



Redland Remote Learning Curriculum Offer



We teach the same curriculum remotely as we do in school where appropriate. However, we have needed to make some adaptations in some non-core subjects. For example, in PE there may be a link to an online PE activity for pupils at home to follow whereas in school we may do something slightly different due to space and resources available.

		Maths	Reading	Writing	Other curriculum subjects
3 hours of learning per day, with less for the younger children.	Reception	Daily maths activity set on Tapestry.	Daily English challenges set on Tapestry. Daily phonics activity set on Tapestry. Access to https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/		A selection of activities linked to our class topic uploaded to Tapestry throughout the week.
	Years 1-2	Daily maths activity set on Microsoft Teams. Access to Hit the Button.	Access to https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/		Weekly lesson set via Microsoft Teams for the following: <ul style="list-style-type: none"> • Topic (art, DT, history or geography) • Science • PSHE
			Year 1 Daily phonics challenges set via Microsoft Teams. Daily English activity set via Microsoft Teams.	Year 2 Twice weekly punctuation and grammar activity set on Microsoft Teams. Weekly writing challenge set on Microsoft Teams.	
Years 3-6	Daily maths activity set on Microsoft Teams. Access to: -Times Table Rockstars -Hit the Button -Topmarks Daily 10	Twice weekly CGP reading comprehension booklet. Access to Purple Mash reading library.	Twice weekly CGP SPAG (spelling, punctuation and grammar) booklet. Writing challenge set via Microsoft Teams. Access to Spelling Shed.		
4 hours of learning per day.					

Digital / online access at home.

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education: Providing additional devices (tablets / laptops), sim cards with preloaded data allowance, paper work packs to complement remote teaching and learning.

Pupils with particular needs:

Daily class learning is adapted to reflect the needs of learners in different classes. Where appropriate differentiated home learning support packs will be offered

Children with an EHCP will have regular contact with Teacher or NPA TA via telephone or Teams.

Speech and language targets and resources to be shared with parents (either by SALT service or school)

Online Speech and language sessions for children accessing one to one speech and language to be facilitated in school (if the child is attending)

Class based Speech and language to be facilitated by class Teacher/TA if child is attending school



Redland Remote Learning Expectations



Please read this document alongside the ‘Redland Home Learning Curriculum Offer’ and the ‘Remote Learning Provision’ documents.

Teachers are working in pairs in order to deliver home learning and provide learning in school for Keyworker and Vulnerable children. As a result, home learning will either be set by their class teacher or the teacher from the partnered class. Classes are partnered as follows:

Wrens (Mrs Powell) and **Owls** (Miss Grosvenor)
Robins (Miss Sadler) and **Starlings** (Mr Smith)
Puffins (Mrs Steele) and **Nightingales** (Mrs Pickford/Mrs Thomson)
Buzzards (Mrs Billett) and **Hawks** (Mrs Keates)
Kingfishers (Ms Hull) and **Falcons** (Mrs O’Brien)

Work will be uploaded each morning for the day. Some assignments will include direct teaching / input from a teacher via either a video or PowerPoint (which may include audio or video content). There is an expectation that pupils log in daily to access learning and complete tasks set. Please see the Redland Curriculum offer, which identifies how much learning will be set for each cohort and what this will consist of.

We will endeavour to provide a range of learning to include tasks that children are able to access independently.
However, we are aware that children may need adult support in accessing or completing some learning tasks.

We understand that this change in circumstances is challenging for families. As a school, we will do our best to support families in accessing home learning as well as supporting the well-being of children. Please do not hesitate to contact class teachers. The best method is via ClassDojo or Tapestry. Alternatively there is a messaging function on Microsoft Teams, or you can contact the office via email or telephone during school hours.

In order to further support families with home learning, we will follow this flow chart below to offer assistance if children are not engaging with tasks set:

Step 1	If a child hasn't submitted any learning for 2 days and there has been no communication about this, a class teacher will directly message via ClassDojo, Tapestry or Teams to see if there is some way in which they can support with home learning.
Step 2	If there has not been a response to the direct message and the child still hasn't submitted any learning for 3 days, a class teacher will call the parent or carer, to see if there is some way in which they can support with home learning.
Step 3	If the child still hasn't submitted any learning for 5 days, a member of SLT (Senior Leadership Team) will contact the parent or carer, to see if there is some way in which they can support with home learning.

If you have any difficulty accessing home learning, please discuss this with a class teacher in the first instance, who will discuss ways in which we can support you.

Remote learning provision. Year Group → Wrens and Owls

Step 1:P

Parents log on to their child's Tapestry account.



Step 2:

Parents check Memo and child completes the learning given.



Step 3:

Learning is uploaded to Tapestry as an observation.



Step 4:

Teacher provides feedback via Tapestry.



Step 5:

Parents read feedback to child and complete any follow up activities.

How will my child be taught remotely?

Instructions/input will either be:

- >In written form on Tapestry
- >In the form of a PowerPoint, which may have additional audio or video content
- >In the form of a video (link on Tapestry)
- >In the form of a link to a website (on Tapestry)
- >Direction to work books and learning packs, which have been sent home.



What feedback will my child receive?

Feedback will be given to pupils via Tapestry. This will be either individual, group or whole class.

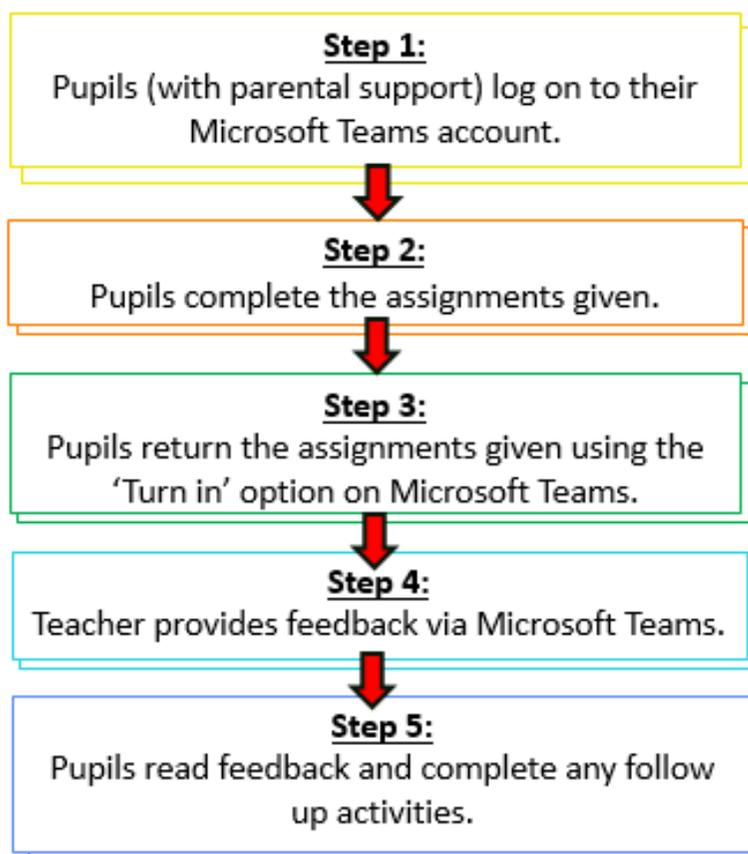
Pupils will receive feedback on work they've submitted on average 3 times per week.

Feedback may include any automatically marked/assessed work from digital platforms (e.g. Top marks, Phonics Play, Purple Mash etc.)

Parents and carers can communicate with teachers via Tapestry.



Remote learning provision. Year Groups → 1-6



How will my child be taught remotely?

Instructions/input will either be:

- >In written form on Teams
- >In the form of a PowerPoint, which may have additional audio or video content
- >In the form of a video (link on Teams)
- >In the form of a link to a website (on Teams)
- >Direction to work books and learning packs, which have been sent home.



What feedback will my child receive?

Feedback will be given to pupils via Teams. This will be either individual, group or whole class.

Pupils will receive feedback on work they've submitted on average 3 times per week. In order for feedback to be given, there is an expectation that work is 'turned in' on the day it's set or the following day.

Feedback may include any automatically marked/assessed work from digital platforms (e.g. Spelling Shed, Purple Mash etc.)

Parents and carers can communicate with teachers via Teams or ClassDojo. 