



DALLIMORE PRIMARY AND NURSERY SCHOOL
Home And School Learning Offer – Partial School Closure January 2021



What the guidance says	What we offer for remote education	What we offer in school
<ul style="list-style-type: none"> • Remote-education is a way of delivering the curriculum • Keep it simple • Focus on the basics • Feedback, retrieval practice and assessment are more important than ever • Live lessons aren't always best – pre-recorded videos can be just as good. • Systems in place for monitoring engagement • Realistic expectations of pupils, parents/ carers (mindful of skills) • Works well if you stick to a clear timescale/ structure each day/ week so there is some consistency and certainty • Build upon the structures and routines that were in place for the children when they were at school • Feedback and assessment is important as adds value to the effort being put in • Be realistic but maintain high expectations • Ensure not just a list of task- include explanations and guides 	<ul style="list-style-type: none"> • Arithmetic (daily) <ul style="list-style-type: none"> - Daily boards for KS1 and KS2 – focus on a few objectives and add a couple each week (use the new progression in arithmetic document to plan). - Answers provided on the same day 	<ul style="list-style-type: none"> • Arithmetic <ul style="list-style-type: none"> - Identical to remote education -
	<ul style="list-style-type: none"> • Maths (daily) <p>EYFS:</p> <ul style="list-style-type: none"> - Pre-recorded daily session with follow up tasks set. <p>In KS1 and KS2:</p> <ul style="list-style-type: none"> - Focus on the most important strands. Number and place value, addition and subtraction, multiplication and division and fractions. - Daily retrieval practice i.e. Flashback 4s – these might need adapting and clues provided for children. Most of this should simply be retrieval and consolidation therefore keeping the gap as narrow as possible + relies less on parent knowledge. - A short guided section. This might take a variety forms: <ul style="list-style-type: none"> - pre-recorded video - model on Teams - explanation or model on PDF - Dojo for parents <p>....and should include Independent application (6 or 7 questions), a small challenge and a simple reasoning deep dive e.g. Dave thinks that ... prove it.</p>	<ul style="list-style-type: none"> • Maths <ul style="list-style-type: none"> - Same structure as always - Flashback 4, guided section, independent practice, challenge + deep dive challenge - SMART slides prepped as usual
	<ul style="list-style-type: none"> • Reading <p>EYFS: Daily story time, one to one reading once per week via Teams.</p> <p>KS1: Daily phonics (pre-recorded videos). Story time twice weekly.</p> <p>LKS2: TAs reading via teams which allows for discussion and checking of comprehension.</p> <p>UKS2: Read Theory monitored by teachers. TAs to listen to readers too.</p>	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - EFYS and KS1 – phonics daily as usual - KS2 – reading lessons daily as usual



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	<ul style="list-style-type: none">• Writing<ul style="list-style-type: none">- Daily handwriting in KS2 – simple and easy to manage for parents following our current scheme.- KS1 do handwriting as part of their daily phonics.- Sessions for home based on adapted sequence of the new structure we've used in school- Watch a clip/share an exemplar text- Focus on the sentence level sessions e.g. 4/5 sessions KS1 - could be capital letters and full stops, adjectives, conjunctions etc, y3/4 could be adverbials, conjunctions etc... y5/6 would be semicolons, subordinate clauses etc (this is essentially retrieval practice and should make it accessible to more children/ease the burden on parents). Simple to explain and links to in-class lessons.- Spend 3/4 sessions drafting as usual with a model paragraph provided or live model- Give the option to publish	<ul style="list-style-type: none">• Writing<ul style="list-style-type: none">- Continue to plan using the new structure/slides and use these for home learning as much as possible.
	<ul style="list-style-type: none">• SPAG<ul style="list-style-type: none">- Spellings provided for the week- Other aspects of SPAG taught through the sentence level writing sessions so no need for extra	<ul style="list-style-type: none">• SPAG<ul style="list-style-type: none">- Continue to teach spellings as usual.- The rest of the SPAG to come through the writing sentence level sessions currently.
	<ul style="list-style-type: none">• Wider curriculum<ul style="list-style-type: none">- Stick to a timetable where possible- Something simple and enjoyable/could be your optional extra for parents <p>EYFS: creative tasks modelled and posted on Dojo</p> <p>KS1: weekly Freaky Friday</p> <p>LKS2: mix of wider curriculum lessons each week</p> <p>UKS2: current in school topic provided weekly</p>	<ul style="list-style-type: none">• Wider curriculum<ul style="list-style-type: none">- Continue to provide the wider curriculum as usual.