

*After February half term 2021, teachers will post an additional 'welcome to maths this week' film on a Monday to support the White Rose materials in which they introduce the key vocabulary, concepts and a sentence stem for use throughout the week.

*Children will be provided with an exercise book to complete any home learning in.

Seesaw:

The school is using Seesaw for its remote learning platform in order for families to stay connected with the school community. Children in EYFS will continue with their use of Tapestry. Each week, the class teacher will post a 'welcome briefing' film on Seesaw/Tapestry to accompany the Learning Letter as a hook into their learning. This will give children the opportunity to see their class teacher and to hear about the learning for the week ahead. Additional films may be added if teachers need to provide an explanation about new content or give direct instruction.

During the autumn term, homework is continuing to be set on Seesaw to support children and families to become more confident in its use and to encourage 100% engagement should the school need to revert to remote learning.

Feedback:

Staff will check both their class Seesaw page and class email address daily and acknowledge all learning that is posted by children, thanking them for engaging with their learning. Where appropriate, staff may give more detailed feedback, celebrating a success and giving the child a next step that they can focus on in their next piece of learning. Staff may do this in a written form or using the vocal recording tool on the Seesaw platform.

Staying connected:

*A 'Class-Catch up' will be hosted by the class teacher on Zoom each week. This will be an opportunity for the children to spend time together, playing games and talking about wellbeing with their classmates and teacher.

*In some year groups there will be additional opportunities for live content including a weekly KS1 disco, a weekly sing-a-long from home, weekly reading groups for those children who were involved with them in school.

*There will be two school assemblies each week - the first of these will be a celebration of learning in our Golden Learner assembly which will be posted each Monday morning and the second, an assembly exploring our whole school vision of 'making the world a better place to be'.

https://www.youtube.com/channel/UCvQhrZ4DwfJ_K-V57ZOKw7g

*A weekly Families Letter will be sent out via Parentmail each week on a Thursday to encourage families to stay connected with the school and to continue engaging with remote learning opportunities.

*The school will continue to make weekly phone calls to vulnerable families as well as those families who are not engaging with home learning.

SEND:

We recognise that children with SEND may have the need to access a range of other learning opportunities to support and supplement learning beyond those offered in the Learning Letter. A selection of these will be available on the school website:

<https://www.fishbourneprimary.co.uk/page/?title=SEND&pid=96> They may include signposts to other websites, resources and/or a range of real-life learning opportunities that give a platform for learning core skills. For those children with EHCP's a provision analysis will be completed with the staff team and families that addresses how their targets are being met.

For those children with Individual Learning Plans, teachers will post at least one additional, personalised learning opportunity each week setting out to support them in meeting their ILP targets.

What we ask of our staff:

- *To design Learning Letters that give children the opportunity to both consolidate prior learning and learn new curriculum content.
- *To be aware that learning tasks and activities need to be accessible to all children, regardless of the amount of support they may receive at home, acknowledging that every home will look different and children will be having different experiences.
- *To have realistic expectations of families who are setting out to support their children's learning at home and may also be working from home and caring for other children or poorly family members.
- *To check class email and seesaw at least once every weekday, ideally at consistent times which are shared with families.
- *To ensure that all learning is acknowledged and celebrated as well as, where appropriate, next steps of learning are given.
- *To monitor children's engagement with learning and to follow up those families who have not connected with them.

What we ask of our children and families:

- *To pledge to support children's learning at home each day by giving the children the time, space, support and encouragement they need to engage with learning.
- *Check their child's completed work each day and celebrate the effort and progress that is being made.
- *To post an update on Seesaw or send an email on at least a weekly basis, sharing pieces of learning that the children feel proud of. This will enable the teaching team to gauge how well children are progressing through the curriculum and make adaptations to the Learning Letters as needed.
- *To contact their class teacher if they require support of any kind or if they have any concerns about the tasks being set.
- *Be mindful of the wellbeing of both themselves and their child, encouraging children to take regular breaks, play games, get fresh air and relax.

In the case that a child is at home because they are well but may be self-isolating:

We are aware that we may have a number of households in which a family member may be unwell and therefore parents may not have the capacity to support a child with home learning while also caring for other family members. Instead, in these circumstances, a 10-day core-skills learning pack will be provided for each year group which will focus on consolidating key knowledge and skills in maths, writing and reading. Children can access these packs at any point during their isolation period and do as much or as little learning from them as is suitable in their circumstances. We would encourage those children who are well and able to complete the learning to do so to prevent them from falling behind and losing confidence.

In the case that a member of staff is poorly and unable to support the remote learning offer:

In the case of a full closure of a class bubble, it may be that the class teacher becomes unwell and is unable to support the remote learning offer. Where this is the case, the head teacher will take over the planning of Learning Letters and monitor the use of Seesaw and the class email address until such a time as the class teacher has recovered.