



Stoke Bishop Church of England Primary School

Supporting your child's learning at home:

Following the announced school closures, we plan to do a mix of online and offline learning. The aim is to ensure that this learning takes place in a way that is supportive and viable for all parents and children. As much as possible the work set will be done on the basis of promoting independent learning but of course, as we are all aware, support from adults and peers can make a huge difference to our understanding and this impacts on what we are able to achieve with that learning.

The one crucial aspect is that children are challenged, expected and supported to produce their own work. 'Doing it for them' no matter how much it might solve a challenging issue at the time, will not help in the long run - and that includes beyond their time at primary school. At the same time we want to avoid you getting into stressful, negative arguments about learning.

We will be using a mix of the following to set, communicate and give feedback on learning activities for all children:

- Purple Mash
- Class Website pages
- Emails

We recognise that these formats are not accessible for everyone and so will endeavour to communicate with all families regarding what is available at home that can be used effectively to support the children. Work will be set that may require you to read the instructions online but work in their book or not record in a written way at all.

We are also looking at a range of ways that we can support families in more traditional formats and will communicate this with those of you who we are aware may need this approach.

All children will be coming home with a specific Home Learning book. If they are recording work then it should be in this book. Some children will have other resources that we know help them. All children should have at least one reading book.

We are trying to be consistent in the framework that we use to set work for all children and that is explained on the following pages.

As well as the work set by the teacher we are developing a new page on the website where we will continue to develop resources and links for you to support Home Learning and will communicate any relevant changes to you over the coming weeks. The link for these will be sent out as soon as the page is completed.

In order to maintain effective learning we will be setting work at two points in the week – **Monday morning and Thursday morning by 10.00am**. The work will be set on the following principles:

The framework for learning in KS1 & 2:

Must Set work that all children are expected to complete and return to the teacher for marking or feedback. This will not just be English and Maths but will have a cross curricular flavour. It will be consolidation of key skills so as to avoid the need for adults to provide input on the learning of 'new concepts'. This work will be set on the approximate basis of 1 hour a day for KS1 children and 2 hours a day for KS2 children

- The work needs to be available for teachers to see, mark and give feedback on. There will be set days for it to be handed in and specific feedback to support further thinking or working on areas of difficulty.

Children may need help with some aspects of this work, particularly in discussing ideas and being given the chance to talk about how they are going to approach it. The intention however is not that you will be sitting with them throughout. This would not happen in school.

Should This work is a range of independent consolidation activities that your child should be able to complete – eg TT Rockstars, Computing tasks or Art activities. There are opportunities for children to embed learning, strengthen core skills and deepen their understanding. Without these children's progress falls away quickly and they will struggle to maintain a sense of themselves as a learner during this period of closure. This work will be set on the basis of 30 minutes a day for KS1 children and 1 hour a day for KS2 children

- Some of this work will be marked by teachers but a lot of it will be self - marking if it is online or something that you can check / correct for them in a straight forward manner

Could These are the activities that we encourage children to do and are an opportunity for them to develop their interests / skills in a direction that they find both challenging and rewarding. These are the times that all children love – working with you on baking cakes, building castles / ships, making a photographic journal. This is the opportunity for you to engage with your children in a way that we sometimes rarely get to do. There is no timescale on this it is about exploring and developing the joy of learning

- We love to see this work. Make sure you take a picture or share it directly with your child's teacher. We will maintain exactly the same process by which they will refer it onto Mr Forrester if they think it needs his recognition, and he will give a HT reward as usual.

All '**Must**' work will be 'collected' by the class teacher at the following days/ times:

- Work set on Monday will be collected on Wednesday from 5pm. Feedback will be shared by the following Friday 5pm.
- Work set on Thursday will be collected on Sunday from 5pm. Feedback will be shared by the following Tuesday 5pm.

For all '**Should**' work the teacher will indicate how the work will be marked and, if it is to be sent, where to.

All '**Could**' work will be on a free timeframe for children to select and do as they please. Guidance for how to share this with your teacher will be on the website.

The framework for learning in Reception:

Must Children must spend:

- 10 minutes practising their phonics (in isolation and in words). These will be a consolidation of the sounds they have learnt so far and introducing new sounds. These will be uploaded on to the school website with links to help your child practise their reading skills and tricky words
- Have a story read to them with comprehension questions e.g. Why did the wolf feel sad? What do you think the little boy should do?
- 10 Minutes of number work/counting forwards and backwards/writing simple calculations
- Physical activity – It is so important that children are having the opportunity to continue building their physical resilience and strength through gross motor skills e.g. bike ride, scootering, obstacle course set up in the garden, digging up weeds.

We will be sending the children home with a yellow My Adventure Book' to use. The expectation for children to reach the Early Learning Goal for writing (as discussed in learning meetings) is to write a simple sentence that can be read by an adult and is phonetically plausible. The children must write a daily sentence about their experiences in their play e.g. I made a cake with mummy; I found a snail in the garden.

The children can draw a picture to go with their sentence. The children must do this as independently as possible. Please take a photograph of their writing and email it to their class teacher. We would love to see what they are up to at home and we will send a message back. It is important that all children know we care about their learning, even when they are not with us.

Should - 'Play is our brain's favourite way of learning!'

We would like children to be involved in rich and fulfilling play experiences at home. Some will need adult support (as we do in school) and others will be child led. Please be as creative as you can be. These are some examples:

- Save your junk to create models
 - Water play (jugs, pipes etc)
 - Painting – can you paint me an animal that lives in the jungle?
 - Lego competition – how tall can you make a tower?
 - Dough disco, this involves using playdough/salt dough to help strengthen children's fine motor muscles to enable them to develop their pencil grip which in turn will help to develop their writing skills. But most of all it's fun!
 - <https://www.youtube.com/watch?v=i-lfzeG1aC4>
 - Once you have viewed one video, you will have great fun making up your own to different sound tracks!
 - Collaging pictures using old cards, magazines etc
 - Themed activities e.g. Choose a book, read it together and decide what you could make or do e.g. role play, acting out the story together, mask making
- We will be uploading more ideas on the school website.

Could - Any extra activities that you could do:

- Baking
- Planting seeds/gardening
- Nature hunts in the garden – What can you find? Make a list
- How many different words/letters can we find on signs?
- Send children on a letter hunt, Can you find me an object beginning with 'G'

- Post a letter to your class teacher at school

General information

All key resources and links will be loaded onto the website for children and parents to access. The work will be written to the children as we want them to read and interpret as much as they can themselves. Beyond this we also want to provide an opportunity for children to have some 'face to face' time with teachers and peers. Story reading and discussion / Film & News analysis / feedback on physical challenges. We are looking at possible platforms that support this and will be in touch as to what we can do as soon as possible.

We will also attempt to respond to any feedback around broken links or content. Please use teacher emails to do this.

How can I support my children's learning?

- Give them a routine. It might seem a little odd at first but they need it and it will help to give definition to the day and what they need to achieve. Don't let them sleep in / go to bed late. The consistency will help them to regulate themselves and be better focussed in approaching their learning but also their day in general – which means your day!
- Make sure the children have been able to access instructions and are clear about what they are doing (whether that's a 5 second question and answer or a 10 minute discussion) ahead of time.
- Ensure they have the correct resources to record to the standard that would be expected of them in school. Book, pencil, pen, ruler
- Give them time to do the work and be clear about how long they've got.
- Don't make them do more than you set originally. 5 minutes over is ok but 15 minutes isn't. They need to know they have a time to work at their best for and then they will get a break. Letting that shift results in them feeling hard done by and will impact their approach to the next session.
- Don't drill them. If they don't get it find another way to approach it or let the teacher know that they struggled. With maths for example, we use the Concrete, Pictorial, Abstract method (CPA) and when children struggle at either the P or A level we move it back to the C or P level as appropriate. You will find specific guidance on this principle on the website under Maths
- Be positive with them about the task, their effort and the outcomes.
- Enjoy the wider learning opportunities with them. Things that would not have happened but for this situation. Planting seeds in the garden, helping with decorating or painting a fence, time trial on washing a car. Yes those things may take longer, but their sense of contribution and self-esteem will be huge and you will benefit from seeing them grow in confidence and willingness to help out.
- If the learning routine is in place, the leisure routine should look after itself a bit more but be conscious of their screen and gaming time. Agree the principles from the beginning – and don't shift on it.

We understand that everyone may be expecting something quite different but since this is an unfamiliar situation for all of us we hope that this will provide a structure that works and develops over the long term. It is not heavily IT / screen based which we feel is important for all children. If you have any useful feedback to teachers or myself then please do get in touch. Ultimately the aim is to do the best we can for all the children and yourselves as parents.

Best wishes

David Forrester

David Forrester