensure families are engaging with remote learning and offer advice and support where possible to improve learning opportunities.

Format: This form of remote provision is mostly managed via ClassDojo and Tapestry, with scheduled teaching input shared via the Microsoft Teams Platform.

Additional guidance for parents - Microsoft Teams:

All children have been set up with school accounts on Microsoft Teams. Though some of the functions are more suitable for older children and adults, this platform allows us to schedule teaching input for children and parents to access and facilitate live streamed sessions to keep in touch.

Most of the 'live teaching' will be in the form of pre-recorded sessions led by your child's teachers and other staff in school. This means you and your child are able to access them at a time to suit your schedule in the day, and they can be paused or reviewed if needed.

5 Ways to Wellbeing: Remote learning



Additional guidance for parents - Remote learning

- The remote learning plan will be shared via ClassDojo by 10.00am on the first day of closure and by 9.00am on every school day for the remainder of the remote learning period.
- Each daily plan will:
 - contain a balance of online/ non-online learning and practical activities and be focused on developing previously learnt skills and introducing new concepts from current planning
 - include live or recorded input from teachers for Maths, English, Assembly and one Foundation Subject
 - include links to maths facts, reading, handwriting and spelling practice activities
 - include an uploaded video of daily phonics
- Recorded or live input will be scheduled on Microsoft Teams as part of the daily remote learning plan.
- Live group chats will be scheduled using Microsoft Teams for informal contact with teachers on a weekly basis.
- Teachers will keep in touch via ClassDojo and can be contacted via the message function on ClassDojo.
- Parents are encouraged to upload to ClassDojo Portfolio or Tapestry regularly to share work and get feedback and support from the teacher.

Additional guidance for teachers – Remote learning

- Resources to support remote learning should be sent to the office as early as possible for printing / preparation if paper copies are requested.
- Teachers should ensure the remote learning plan meets the range of children's needs and adapt if needed.
- Teaching assistants will support in the preparation, delivery and feedback of learning activities for classes and individuals during remote learning and assist in communication with families.
- Teachers should maintain regular contact with the family and child on ClassDojo and encourage parents to upload to work and photos regularly; celebrating and providing feedback on achievements at least once each week.



Remote teacher:

Definition: When a **teacher needs to isolate at home**, but is fit and well to work and the rest of the class are in school.

Need: The class needs appropriate supervision and the teacher needs to use **remote teaching**.

This means that children are **supported in the classroom by familiar school staff** and/or supply staff and **are also taught remotely by their class teacher** using Microsoft Teams in the classroom

Provision: Teachers will liaise with staff on site to schedule the learning activities and coordinate provision each day. This will include live input from the teacher for Maths, English, Phonics, maths facts, handwriting and topic/foundation subjects.

Teachers will review children's work via Dojo Portfolio and screen sharing and adapt provision as required, in partnership with staff on site.

Format: This form of remote provision is mostly managed via the Microsoft Teams Platform, with work sharing via ClassDojo and keeps staff and children connected during periods of staff isolation.

Additional guidance for staff - Remote teaching

- The remote teaching plan must be discussed with on-site staff at least 1 hour before delivery and communication maintained throughout the day (WhatsApp)
- Planning responsibility for the team will be transferred where cover is needed. This will be reviewed and balanced over the fortnight period. If planning has already been completed, the remote teacher should plan the next block/unit/week required.
- Live input should be scheduled on Microsoft Teams and an 'ICT disaster' back up plan should be in place for a quick/effective response in school.
- Each daily plan should include:
 - Teacher input from teachers for Maths, English, phonics, math facts and foundation subject daily - scheduled on Microsoft Teams
 - Registration, break, lunch, reading, handwriting and spelling practice activities managed by on site staff.
 - Use of the teacher 'pupil' portfolio to share work for the teacher to mark and respond to daily

5 Ways to Wellbeing: Remote Teacher



Blended Learning:

Definition: When there is a **rota system put in place to enable all children regular access** to school alongside pupils of critical key workers during a period of school closure – as outlined in the contain framework for secondary schools.

Need: The staff and children who are fit and well need **blended learning**. This means that children are **supported either at home or at school through a combination of provision** set and coordinated by the school.

Provision: Teachers will be on a rota for on-site/off-site provision in order to provide a schedule of blended learning activities each day. This will include live or recorded input from teachers for Maths, English, Phonics, Assembly and Foundation Subject daily and additional activities for phonics, maths facts, reading, handwriting and spelling practice.

Off-site teachers will set work to be submitted or shared on Dojo/Tapestry and provide feedback on learning completed at home. Staff will be available for parents and children to contact for advice via ClassDojo and will monitor work submitted via ClassDojo, Tapestry or Microsoft Teams.

On site staff will set work to be completed and provide feedback within the classroom setting, liaising with class teachers to adapt planning as needed

School will check in to ensure families are engaging with remote learning and offer advice and support where possible to improve learning opportunities.

Format: This form of remote provision combines all platforms and direct teaching methods. It requires teachers to work on a rota basis across different year groups and isolate in order to protect staff and pupils on site. It is mostly managed via ClassDojo and Tapestry, with scheduled teaching input shared via the Microsoft Teams Platform.

5 Ways to Wellbeing: Blended Learning



Parallel Learning:

Definition: When there is provision in **school for pupils of critical key workers and vulnerable children only** and all other children are at home due to a significant increase in the rate of COVID infection.

Need: The staff and children who are fit and well need **parallel learning**. This means that children are **supported either at home or at school through a combination of provision** set and coordinated by the school.

Provision:

Teachers will be on a rota for on-site/off-site provision in order to provide a schedule of parallel learning activities each day. This will include live or recorded input from teachers for Maths, English, Phonics, Assembly and Foundation Subject daily and additional activities for phonics, maths facts, reading, handwriting and spelling practice.

Off-site teachers will set work to be submitted or shared on ClassDojo or Tapestry and will provide feedback on learning completed at home. Staff will be available for parents and children to contact for advice via ClassDojo and will monitor work submitted via ClassDojo, Tapestry or Microsoft Teams

On site staff will set work to be completed and provide feedback within the classroom setting, liaising with class teachers to adapt planning as needed

School will check in to ensure families are engaging with remote learning and offer advice and support where possible to improve learning opportunities.

Format: This form of remote provision combines all platforms and direct teaching methods. It requires teachers to work on a rota basis across different year groups and isolate in order to protect staff and pupils on site. It is mostly managed via ClassDojo and Tapestry, with scheduled teaching input shared via the Microsoft Teams Platform.

5 Ways to Wellbeing: Parallel Learning

















Remote learning activities - Daily Overview

Please upload a photo or video to ClassDojo Portfolio so we can all see what you have been doing. We miss you!



Year Group	KS1	Term:	??	Week:	??	Date:	??	
Suggested time	Learning Focus			Guidance				
8.45 am	Handwriting				Practice your handwriting patterns, shapes, letters and joins in your book. (links and tips provided on the next page)			
9.00 am	Phonics input	 or ur ow			Watch, listen and join in with Phonics on Microsoft Teams. You will need a book and pencil or a whiteboard and pen.			
9.30 am	English input				Watch and listen to your teachers on Microsoft Teams. Complete the activity and upload a file, photo or video onto Dojo Portfolio.			
10.15 am	Maths facts				Practice your quick math facts (links and tips provided on the next page)			
10.30 am	Assembly				Watch and listen to different teachers doing assembly on Microsoft Teams. Remember to think about the message at the end.			
10.40 am	Break time				Have a rest from your school work. You could play with your toys or watch some TV. Remember to have a healthy snack too.			
11.00 am	Maths input				Watch and listen to your teachers on Microsoft Teams. Complete the activity and upload a file, photo or video onto Dojo Portfolio.			
11.45 am	Spelling				Practice your spellings in your book, on a whiteboard or in a more creative way. (suggestions provided on the next page)			
12.00 pm	Lunch Time				Have a rest from your school work. Eat a yummy lunch and you will have plenty of time to play with your toys or watch some TV too.			
1.30 pm	Topic / Subject input: This could be: Science, History, Geography, Music, Art, Design Technology, Computing, RE or PSHE				Watch and listen to the teachers on Microsoft Teams. Complete activity and upload a file, photo or video onto your ClassDojo Portfolio.			
2.15 pm	Reading				Practice your quick reading (links and tips provided on the next page)			
2.45 pm	Physical Activity				Complete one of the fine motor activities listed on the plan or get active in another way and post it to Dojo Portfolio			
This will be scheduled on Teams – you will get an invitation	Live check in				Join your teacher for a live session on Microsoft Teams (if it is your day)			

Hints, tips and links to choose from

Physical Activity



This section will contain hints, tips and practical activities as well as links to online activities to support learning.

Handwriting



This section will contain hints, tips and practical activities as well as links to online activities to support learning.

Math Facts



This section will contain hints, tips and practical activities as well as links to online activities to support learning.

Spellings



This section will contain hints, tips and practical activities as well as links to online activities to support learning.

Reading










This section will contain hints, tips and practical activities as well as links to online activities to support learning.



Remote learning activities during isolation

Please upload a photo or video to Tapestry so we can all see what you have been doing. We miss you!



Year Group	Nursery	Autumn 2	Week 1
Daily Plan			
<p>Wake and Shake</p> 	Join in the Wake and Shake session on Microsoft Teams		
<p>Physical (Fine Motor)</p> 	Complete one of the fine motor activities listed overleaf.		
<p>Physical (Gross Motor)</p> 	Complete one of the gross motor activities listed overleaf.		
<p>Communication, Personal and Social</p> 	Complete one of the communication, personal and social activities overleaf		
<p>Job</p> 	Watch and listen to the nursery staff on Microsoft Teams Complete your activity and get your grown up to upload a photo or video on Tapestry		
<p>Story</p> 	Listen to one of the Nursery staff read a story on Microsoft Teams		
<p>Check in</p> 	Join your keyworker for a live session on Microsoft Teams (if it is your day)		

Activities to choose from

Physical (Fine Motor)



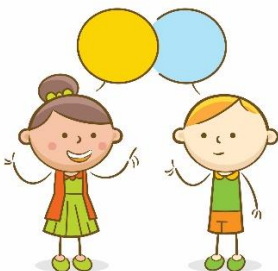
This section will contain hints, tips and practical activities as well as links to online activities to support learning.

Physical (Gross Motor)



This section will contain hints, tips and practical activities as well as links to online activities to support learning.

Communication and Personal and Social



This section will contain hints, tips and practical activities as well as links to online activities to support learning.