

## Heald Place Primary School

### Contingency Planning: Online Learning / Pod Provision

Expectation:	EYFS	Lower School	Upper School
<p><b>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.</b></p>	<p>Daily challenges posted on Class Dojo:            Mon – EAD            Tues – PD            Wed – CL            Thurs – EAD            Fri – PSE and UW</p> <p>Daily adult-led videos in line with year group teaching and learning:            Guided phonics circle time            Guided maths circle time            Guided literacy circle time</p> <p>Two assignments set on Reading Eggs/Maths Seeds each week (R only) and one assignment set on Maths Seeds each week (N and R)</p> <p>1:1 reading led by TLS for targeted pupils</p> <p>Submissions to be made via portfolios on Class Dojo</p> <p>Reviewed 13.9.21</p>	<p>Daily work set in line with year group teaching:</p> <p><u>Guided Reading</u>            One to one reading TLS            Reading Eggs            Reading Owls</p> <p><u>English (writing genre)</u>            Writing opportunities- sentence structure            Spelling Shed            Guided writes</p> <p><u>Mathematics</u>            TT Rockstars            MNP work sheets            LBQ all subjects (year 3)</p> <p>Knowledge based activities in Foundation Subjects/ Science            Pupils are asked to continue to develop science , humanities and the arts at home through challenges set on class Dojo.            Pupils are also guided to relevant Oak Academy resources for topic work. Pupils are directed to Go Noodle for physical development.</p> <p>Phase leader to monitor the quality of the remote learning and give feedback at weekly meetings on Mondays. Notes will be added to the quality of education (appraisal) forms for teachers.</p>	<p>Daily work set in line with year group teaching:            Guided Reading            One to one reading TLS            Reading Eggs            Reading Owls</p> <p>English (where possible- gaps in SPAG )            Writing opportunities- sentence structure            Spelling Shed            Mathematics- arithmetic,            IN Focus activities, MNP worksheets            LBQ- all subjects            TT Rockstars            Knowledge based activities in Foundation Subjects/ Science</p> <p>In addition to the above, all pupils will be sign posted to the relevant Oak Academy resources for topic / science, PE with Joe Wicks, Go noodle and Books Alive (youtube account of audio books).</p> <p>Phase leader to monitor the quality of the remote learning and give feedback at weekly meetings on Mondays. Notes will be added to the quality of education (appraisal) forms for teachers.</p>

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<p><b>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.</b></p>	<p>Daily challenges/videos to be based on the sequence of activities outlined in the medium-term plan and CP planning for each half-term</p>	<p>Daily lessons based on activities outlined in the year group planning following a sequence of lessons leading to the same end point based on the National Curriculum.</p>	<p>Daily lessons based on activities outlined in the year group planning following a sequence of lessons leading to the same end point based on the National Curriculum.</p>
<p><b>Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.</b></p>	<p>Pre-recorded instructional videos to introduce daily challenges and the expectations of the activity</p>	<p>Pre-recorded instructional videos by class teacher</p>	<p>Pre-recorded instructional videos by class teacher (class dojo, Microsoft Teams, Classcraft)</p>
<p><b>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</b></p>	<p>Pupils and parents/carers submit work on Class Dojo, either with messages or portfolio. Teachers award remote learning Dojo points Messages to be shared on Monday at 9am and Fri 2:30pm. Child with the most remote learning Dojo points to be announced each Fri pm. Individual feedback can be given on a more regular basis as necessary.</p>	<p>Pupils and parents to submit work on class dojo, through messages and portfolio. Teachers to assess and feedback where necessary. This may be whole class, groups or individuals. Pupils rewarded for their work by earning Dojo points. Answers to SPaG activities and arithmetic posted the following day to allow to the pupils to self-assess</p>	<p>Pupils submit work on class dojo, through messages and portfolio. Teachers to assess and feedback where necessary. Pupils rewarded for their work by earning Dojo points. Answers to SPaG activities and arithmetic posted the following day to allow to the pupils to self-assess</p>

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<p><b>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</b></p>	<p>Teachers to offer feedback to address any misconceptions observed, either through Class Dojo messages (individual) or pre-recorded videos (whole class)</p>	<p>Submitted work is assessed by the class teacher and feedback given (individually or as a whole class, as appropriate), addressing any misconceptions.</p>	<p>Submitted work is assessed by the class teacher and feedback given (individually or as a whole class, as appropriate), addressing any misconceptions.</p>
<p><b>Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum 3 hours a day, on average, across the school cohort.</b></p>	<p>Daily adult-led videos:            Guided phonics circle time            Guided maths circle time            Guided literacy circle time</p> <p>Daily challenges set on Class Dojo.</p> <p>Weekly assignments set on Reading Eggs/Maths Seeds.</p>	<p>Guided Reading            Microsoft Teams /Dojo recording of the teacher reading the text (sharing via screen share so the pupils can see the text) and talking through the adapted activities. This will be in line with on-site class teaching.</p> <p>English            Where possible, Class Dojo / Microsoft Teams recording of the teacher talking through the lesson (sharing via screen share so the pupils can see the sentence examples).</p> <p>Maths            Mental arithmetic set daily via files. Teacher to mark responses sent back in. Class Dojo / Microsoft Teams recording of the teacher talking through the lesson (sharing via screen share so the pupils can see the examples). Reasoning activities from the smartboard to be shared with</p>	<p>Guided Reading            Class Dojo / Microsoft Teams recording of the teacher reading the text (sharing via screen share so the pupils can see the text) and talking through the adapted activities. This will be in line with on-site class teaching.            In addition, daily comprehension activity set via files.</p> <p>English            Where possible, Class Dojo/ Microsoft Teams recording of the teacher talking through the lesson (sharing via screen share so the pupils can see the sentence examples).</p> <p>Maths            Arithmetic set daily via files. Teacher to mark responses sent back in. Class Dojo/ Microsoft Teams recording of the teacher talking through the lesson (sharing via screen share so the pupils can see the</p>

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		<p>pupils for them to complete. This will be in line with on-site class teaching.</p> <p>Foundation subjects Weekly challenges set by teachers about a topic. Microsoft teams recordings for any sessions that need teacher input for clarity. These will be in line with year group curriculum planning.</p>	<p>examples). Reasoning activities from the smartboard to be shared with pupils for them to complete. This will be in line with on-site class teaching.</p> <p>Foundation subjects Weekly challenges set by teachers about a topic. Microsoft teams recordings for any sessions that need teacher input for clarity. These will be in line with year group curriculum planning.</p>
<p><b>Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.</b></p>	<p>Staff to monitor portfolio submissions on Class Dojo on a daily basis. Pupils not engaging will be highlighted as a safeguarding concern and invited to attend the pods.</p> <p>Staff will monitor the reports on Reading Eggs to ensure engagement.</p> <p>Levels of engagement with online learning to be discussed as part of the weekly meeting on Mondays and concerns passed to the DSL.</p>	<p>Staff to check pupils work and provide feedback where appropriate. Pupils not engaging will be highlighted as a safeguarding concern and invited to attend the pods.</p> <p>Staff will monitor the reports on Reading Eggs to ensure engagement.</p> <p>Monitoring dojo prior to school weekly meetings on Mondays. Are individuals and groups targeted?</p>	<p>Staff to check pupils work and provide feedback where appropriate Pupils not engaging will be highlighted as a safeguarding concern and invited to attend the pods.</p> <p>Staff will monitor the reports on Reading Eggs to ensure engagement.</p> <p>Levels of engagement with online learning to be discussed as part of the weekly meeting on Mondays and concerns passed to the DSL.</p>
<p><b>Regular and rigorous monitoring of the online learning / pod provision</b></p>	<p>Phase leader to monitor the quality of the online learning and give feedback at weekly meetings on Mondays. Notes will be added to the quality of education (appraisal) forms for teachers.</p> <p>Phase leader to monitor the quality of the pod provision and give</p>	<p>Phase leader to monitor the quality of the online learning and give feedback at weekly meetings on Mondays. Notes will be added to the quality of education (appraisal) forms for teachers.</p> <p>Phase leader to monitor the quality of the pod provision and give feedback at weekly meetings on Mondays. Notes will be added</p>	<p>Phase leader to monitor the quality of the online learning and give feedback at weekly meetings on Mondays. Notes will be added to the quality of education (appraisal) forms for teachers.</p> <p>Phase leader to monitor the quality of the pod provision and give feedback at weekly meetings on Mondays. Notes will be added</p>

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	<p>feedback at weekly meetings on Mondays. Notes will be added to the quality of education (appraisal) forms for teachers.</p> <p>Phase leaders to monitor the quality of CPD and 1:1 reading led by TLS and give feedback at weekly meetings on Mondays. Notes will be added to the appraisal forms for TLS.</p> <p>Class teachers provide 'wellbeing' live sessions with their classes on a Monday and Thursday.</p>	<p>to the quality of education (appraisal) forms for teachers.</p> <p>Phase leaders to monitor the quality of CPD and 1:1 reading led by TLS and give feedback at weekly meetings on Mondays. Notes will be added to the appraisal forms for TLS.</p> <p>Class teachers provide 'wellbeing' live sessions with their classes on a Monday and Thursday.</p>	<p>to the quality of education (appraisal) forms for teachers.</p> <p>Phase leaders to monitor the quality of CPD and 1:1 reading led by TLS and give feedback at weekly meetings on Mondays. Notes will be added to the appraisal forms for TLS.</p> <p>Class teachers provide 'wellbeing' live sessions with their classes on a Monday and Thursday.</p>

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