



# Greenfield Primary School



*'Everyone can grow in a Greenfield!'*

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## Provision and Expectations for Remote Learning

**These apply when pupils are isolating or in the event of a lockdown.** All lessons and activities would be set daily on ClassDojo. Pupils' work should be photographed and submitted to their portfolio for teachers to check and provide feedback. Answers will be provided so pupils (with support of parents for younger pupils) can check their work but teachers will provide specific/detailed feedback on other, more open ended tasks.

Teachers will record videos as much as they can; however, if they are still in school teaching the majority of the class, this will be very limited and pupils will be given written instruction or referred to internet videos (e.g. Oak National Academy) instead.

### English and Maths

Pupils will use the printed English and Maths CGP booklets in the pupils' home learning packs. Teachers will set specific tasks alongside an introduction to the work. This may be a link to a video or resource on the internet, a video they have recorded themselves or a written explanation supported by photos if that is not possible.

In the event of a lockdown, we will send home pupils' current WhiteRose maths booklet. This booklet will be used in lessons in school but will also be used alongside the teaching videos at home. It must be returned when pupils come back to school. Teacher will also be set supplementary activities (e.g. Third Space worksheets, MyMaths) and pupils will be directed to activities in the printed CGP booklets.

### Reading

Reading is a priority and we expect that this happens every day. In the event of a lockdown, KS2 pupils can access Accelerated Reading comprehension quizzes for any books they read. Where possible we will provide links to read books online (e.g. through Oxford Owl) but pupils can read their own books too. For pupils in KS2, we will send home a copy of the shared class text and teachers will provide a video reading lesson or audio recording 3-4 times per week with follow up comprehension activities. The copy of the class shared text must be returned at the end of the lockdown to continue work on it in class.

Phonics is one of the main priorities for Reception and Year 1 and teachers will provide a daily phonics lesson. This may be a video recorded by the class teacher or one hosted by the English Hub. There will be follow up practice activities, including activities in Targeted Practice Phonics book and making words with the sound cards. Pupils will also be set books to read online so they can practise reading words with the sounds that they are learning.

### Science and Foundation Subjects

Depending on the age of pupils or what is being covered, there will be one or two of these lessons each day. Teachers will provide an explanatory lesson video (either one published on the internet or one they have recorded themselves) and a format for pupils to complete any written work. They may share a template worksheet but pupils should be able to complete the task without the need of a printer (e.g. by copying the main questions or parts of the worksheet). Sometimes, teachers will set (more closed, worksheet type) follow-up activities as 'To Dos' on Purple Mash but they will also offer an alternative,

extended approach for pupils to practise and demonstrate their learning. For example, pupils may have the option to record videos, type documents or make presentation files if they have the technology available to them. Producing work in these subjects provides an opportunity to practise and apply the English skills pupils have been learning and we expect work that pupils produce to be of equal quality. This means, we expect them to write neatly in complete sentences, using the appropriate punctuation.

There are some subjects such as Art, Music and PE where it may be difficult for teachers to provide appropriate or safe remote learning or to expect that pupils will have the necessary resources at home. Teachers will use their professional judgement to decide whether it is safe or practical to provide remote lessons for these. We would strongly encourage parents to ensure their child has at least 30 mins physical exercise per day. Where available, we would signpost any helpful resources, including from the Real PE/Jasmine programme we use in school.

### **Pupils with Special Needs**

Teachers will specifically adapt lesson activities for pupils with special educational needs where necessary. They will send details/instructions separately to the instructions for the class in general and may have also sent home an adapted home learning pack. These pupils in KS2 also have a subscription to Nessy which is an online teaching programme to support pupils further in specific areas.

### **PSHE and Assemblies**

We feel it is important to continue with pupils' personal, social and health education when they are not able to come to school because of isolation or lockdown. This includes aspects such as mental health, developing as a learner, values and e-safety. We will do this through a weekly PSHE lesson and through virtual assemblies. Including the Friday Celebration assembly, there will be three assembly videos per week and sometimes there may be a follow-up activity to develop pupils understanding further.

### **Overview of Expectations**

Here is a typical overview of the provision and expectations for different age groups:

#### Reception

- Daily Phonics lesson and follow-up work in Targeted Practice books and/or using the sound card packs provided. We ask parents to spend a few minutes each day with their child practising reading 'tricky' words.
- We expect daily reading of the indicated phonetically decodable e-books (online) to practice applying sounds and tricky words learned and for simple comprehension activities. Teachers will indicate questions that parents can ask pupils to check their comprehension of texts.
- Shared reading will focus on one quality book per week and teachers will provide a video of them reading the book. They will also provide comprehension discussion questions and simple follow up activities over the week. The book should be listened to 4-5 days over the week.
- The daily writing focus is on handwriting and spelling words.
- There will be a daily WhiteRose Maths lesson with online worksheets for parents to talk through activities with their child. Depending on the timing, we may send home a printed booklet of these sheets. Teacher may also ask for activities to be completed in the printed CGP book. These will be linked to the WhiteRose lesson/video or one that the teacher has prepared. It helps if parents organise some resources (e.g. dried pasta, Lego bricks...) to support their child with counting and calculation activities.
- Teachers will set a further learning activity each day. The teacher will provide a short introductory video and these activities will make use of what will typically be available at home.
- Parents are asked to write a note for ClassDojo portfolio supported by photo(s)

## Year 1

- Daily Phonics lesson and follow-up work in Targeted Practice books and/or using the sound card packs provided. We ask parents to spend a few minutes each day with their child practising reading 'tricky' words.
- We expect daily reading of the indicated phonetically decodable e-books (online) to practice applying sounds and tricky words learned and for simple comprehension activities. Teachers will indicate questions that parents can ask pupils to check their comprehension of texts.
- Shared reading will focus on one quality book per week and teachers will provide a video of them reading the book. They will also provide comprehension discussion questions and simple follow up activities over the week. The book should be listened to 4-5 days over the week.
- For about 20 mins per day there will a focus on handwriting, basic grammar or writing sentences (linked to Phonics or reading activities). Teachers will provide a short introductory video to explain or model key points when necessary.
- There will be 45-60 mins of maths work per day. This will involve Flashbacks (revision activity) then a WhiteRose lesson video as per the teaching sequence pupils have been following in school. Pupils should complete the relevant follow-up/practice work in printed WhiteRose booklet. Teachers may set further 'go deeper' problem questions to write and complete in home-learning books. Sometimes teachers will set work in the printed CGP book (this will be linked to a WhiteRose lesson or will have a teacher introduction video) or further activities on My Maths. It helps if parents organise some resources (e.g. dried pasta, Lego bricks...) to support their child with counting and calculation activities.
- One topic (e.g. Science/Geography/History) related lesson per day with a lesson video. Sometimes pupils will need to complete the follow-up/practice activities on Purple Mash but sometimes they may need to produce a piece of work in their home learning books (e.g. picture, poster, small amount of writing).
- One PSHE type lesson per week.

## Year 2

- For about 30 mins per day there will a focus on spelling, grammar and punctuation. Teachers will provide a short introductory video to explain or model key points when necessary and will refer pupils to activities in the printed CGP books or to produce short amounts of writing in their home learning books.
- Handwriting will be set from the CGP book 2-3 times per week. Teachers may provide a short introductory video to model key points. Pupils may also be asked to do further practice in their home learning books.
- We expect daily reading of the indicated e-books (online) to build fluency in reading and recognition of tricky words and for simple comprehension activities. Teachers will indicate questions that parents can ask pupils to check their comprehension of texts. Pupils may also be asked to complete some written comprehension activities.
- Shared reading will focus on one quality book per week and teachers will provide a video of them reading the book. They will also provide comprehension discussion questions and simple follow up activities over the week. The book should be listened to 4-5 days over the week.
- There will be 45-60 mins of maths work per day. This will involve Flashbacks (revision activity) then a WhiteRose lesson video as per the teaching sequence pupils have been following in school. Pupils should complete the relevant follow-up/practice work in printed WhiteRose booklet. Teachers may

set further 'go deeper' problem questions to write and complete in home-learning books. Sometimes teachers will set work in the printed CGP book (this will be linked to a WhiteRose lesson or will have a teacher introduction video) or further activities on My Maths. It helps if parents organise some resources (e.g. dried pasta, Lego bricks...) to support their child with counting and calculation activities.

- One topic (e.g. Science/Geography/History) related lesson per day with a lesson video. Sometimes pupils will need to complete the follow-up/practice activities on Purple Mash but sometimes they may need to produce a piece of work in their home learning books (e.g. picture, poster, small amount of writing).
- One PSHE type lesson per week.

### KS2 – Pupils in Years 3-6

- Daily English lessons will generally have a spelling or grammar focus. Teaching videos will be provided either from appropriate material published on the internet or prepared by the class teacher. Follow-up/practice activities may be indicated in the CGP books, on PurpleMash or pupils may need to complete a short written piece of work in their home learning books. Pupils will use ReadiWriter for spelling practice and activities.
- We expect daily reading of about 45 minutes. This will include reading the class text with follow-up questions/comprehension tasks but also pupils selected independent text. Occasionally pupils may be asked to produce a longer piece of writing (e.g. book review or character profile). Teachers may alternatively set a comprehension activity from the printed CGP booklet. Where more explanation is needed (e.g. when pupils are looking at something relatively new or complex) teachers will provide a short introductory video.
- Handwriting will be set from the CGP book once or twice per week. Teachers may provide a short introductory video to model key points.
- There will be an hour of maths work per day. This will involve Flashbacks (revision activity) then a WhiteRose lesson video as per the teaching sequence pupils have been following in school. Pupils should complete the relevant follow-up/practice work in printed WhiteRose booklet. Teachers will set further 'go deeper' problem questions/activities to write and complete in home-learning books. Sometimes teachers will set work in the printed CGP book (this will be linked to a WhiteRose lesson or a teacher introduction video) or further activities on My Maths.
- At least once per week, there will be additional multiplication practice and teachers will refer pupils to MyMaths or TTRockStars for this.
- One or two topic (e.g. Science/Geography/History) related lessons per day with a lesson video. Sometimes pupils will need to complete the follow-up/practice activities on Purple Mash or produce a piece of work in their home learning books. Online worksheets may be provided as a model expectation of what pupils need to record. Depending on the technology available to them, pupils will sometimes be given the option to use their ICT skills to produce work.
- On a Friday, there will be an online quiz covering everything pupils should have learned that week. The quiz will help to identify which areas pupils may need to revise/practise more.