



Greenfield Primary School



'Everyone can grow in a Greenfield!'

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Dear parents and carers

Remote learning provision

Phew! After the past few days, this feels like the most pertinent way to start to this letter. Since Monday night, everyone at Greenfield has been working tirelessly, moving heaven and earth, to get everything in place for our pupils. We have managed to keep open for critical workers and vulnerable pupils, putting new safety measures in place for those in school, and quickly activated our provision for remote learning. This includes putting together 280 individual learning packs and making sure they have (just about) reached every pupil. Our teachers have also been adapting our curriculum and developing a new way of teaching. This is no mean feat and I have never been more proud of the amazing Greenfield team!

We completely understand the need for a lockdown, but we are all absolutely determined to ensure that all our pupils continue to learn, as they would if they were in school. The education of pupils at home is equally important to those that are in school – although we have greater challenges teaching those at home. Contrary to what you might hear on social media, teachers across the country are working at least 10 times harder than normal and most are in school. Nothing will ever surpass face to face teaching, but we are trying our best to provide a quality remote provision.

You may recall, we planned our remote provision in response to the parent survey we conducted early in the Autumn term and we shared all the information about this by ParentMail and on our [website](#). We took into account that most pupils are sharing devices with siblings and parents, and a large proportion of pupils will have limited or no support because parents are also working from home. Fortunately, most pupils have internet access and are able to submit work to their portfolio.

We are mindful of the challenges with remote learning for parents too, but **it is imperative that pupils complete the lessons and work set for them on ClassDojo**. Please bear in mind that this is not like the previous lockdown, where we were just trying to keep the children's brain busy while we put our usual curriculum on hold. This time, **we will be continuing the curriculum as if the children are in school**. If they miss any lessons, pupils will develop gaps that will put them at a disadvantage to their peers, and make it difficult for them to keep up when they return to school.

While we cannot meet every challenge that pupils and parents will face, here are some of the things that we have put in place to help and to keep pupils motivated:

- Quality videos to explain learning and provide instructions to pupils – these include the WhiteRose Maths lessons and Oak National Academy videos, but also our teachers are recording and sharing videos at least once per day. As most pupils share devices and a proportion have limited adult support, videos are easily accessible and require less time at the computer than live lessons. They



also provide greater flexibility for parents to decide a timetable that can work around the situation at home.

- Quality printed materials for all pupils – pupils are used to using their published CGP booklets for English and Mathematics, along with their printed WhiteRose maths work books (that support the maths video lessons). This week we have sent home a further pack of printed materials and resources, along with an additional exercise book. Printing work will rarely be necessary, if at all. In terms of any other resources that may be needed, we'll keep these to the minimum and stick to those that are typically found at home.
- In addition to the printed materials, pupils will also be using our online subscriptions with Purple Mash, Phonics Play, Readwriter, MyMaths, Timetables Rockstars and Accelerated Reader to complete purposeful tasks that teachers can check.
- It is extremely important that pupils read every day. We have sent home a copy of the class texts for KS2 pupils which they will use to complete their daily comprehension activities. KS2 pupils can also get on Accelerated Reading to do their book quizzes. We have sent home reading books for Reception and KS1 and we will also set e-books online. These match the children's individual book bands and we are happy to swap books. Parents can message us through Dojo to arrange this, then return/collect books from us while taking their daily exercise.
- Teachers will regularly provide focused feedback on completed work submitted to the ClassDojo portfolio. As almost all pupils can submit work, teachers will effectively guide pupils to improve their work or learn from their mistakes. Pupils can message their teachers if they need further help, or even speak to them on the telephone if necessary. We are aiming to organise a weekly Teams meeting for our Y5/6 pupils, so each class can meet together online and discuss how things are going and any arising issues. If this works well, we will try to organise the same for younger pupils.
- Pupils with special educational needs will have already received modified home learning materials and teachers will adapt lesson activities where necessary and send individual instructions directly. These pupils in KS2 also have a subscription to Nessy which is an online teaching programme to support pupils further in specific areas.
- We are making sure that teachers have the time to provide sharply focused learning tasks and a focused programme of learning. Each day they will set the specific learning and tasks to be completed. They will often have a 'go deeper' extension task for pupils that grasp the learning quickly. They may sometimes suggest additional activities to enhance pupils' learning but they will make sure parents and pupils are clear about what is necessary. The tasks they set will not be too open ended or complex that they rely heavily on parental support. We know that pupils and parents found writing tasks very challenging during the lockdown, so we will focus more on comprehension, grammar and spelling tasks for English. Due to the length of time pupils will be away from school, teachers will do some extended writing but they will provide much more modelling and support by video and break the task up into small, manageable chunks.

We are acutely aware that working parents have limited time to support their child. We are working on the basis that pupils should be able to cover the core content of the remote learning provision in 3 hours per day and parents can be flexible about how this takes place. For example, some might decide to do a couple of hours first thing in the morning and then an hour later in the day. Some might use the weekend rather than every week day – whatever works for your individual family is fine with us. Older pupils should be able to get on quite independently, after watching the lesson videos and teachers will expect them to be able to check their own work from answers given.

Next week the BBC is launching their biggest ever learning provision on the CBBC television channel. They will have a three-hour block of primary school programmes from 9am. This will include

programmes from BBC Live Lessons and BBC Bitesize Daily as well as Our School, Celebrity Supply Teacher, Horrible Histories and Operation Ouch. This should not be used as a substitute for the lessons and work we are providing but it can be a useful supplement, keeping children engaged on something to improve their knowledge and understanding, while parents get on with their work uninterrupted.

While we will not be setting our own PE lessons, next week Joe Wicks will restart his online PE sessions at 9am on Mondays, Wednesdays and Fridays. Many children and families enjoyed these during the last lockdown and these 20 minute sessions will help maintain your child's fitness. Here is a [link](#) to Joe's YouTube channel.

Access to technology will be an issue for many families. We will do our very best to support where we can. We may be able to help with internet access and access to a device. The government has promised some devices for vulnerable pupils – although it may be a while before we receive anything. Please call us to discuss any issue you have and we will see if there is anything we can do to help.

Just one last thing to remind the children, any task completed at home should be to the same standard of presentation we expect in school. We have provided quality booklets etc to encourage this.

Now that we are all organised and everyone has their packs, below is further information about the provision for remote learning and our expectations moving forward. If you are unsure of anything or need any help, please just ring us.

Thank you for your continued support and understanding this week. The quick response to what we have asked has been extremely helpful and we are pleased with how well the children have been working at home. We are very proud of them. I know that another lockdown is tremendously depressing, but I also know we can all do this and that will keep me going!

Best wishes and stay safe.

Mrs Stylianides

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 and online games 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. Teachers 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. Pupils will also be asked to use Phonics Play resources, activities and games. 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 be 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 ReadWriter 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.