

# *Primrose Hill Primary School*



*Remote Learning Offer &  
Virtual Schooling At Home*

*January 2021*

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## SECTION 1: INTRODUCTION

### 1.1 What is this Guide and Who Is it For

This guide sets out **Primrose Hill Primary School's approach** to setting up a remote learning platform as carried out in March and has been adapted since. At Primrose Hill we primarily use Google Classroom for KS1 & 2 and Tapestry for EYFS for the Virtual Schooling platform, though the principles can be applied/adapted to **any virtual platform/ interface** that is suitable and practicable.

The aims of this guide are to:

- set out our Virtual Schooling **expectations & procedure for staff, parents and children in the event of partial or whole school closure**
- to assist **SLT** in laying out the **groundwork and preparation** to ensure a successful transition in the event above
- set out our pedagogical approach, drawing on the existing school **curriculum vision** and on international **research** and evidence regarding remote learning
- provide a **flexible framework** to be adapted to meet the needs & capacity of the school community at any time necessary (which should be subject to ongoing **review** and necessary adjustments)
  - o **Section 1** sets out the principles and expectations **for staff and parents**
  - o **Section 2** sets out leadership and management **guidance for senior leaders**
  - o **At the end there are useful appendices** such as form/ survey/ leaflet templates

Our support staff, admin, teachers, and therapists have each contributed to this guidance (the policy itself is drafted by the Senior Leadership Team and approved by governors).

### 1:2 PHS Virtual Schooling Policy Statement

Ultimately we value face to face education above all else and our primary aim will always be to remain open on-site. Where it is in our community interest to reduce on-site provision for individual classes, year groups or phases, we aim to transition to Virtual Schooling (whilst also maintaining on-site provision for the more vulnerable or high needs children and for children of essential workers). We use Google Classroom for KS1 & 2 and Tapestry software for EYFS; evidence shows that 'Schools using a virtual learning environment (VLE) to inform pupils about learning activities – rather than the school website, and those delivering learning content to pupils through online conversations or activities that involve consolidating previous learning or revising, have higher pupil engagement levels and an increased probability of having highly engaged *disadvantaged* pupils. Teachers that give less attention to all areas of the curriculum than normal also have lower levels of pupil engagement' (Lucas, M., Nelson, J. and Sims, D. (2020). *Schools' responses to Covid-19: Pupil engagement in remote learning*. Slough: NFER.)

Primrose Hill Virtual Schooling aims as far as possible/practicable: to maintain a sense of routine and continuity; to ensure that every child feels included and supported; to strengthen our sense of community, connectedness and wellbeing; to uphold our existing values and curriculum vision; and to sustain academic progress for all children, with no child left behind. Below is a summary of some key features of the Primrose Hill approach. We recognise that one size will not fit all and we do allow flexibility, but foremost we invest heavily in supporting families to manage the standardised approach below:

- *A whole school weekly timetable agreed with SLT (adapted for key stage but mindful of synchronicity for siblings etc.)*
- *Key features of standardised daily timetables including shared break times, lunchtimes, & including:*
  - o *Attendance/virtual register and monitoring systems*
  - o *3 teacher-planned lessons/sessions (Maths, English, Topic) & additional tasks (Reading, Spelling/Phonics/Handwriting)*

- 2 assignments a day (Maths, English) with feedback / assessment (may not be marked, however feedback could be through the 12.30am live session or through afternoon tutorials or calls)
- Mini specialist led whole school sessions (Wellbeing, PE, Music)
- Sessions & assignments scheduled to be released in line with timetable but will ALSO be pre-released at start of day to allow for families to adapt timetable or minimise screen usage
- SLT twice weekly Assembly (including Achievement Assembly)
- Daily live/interactive sessions (start of the day for register and introduction to the day's learning and end of the morning to reflect/feedback)
- Virtual Worry box that can be accessed by KS1 & 2 children 24/7
- 1 weekly phone consultation for KS1&2 children who are not engaging with Google Classroom & 1 for EYFS children who are not communicating well over Tapestry (or if requested by parent)
- Curriculum Continuity (can cover new content but if so must have some form of prior/end assessment and will need to be covered when back at school)
- To reduce screen time or uplift engagement, SLT may plan in wellbeing/ choice/ project based days or half-days when online platforms are not in use

### The typical Virtual Schooling Week & Day – Example Timetables:

Daily Timetable Example 1 sent out by text/PDF each morning for first 10 days or at least 95% online attendance

#### KS1- 2 Master Timetable

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Work for the day is posted. You can change your timetable as needed. <i>Please complete ALL work assigned each day.</i> An adult will be online from 9:30am-12:45pm each day if you need any help, please ask them questions. If you would like to talk to an adult, you can also request this.				
9:10-9:30am	Zoom Register & Introduction of the day's learning 9:10-9:30am Each class will send you their Zoom link via Google Classroom				
9:30am-10:15am	English Task Including either: - handwriting - spelling / phonics	English Task Including either: - handwriting - spelling / phonics	English Task Including either: - handwriting - spelling / phonics	English Task Including either: - handwriting - spelling / phonics	English Task Including either: - handwriting - spelling / phonics
10:15-10:45am	Children can select to do <i>one, or all of these things:</i> EXERCISE SONG OF THE DAY FREE PLAY				
10:45-11:30am	Maths Task	Maths Task	Maths Task	Maths Task	Maths Task
11:30-12pm	Free play / Movement break	Free play / Movement break	Free play / Movement break	Free play / Movement break	Free play / Movement break
12-12:30pm	Reading Task	Reading Task	Reading Task	Reading Task	Reading Task
	ASSEMBLY with Mireille				ACHIEVEMENT ASSEMBLY with Mireille
12:30-12:45	Please submit your work before these sessions start Zoom Session - Marking & Feedback				
12:45-1:45pm	12:45-1:45pm Lunch for all				
1:45pm	Topic	Wellbeing Afternoon / Project - Offline work	Topic	PE - Live with Jordan at 1:45-2:20pm Music - Live with Tom at 2:20-3pm	Topic
2:45pm	Wellbeing activity		Wellbeing activity	Wellbeing activity	Wellbeing activity
3:00pm	Goodbye and Sign Off				

Please note some year groups may switch the English & Maths session around depending on the morning zoom focus. This will always be included in the daily 9am post for each class.

	LADYBIRDS	FROGLETs and TADPOLES
9:00am	REGISTER – You will get a text asking you to register for virtual learning for the day. Please respond before 10.00 am.	
9:30am	Physical / movement activity	
10:00am	Zoom session Join using the link at the top of the home learning PDF	
10:30am	Phonics activity as posted on Tapestry	Story / writing / creative activity as posted on Tapestry
11:00am	Movement break / Free play	
11:30am	Maths activity as posted on Tapestry followed by free play	
12noon	Lunch	
1pm	Shared reading - use a story book or Reading Eggs	
1.30pm	Story / creative activity as posted on Tapestry followed by free play	Singing session as posted on Tapestry followed by free play
2:45pm	Wellbeing story / activity	
3pm	End of the day Please upload pictures and examples of your home learning directly onto the Tapestry app or web suite for the teachers to review and celebrate. If you have any technical difficulties or need help installing and using the app, please comment on the morning register and we will get back to you with support.	

Weekly Timetable Example (note Thursday as PE & Music/Project Afternoon for Staff PPA).

### 1:3 Curriculum Vision & Pedagogy for PHS Virtual School

Whilst we recognise that remote learning is a very different format to on site learning, with different outcomes, our existing whole school vision and approach is more relevant than ever. The recent Rapid Evidence Assessment on Remote Learning from the Education Endowment Fund (summarised in below) confirms that our Curriculum Vision (summarised alongside) remains best practice for Virtual Schooling.

#### Summary of PHS Curriculum Vision

Breadth, balance & creativity, underpinned by English and Maths  
 Knowledge rich, skills progression & assessment based on Bloom's  
 Topic/theme based cross-curricular (2 subjects)  
 Motivating, purposeful  
 Integrated learning & independence/self-regulation  
 Inclusivity, tolerance  
 Holistic & pastoral/ wellbeing

## Summary of Key findings and implications from the Rapid Evidence Assessment Education Endowment Foundation (*Primrose Hill's italics*)

### **1. Teaching quality is more important than how lessons are delivered**

Ensuring the elements of effective teaching are present – for example *clear explanations, scaffolding and feedback* – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).

For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the *explanation builds clearly on pupils' prior learning* or how pupils' understanding is subsequently assessed.

### **2. Ensuring access to technology is key, particularly for disadvantaged pupils**

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.

Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.

In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

### **3. Peer interactions can provide motivation and improve learning outcomes**

Multiple reviews highlight the importance of *peer interaction* during remote learning, as a way to *motivate pupils* and improve outcomes.

Across the studies reviewed, a range of strategies to support peer interaction were explored, including *peer marking and feedback, sharing models* of good work, and opportunities for *live discussions of content*.

The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners.

Different approaches to peer interaction are likely to be better suited to different age groups.

### **4. Supporting pupils to work independently can improve learning outcomes**

Pupils learning at home will often need to work independently. Multiple reviews identify the value of *strategies that help pupils work independently* with success.

For example, *prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck* have been highlighted as valuable.

Wider evidence related to *metacognition and self-regulation* suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

### **5. Different approaches to remote learning suit different tasks and types of content**

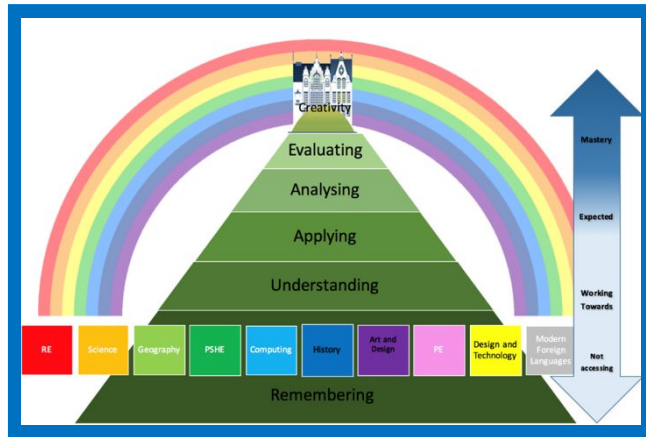
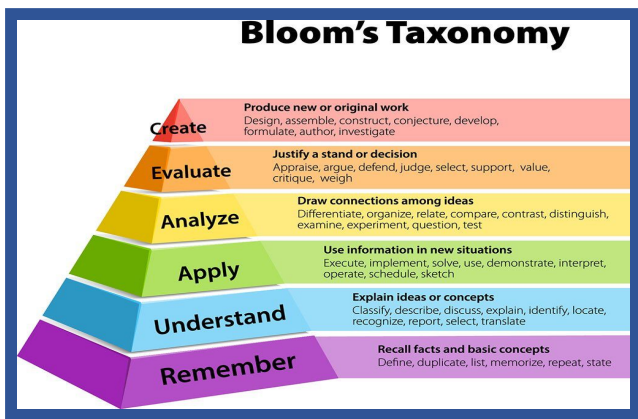
Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.

For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.

Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

[https://edtechhub.org/wp-content/uploads/2020/04/Remote\\_Learning\\_Rapid\\_Evidence\\_Assessment.pdf](https://edtechhub.org/wp-content/uploads/2020/04/Remote_Learning_Rapid_Evidence_Assessment.pdf)

Unlike the usual expectations of curriculum progression, we expect some of the English and Maths work to be **revision** of previous learning, but material should be engaging and challenging, building on existing skills and encouraging **depth and mastery (see Bloom's and Primrose Hill's pyramid visual below)**. Teachers will move forward with the curriculum though progress will likely be slower.

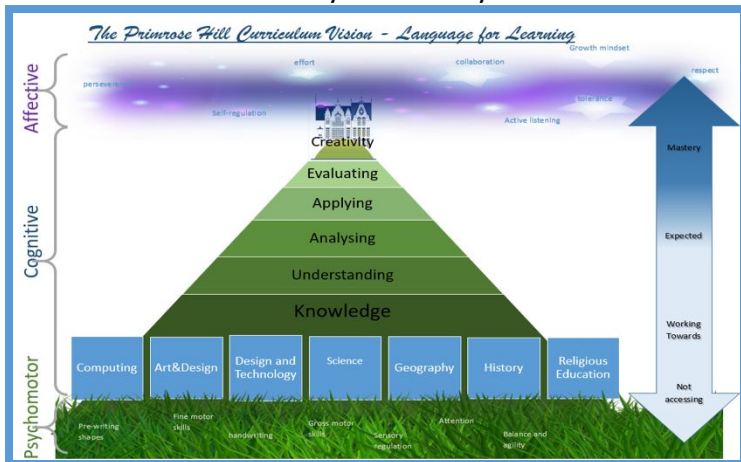


Where new/fresh concepts are introduced, teachers should be mindful of providing additional/enhanced support and assessment/feedback (any new work covered in GC should always be revisited when back on-site, hence planning records should clearly distinguish between new versus revised content).

We maintain our focus on core learning skills in the morning, but not to the detriment of our **creativity and breadth of subjects**. English will most often be cross-curricular and purposeful, and weekly planning will be based around themes/topics and an afternoon subject focus for the duration of week/s, **using subject specific skills and knowledge** from our Subject Progression Maps. Just as in the physical classroom, planning a creative and dynamic way in/'hook' to introduce the topic will be key to sparking **interest and motivation**.

In our physical classrooms we encourage integrated learning, where children take responsibility for planning and fulfilling a series of learning jobs. We support our children to be **independent**, self-reflective and flexible learners with a **growth mindset**, which in turn supports our children to manage home learning effectively. Focusing on revising previously taught content provides ample opportunity for teachers to encourage students to practice and reflect on explicit learning skills and behaviours/ growth mindset.

Staff can use a variety of delivery of assessment formats (see T&L Expectations section), though they should


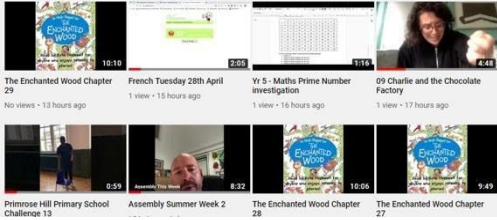


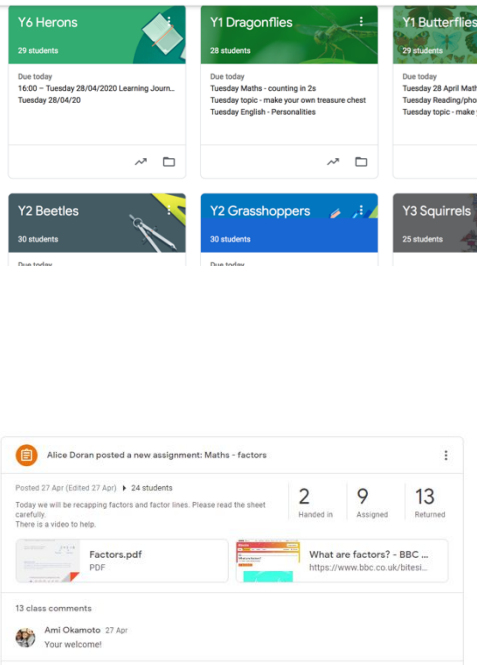
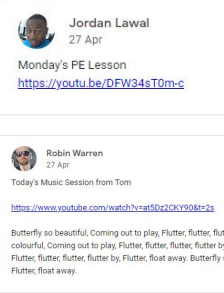

be mindful that different formats may lend themselves to different **cognitive skills** acc. to Bloom's taxonomy (for example, use of computer 'games' tend to aid memory but not higher order skills).

We do not expect parents and carers to become 'teachers' like us, and different children may receive different levels of support, so ensuring learning **differentiation** is appropriately pitched to the child's starting points and context will be important and require adapting (see Pastoral Support and Safeguarding in Section 1).


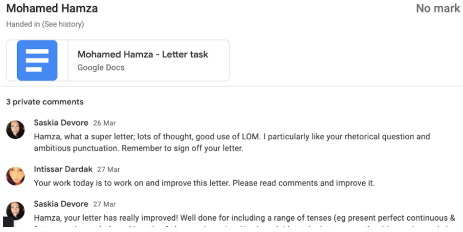

Physical health remains central to the curriculum, and our PE team will continue to provide whole school support through a variety of daily PE sessions plus a weekly longer session reflecting our usual school practice. So too a wellbeing/ mindfulness activity is provided each day by the Inclusion team, and a host of additional practices to ensure every child feels included and supported.


## 1:4 Remote Teaching & Learning Expectations for Staff

T&L Expectation	Frequency	Ideas
<p><b>Registration and Attendance</b></p>	<p>Daily/ Ongoing</p>	<ul style="list-style-type: none"> <li>Expectations for attendance of Virtual School remain the same as usual school, and will require much additional support for hard to reach families</li> <li>Teachers will conduct daily live register so that absences can be collated and shared with admin; in EYFS via Google Survey. Where parents have not given permission for live lessons, registration will be through submission of work online.</li> <li>Teaching team will support attendance protocol as agreed with SLT</li> <li>GC teachers might want to make the register fun and interactive, e.g. asking questions such as 'If you could have any pet in the world, what would it be and why?', or giving a topic based fact of the day</li> <li>Header images/ theme for each class should be personalised</li> </ul>
<p><b>Weekly Timetable &amp; Daily Timetable</b></p> 	<p>Daily/ Ongoing</p>	<ul style="list-style-type: none"> <li>SLT will agree skeleton template for weekly and daily timetable</li> <li>All classes will tweak timetable but keep timings in line with other classrooms</li> <li>Admin to send weekly general timetable and teachers will add specific class details on Google Classroom</li> <li>In EYFS, daily timetables (template provided) will reinforce routine (where needed, can be sent via email)</li> <li>Families can amend timetable as necessary in agreement with teacher, who will inform SLT – prioritise wellbeing and core learning</li> <li>Adapt the format of your sessions to suit the content and maintain high levels of engagement.</li> </ul>
<p><b>Daily lesson material</b></p> 	<p>Daily/ Ongoing</p>	<ul style="list-style-type: none"> <li>Each class will plan and deliver/package a Maths &amp; English lesson each day in line with timetable and an afternoon Topic lesson.</li> <li>Core lessons (English, Maths) in the morning, during which time staff are available to monitor and give support on GC (and over phone if necessary)</li> <li>Accessible and variety of formats should take account of different learning styles/preferences/abilities</li> <li>Staff must be available to assess understanding (e.g. posting key questions – see assessment and feedback) and respond to any issues through the morning</li> <li>9:10am &amp; 12:30 Live Zoom class meeting daily to set out expectations and reflect on the morning's work.</li> <li>At least one lesson per day should entail dynamic teacher delivery ie pupils should see and hear their teacher at least once a day e.g.;             <ul style="list-style-type: none"> <li>Video posted on school's YouTube channel and linked</li> <li>Slides with audio recorded (can use zoom or in-built add your voice to a Google Slide with the 'insert audio' function. You will need to use a voice-recording app on your device and then upload from your device. If you upload to G-Drive first, check that the folder you're uploading to is shared with the children, otherwise they 'won't have permission' to hear the file)</li> <li>Surveys or documents with audio file embedded (can use Quicktime on Mac, Nimbus or Loom on PC and unload)</li> </ul> </li> <li>Virtual Learning Walls can also be collated (even photographed from physical classroom) and moved to top of daily feed or signposted for support</li> </ul>
<p><b>3 Daily Assignments</b></p>	<p>Daily/ Ongoing</p>	<ul style="list-style-type: none"> <li>Assignments should be directly linked to lesson material and expectations/ success criteria clear to children</li> <li>Assignments will be posted at set/scheduled times, although also all released in the morning to support flexible use of timetable</li> </ul>

		<ul style="list-style-type: none"> <li>• Morning work should be submitted as soon as completed (at the latest by 12.45am), PM work will require submission and where possible will be marked or acknowledged by an adult</li> <li>• Teachers should monitor assignment submission and student progress (on the People page, click on the name of a student to see their completion progress)</li> <li>• Add 'topic' to assignments to help organisation (for example by subject or date, depending on what you find useful and is agreed in phase) – this will make it easier to find</li> <li>• Ensure use of different formats for work/submission such as Google Docs, G Forms, G Surveys, G Slides (unfortunately Google Docs don't work so well on tablets or phones and not every child will have access to a printer, so teachers should be aware of potential limits to access) or uploading videos and pictures</li> <li>• Assignments should be suitably differentiated for groups or individuals Group related work into topics to keep classwork organised. In the Assignment dialog box, click the Topic list arrow and select Create topic</li> <li>• Cheat sheets/ checklists/ helpful resources to support children to problem solve independently are ideal</li> </ul>
<h3>Whole School Enrichment Sessions</h3> 	<h3>Daily/ Ongoing</h3>	<ul style="list-style-type: none"> <li>• Ongoing weekly or daily whole school posts at agreed times by non-classroom based staff inc. SLT (assemblies), music specialist, PE specialist, and PSHE lead</li> <li>• Posts should have consistent headlines and ideally visuals/emojis if posting on school threads, so that the activity/subject/expectation is clearly signposted</li> <li>• Leaving the comments thread on is a good way to boost and monitor engagement, however it is the poster's responsibility to monitor these comments rather than the class team in the first instance</li> <li>• Class teachers and admin to ensure all middle and senior leaders and all specialist teachers have access to every classroom</li> </ul>
<h3>Engagement and Motivation</h3> 	<h3>Daily/ Ongoing</h3>	<ul style="list-style-type: none"> <li>• Students need to feel connected with each other as well as staff. Daily live meetings over zoom to book end the morning's activities (at 9am and 12.30am).</li> <li>• Ensure regular opportunities for collaborative work (group tutorials over Zoom, paired work on a presentation, sharing outcomes or evaluations on message thread – keep purpose and parameters clear but also explore less structured sessions or allow children to lead, for e.g. a discussion group/ reading challenge group – chose text/topic)</li> <li>• Weekly achievement assembly certificates, weekly postcards and positive texts as nominated by staff and sent by SLT/admin</li> <li>• Teachers continue to post exemplars and news on school website (to be monitored by PLT)</li> <li>• Teachers &amp; link SLT to monitor progress/ engagement (in the Classwork area you can monitor submissions by individual pupils)</li> <li>• Where a whole class is being seen to flag, link SLT may <ul style="list-style-type: none"> <li>○ Actively engage with students on classroom, promoting and encouraging learners on comments thread or otherwise</li> <li>○ Send whole class texts or letters reminding parents of expectations and support avenues</li> <li>○ Agree additional monitoring or adult support for GC</li> </ul> </li> </ul>



<p><b>Pupils to see their teacher's face and/or hear their voice</b></p>	<p>At least twice daily</p>	<ul style="list-style-type: none"> <li>• Morning live register 9 am and feedback at 12.30</li> <li>• Teach videos on Youtube</li> <li>• Class story/poem</li> <li>• Sharing a piece of work</li> <li>• Awarding pupils</li> </ul>
<p><b>Pupils have opportunity to liaise together</b></p> 	<p>At least once every 2 days</p>	<ul style="list-style-type: none"> <li>• Comments thread invitation for pupils to communicate with each other (be clear regarding the purpose and expectation, although sometimes allow free/unstructured chat)</li> <li>• Make clear your expectations for the posts (photos/videos of art/craft projects completed at home; no 'chatting' in the stream to avoid clutter etc)</li> <li>• Project based activities in pairs</li> <li>• Sharing work / Show and Tell (set parameters!)</li> </ul>
<p><b>Assessment and Feedback</b></p> 	<p>Daily/Ongoing</p>	<ul style="list-style-type: none"> <li>• Every submitted assignment must be acknowledged, all maths and English must have feedback (marking, consultation, comments etc.) however this can be through the 12.30 live zoom OR through group tutorials in the afternoon</li> <li>• Other creative ways to assess and give feedback is critical to the learning process and there are a variety of ways teachers can do this</li> <li>• Google Forms to make a quiz, and can also grade the answers if you add an answer key</li> <li>• Post self-assessment/ evaluation as an assignment for a quick snapshot of confidence levels</li> <li>• Store frequently used feedback in Comment Bank for an efficient way of responding to work</li> <li>• Lead tutorial groups</li> <li>• If you posted an assignment, you can use a comment privately on their assignment, or on the assignment thread itself</li> <li>• Private comment on pupils' work rather than for all to see</li> <li>• You can highlight on a google docs or slides directly <ul style="list-style-type: none"> <li>○ Personalise the feedback to acknowledge the effort</li> <li>○ Include a thought for a next step or a correction (Have you tried...; check question 4 again etc)</li> <li>○ Keep the tone positive and encouraging</li> </ul> </li> </ul>
<p><b>Differentiation</b></p>	<p>Daily/Ongoing</p>	<ul style="list-style-type: none"> <li>• Appropriate differentiation is key to success</li> <li>• Sessions/activities can be assigned to individual pupils or groups rather than the whole class. When creating an assignment, click the All Students button. Select only specific students.</li> <li>• Teachers may choose to create classroom groups based on readiness, interest, reading level, or other factors for T&amp;L (groupings should not always be ability based and should be fluid not fixed)</li> <li>• Teachers may choose to allocate particular staff to provide enhanced support to particular pupils (this could entail a phone call to reiterate instructions, monitoring work and giving feedback before submission, sending guided/banded books on Reading Eggs)</li> <li>• Ensure availability of extension/challenge activities</li> </ul>
<p><b>Planning Expectations</b></p> 	<p>Weekly</p>	<ul style="list-style-type: none"> <li>• Work and assignments will be saved in children's Google drive and at the end of term all work is archived on GC</li> <li>• Expectation that planning formats remain the same unless otherwise agreed with SLT/ PLT</li> <li>• Remote learning daily/weekly assignment/consultation/ registration formats can be adapted and agreed with SLT</li> <li>• Learning knowledge and skills are drawn from the progression maps for each non-core subject (do not lose specificity of subject – consider subject weeks/days within phases or as whole school initiatives)</li> </ul>

<p>Parent Feedback</p> 	<p>As necessary</p>	<ul style="list-style-type: none"> <li>• Phone consultations are a great way of keeping parents updated about their child's learning but ensure staff telephone numbers are blocked (Go to Settings, Phone, Display Caller ID)</li> <li>• Teachers let parents know how you want them to contact (for example, they can automatically send a message to your google email - most teachers prefer not to check this but to communicate on private messages in the Classroom or over the phone)</li> <li>• Seek and respond to feedback and review with parents</li> <li>• Positive praise texts and postcards sent home</li> </ul>
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## 1:5 Pastoral Support, Inclusion & Safeguarding

### Behaviour & SEMH Support

We seek to promote wellbeing through curriculum content, including:

- Daily wellbeing sessions (focusing on self-regulation skills, positive affirmations, shared narratives, mindfulness and growth mindset)
- Regular opportunities for peer and staff live connection and discussion
- Rewards
- SLT to send birthday card to every child (arranged with admin) and notify teacher, who will celebrate online
- Wellbeing/project-based offline days
- Frequent/ daily communication to families using a variety of mediums
- Virtual Worry Box (see Appendix A) will be re-posted and promoted each week, and monitored by the Inclusion team, for any KS1/2 child to access at any time. Where directed by Inclusion Team in line with a worry box request to speak to a named staff member (see Worry Box Conversation Guidance Appendix A)
- Behaviour expectations shared with children through Google Classroom and our Zoom code of conduct (see Appendix D) to be established from outset
- In the event of inappropriate behaviour online, adapt on-site Behaviour Policy – 2 warnings (one written, one phone call, and then SLT to agree a temporary period of 'muting' a child's whole class comments and inform parent).

### IDENTIFICATION AND MONITORING OF CHILDREN NEEDING ADDITIONAL SUPPORT

In addition to the class register/ consultation records, monitored by the link SLT, there is a central register held by SLT of all children needing additional support. Schools will always seek to prioritise those children for on-site provision for whom the risk level remains high. The list will be updated and referred to daily, including as a rolling agenda item for SLT and ILT and used to monitor and record actions.

Teachers will receive regular reminders to email (SLT/ILT/office) with information on any children that we ARE NOT aware of being hard to reach.

This might include:

- them logging on and not completing any work
- them logging on / completing work, but not being able to contact anyone at home
- them being late every morning and then when you call the parent doesn't / doesn't answer
- anyone who has highly anxious parents and may need extra support / an extra call



Name/ Key	Class	Issue			Risk factors			Underlying reasons			ACTIONS			COMMENTS ACTIONS PLANNED/ ACTIONS COMPLETED & ON TRACK/ ON-SITE
		Not logging on	Not submitting work	Not picking up calls	Safeguarding	SEN/ Vulnerable	SEMH needs	Tech issues (inc. hairing)	Parenting capacity	low attainment	SLT/ILT CALL/monitor	Alternative work send	Offer school place	
		High incidents	Moderate Low - monitor (riskhead) & + vuln. sibling											
	Y1													limited contact/mentioned that he might be taking me work with him.
	Y1													Zoe - limited contact and no posts as yet. Mum said she has limited access for the devices between the children and will be focusing on doing their own things.
	Y1													Sally- Mum had changed her email so had not been receiving any of the Evidence file posts since around 20th March. We have updated her email and now has access to the Evidence file etc. although we have yet to see any posts. Have had limited contact with them.
	Y2													Megan should be attending school after the Easter holiday. If not we will need to monitor this as we have limited engagement from the family thus far.
	Y2													At present we have not seen any posts although we have spoken on the phone a couple of times. Hope to see more engagement after Easter.
	Y2													Even- Although we have spoken to the Bailey we are continuing to monitor the situation.
	Y2													Erin- No posts so far, although we have had numerous phone calls about connecting with Evidence file. We hope to see some engagement with the work set after Easter. We will continue to monitor this and support where necessary.
	Y2													Ross should both be at school and engaging with learning there.
	Y2													Adam should both be at school and engaging with learning there.
	Y2													Destiny- we have only seen one post so far. Mum was heavily pregnant and will probably have had the baby by now. This may be why we have not heard much from them.

## Disadvantaged Children

We know that low-income children and their families are likely to suffer adverse effects in any social crisis, and studies have also shown that these children have suffered the most academic disadvantage during remote learning. Best practice with regards to virtual schooling has an especially positive impact on disadvantaged children. A systematic and thorough approach to monitoring the engagement of and planning appropriate pastoral and academic support for these families is underpinned by a shared and explicit staff understanding of the barriers that these children and families face and a concerted effort to overcome it.

### POTENTIAL - THE GREAT EQUALISER



- **Selective screen time** can have a positive effect on minimising education disadvantage in low income families, e.f. 80s Sesame St study showed a significant improvement in school readiness
- **Equal enrichment activities** - higher income families are more likely to go on educational trips etc., but no longer..
- **Proximity factors** - studies show that low income parents are twice as likely to talk to their children in front facing buggies. Might there be a home schooling impact?
- **Revision** - revising old stuff rather than moving on too quickly can have a positive effect on lower attainers
- **A window in to the home** - our access into the home could have a lifelong impact (we know that campaigns, resources, programmes can have positive effects on families)

### PERILS - THE GREAT DIVIDER

- We know that home **learning environment (HLE)** has a significant impact before children even start school, and this gap grows as they get older
- The **summer holidays** has a negative impact on attainment of our disadvantaged and lower attaining children especially, so we can infer the potential impact of no schooling
- Access dependent on **devices**, which low-income families are less likely to have
- **Disadvantage** have higher screen time already
- Middle and upper income families have **language rich households vs. min oral interaction with Google Classroom**
- Content **highly literacy reliant** (less verbal cues, less kinaesthetic, less social cues)
- **Parent as facilitator** depends on capacity (financial, emotional, practical)
- Environment & **work spaces** - many children have less suitable space
- The virus itself is 'prejudiced' - shows adverse effects on low income families

DISADVANTAGE

## Strategies to Support identified vulnerable & SEN children & families

### Technology and Access

- Allocating the Tech team to focus on both on-site and remote/phone support to get children and families set up
- Routine expectations and timetables should come in different, accessible formats reinforced and adapted as necessary
- Attendance procedures should be watertight (attendance expectations, text to all NCs, follow up phone call)- **see Appendix E**

### T&L Support

- Differentiation and suitability of delivery and pitch – and motivating factors – can have a high impact on sustaining engagement for SEN, low attaining, or other vulnerable children
- Balancing high expectations for attendance and engagement with being supportive and flexible/adapting where needed
- Additional praise and failsafe activities to encourage reluctant beginners

### Targeted Support

- SLT will monitor daily and plan supported packages. Focused rewards (postcards, positive praise comments on GC/Tapestry) on families identified as vulnerable
- Providing additional tutoring during morning sessions to children/families struggling
- Providing daily alarm calls for families struggling with routine

### Specialist Support

- Schools art therapist will continue to work on-site with anxious children, and other therapists will carry over casework to virtual and provide consultation support to Inclusion Team

### EHCP & CIN/CP children

Both categories of children will be prioritised for on-site provision, and will remain high profile with regular risk reviews. In addition to the virtual schooling strategies used for SEN & vulnerable children, the school SENDCO will provide weekly catch up calls to parents whose children have an EHCP plan to ensure that children have the support necessary to make progress.

The Designated Safeguarding Lead will also contact the parents of children who are vulnerable or known to Children’s Services on a weekly basis.

### RISK & SAFEGUARDING

Regular communication with children and families remains key to ensuring all our families are safe, as do reporting and monitoring systems – more so than ever for children who are schooling from home. See the Safeguarding Addendum for further information & FAQs.

### Alternative Learning Materials and Resources

We expect all children to engage with Google Classroom/Tapestry as we believe this is the best platform for delivering remote education. We are happy to adapt the expectations, timetable and lesson content to suit children and parents’ needs and schedules. However, where despite communication and support, parents are unable to access the learning through a technological interface, the school can provide learning packs and materials for parents to collect. This will need to be approved by SLT and delegated to the on-site team to organise (learning should match, where appropriate, the Google Classroom learning) for parents to collect. In this instance, we expect twice weekly communication from parents to update us about their children’s learning and wellbeing (this can be requested by phone or email).

## SECTION 2

### 2.1 Roles & Responsibilities in SLT

SLT R&R for Virtual Schooling						
	SLT 1	SLT 2	SLT 3	SLT 4	SLT 5	Business Manager
Key R&R	T&L	SIP / Shared resources	Safeguarding	Attendance	Inclusion	HR/Finance
Virtual Classrooms to Monitor (link phase) & other R&R	Remote & in school provision  Staffing	Yrs 5 & 6  Planning	Yrs 3 & 4  Liaison tree	KS1  Register/ consultations	EYFS  Vulnerable children	On-site Provision & Risk Assessment

	INSETs	IT support and monitoring				
<b>Virtual Whole School Initiatives and Posts</b>	Protocol & monitoring  Assemblies  Zoom sessions	Specialist teacher postings  Subject weeks  Technology devices and internet access register & support	Behaviour support  Safeguarding protocols	Behaviour monitoring  Pastoral Support  Daily Registers and Attendance  Daily wellbeing posts	Worry box monitoring  Differentiation  Critically Vulnerable children and staff	Critically vulnerable staff register
<b>Middle Leaders</b>	Phase Leadership Team	Subject leads and specialist teachers Tech team	Meal time supervisors	In school staff	SEN specialists	Admin team

## 2:2 Attendance Protocol and Procedure

Agree on Virtual Schooling attendance protocols and procedures. Virtual Schooling is not optional and we believe that high expectations backed with rigorous monitoring and support systems is the best way to ensure families sustain engagement with GC/ Tapestry. However this model must be adapted to enable each family to succeed and make the most possible progress.

Virtual schooling attendance will be a key factor in identifying children and families who require additional targeted monitoring and support (see 1:5 Pastoral Care and Inclusion).

Attendance is taken every morning through Zoom, Google Classroom, via a texted Google Survey every morning to EYFS, or through submission of work/observations in the mornings. The register is recorded by teachers and then transferred to the Integrus system by the administrative team. If children are absent and not engaging online, this will be followed up by a phone call from the class team in the first instance. Any persistent non-contact/engagement will be escalated to SLT- **please see Appendix E below.**

DfE recording and reporting arrangements for attendance will be followed as necessary.

## 2:3 Communication With Parents

Staying ahead of communication is key in managing the start of online learning. Where possible, it is critical to have a very clear and graduated approach to letting parents and carers, staff and children know the stages towards a lockdown, particularly where there are rumours and uncertainty surrounding the situation. This might include:

- Utilising different mediums to ensure all adults at home are receiving information (including websites, emails, texts – and more often than not all three).
- Updated information from DfE and PHE communicated mainly on the school website with text links sent each day.
- A banner alert installed on the website so updates will flash up when anyone opens the website.
- A letter pre-prepared where there is sufficient notice to outline our plans for school closure (below the initial template then modified for EYFS & KS1/2).

## Primrose Hill Primary School

Princess Road, Regent's Park, London NW1 8JL  
Tel: 020 7722 8500  
admin@primrosehill.camden.sch.uk  
www.primrosehill.camden.sch.uk



### Dear Parents & Carers

School will close from Friday 20<sup>th</sup> March at 3:30 as per Government advice. At this point, we do not know the end point, so are planning indefinitely and will re-assess the situation as it develops. We will keep in regular contact with you.

The school building will only be open only to children of key workers and identified vulnerable children. Teaching and learning will continue remotely and it is the expectation that parents and carers support us in ensuring children are following the planned activities which will be laid out shortly. We are keen to ensure that our children continue to benefit from quality educational experiences from the comfort of their home, and that this is a positive experience for all.

I will keep you updated with texts and emails throughout the closure. It is vital to keep in touch with you so please make sure your contact details are up to date in the office.

On **Monday 23<sup>rd</sup> March**, school staff will have a day to plan the learning activities for the children for the next week. This learning will commence on **Tuesday 24<sup>th</sup> March**.

The majority of the work would be undertaken on google classroom and / or using our subscription software such as Purple Mash, Espresso and Interactive Resources. Each year group will plan a summary of the learning, which will be posted onto the school website. This will be texted to you with a link.

For **Monday 23<sup>rd</sup> March**, you will receive a suggested daily timetable to carry out at home, which will ensure you are ready for the following days of home learning:

9:15	Create a home work station / area
11:00	Online supported PE activity
12 - 1:30	Lunch and free play
1:30	Topic research tasks
3:00	Get set for the next day

Below is a recommended daily timetable – you can adapt or take breaks where necessary but the expectation is that all children will engage in structured activities for the morning – parents will support this process and encourage the children to be independent, active, and engaged. The teacher will be available from 9am to check in with the pupils and register on Google Classroom. Staff will then check work posted on Google at 1:30pm and you can book in a phone consultation with the teacher or member of support staff from 1:30 – 3pm at least once a week, and consultations with Tom and Jordan (Music & PE) can be arranged if necessary.

- All parents to be texted and emailed with survey links regarding access to devices and the internet at home to ensure that teachers know who does not have access. This means, where devices are loaned from school, this can be done prior to Day 1 of school closure.
- Communication of the weekly timetable will be made to clear to parents with as much advance notice as possible.

**Phone Consultations** are the most direct and efficient way of communicating with parents and of fully understanding their situation and providing appropriate support (and concerns will be referred to SLT or DSL if Safeguarding). Any staff concerns will be escalated to SLT and the DSL.

### Summary of GC for parents

- You will get a timetable overview of the week
- Children must submit work and/or attend the live register daily
- Children complete and submit assignments ideally by 12:30pm but can be at time agreed with teacher
- Work can be printed out, completed in a Google document or survey, or you can take a picture and upload it
- The teaching team will be available to answer any queries about the learning throughout the morning
- There are twice daily opportunities for the children to engage with live sessions - this supports wellbeing and connectedness
- All children will be required to complete all three lessons each day unless they are unwell. If they are unwell, please notify the school office before 9.00am
- Email the SLT anytime and expect a high volume of communication from school, especially at the beginning (we will reiterate expectations frequently to support everyone in the transition period).

### Expectations and Home/ School Agreement

- Engage with all school communications
- Support your child to complete the timetable and work assignments, especially Maths and English
- Ensure your child registers in the morning

### The following timetable is a rough guide:

9:00am	Check in / log onto google classroom
9:15 – 9:45am	Reading and comprehension
9:45- 10:45am	English Focus (1 hour)
10:45 -11am	PE Activity /Play / Free time
11:00am -12noon	Maths
12:00-1pm	Post learning on google classroom / lunch
1-1:30pm	PE Activity /Play / Free time
1:30pm	Teachers check online outcomes
1:30-3pm	Project Based Learning Teachers / Support Staff phone checking in with children - 6 per day
3:00pm	Whole school wellbeing exercise

When the morning sessions of home learning end at 12:00 you will need to post the outcomes/learning on Google classroom for the teacher to check between. If you have not posted work for your child, your teacher will be in touch for an update. If your child is unwell on that day, or there is another reason why they cannot complete the work, please let the teacher know on Google Classroom so that we are aware.

We will also plan in some activities to promote your child's physical and mental wellbeing, which as always remains our priority. With the help of our wonderful parents and community, we hope this can be turned into a positive experience for all.

Finally, reassure your child that this is a special shared home school experience and that they will keep up with their learning, break for the holidays, then come back. Be honest that we are shutting because we want to make sure we don't get sick. Let your child know what they can expect of their temporary home learning experience – all of the details (timetable, expectations) are attached below.

Make sure you are signed up to Google Classroom <https://classroom.google.com/h>

Sign up to Reading Eggs' 2 week free trial <https://readingeggs.co.uk/>

Log into interactive resources: <http://www.interactive-resources.co.uk/>

Sign up to Espresso: [https://content.espresso.co.uk/espresso/primary\\_uk/home/index.html](https://content.espresso.co.uk/espresso/primary_uk/home/index.html)

Sign up to Purple Mash: <https://www.purplemash.com/sch/primrose-nw1>

These are all on the website in our class pages.

If you have trouble accessing any of these, call our admin team on 02077228500. Jacob will also be available tomorrow at 8:45 in the community room if you need any support.

Enjoy your home learning experience and know that we are here to support you remotely! It is important children continue to learn during this disruption so please engage with this. You can email [admin@primrosehill.camden.sch.uk](mailto:admin@primrosehill.camden.sch.uk) or me at [head@primrosehill.camden.sch.uk](mailto:head@primrosehill.camden.sch.uk) at any point.

A further letter will follow with more information and plans for children who have key worker parents and carers or are vulnerable.

Thank you in advance for your cooperation.

- Report any absences from virtual school as you otherwise would (by calling the office)—including COVID 19 symptoms or positive test results for the child or someone within the household
- Let the school know if their child has any technical issues with accessing online learning
- Keep the school updated on any significant changes or difficulties in home life
- If parents/ carers not wish your child to be seen on the lesson recording, or the live lessons, please complete the Zoom permissions form or email the office
- Ensure your child only uses the platforms for educational purposes
- Monitoring the use of their devices for access of other online materials and apps

## 2:4 Staff Deployment Virtual & On-Site School

Virtual Schooling and On-site Weekly Rota, which should take account of risk factors and other mitigating factors, including aiming to assign staff to classes/children that they know well, and should aim to be agreed with staff. Clinically vulnerable staff, in line with the updated guidance, can be prioritised for virtual schooling rather than work on site. It may be initially necessary to aim for lead teaching staff (teachers or HLTAs) to get the remote learning provision up and running and maintain a high level of attendance/engagement before they are featured on the on-site rota .

### EXAMPLE OF WEEKLY ON-SITE STAFFING ROTA

	Monday		Tuesday		Wednesday		Thursday		Friday	
SLT on site	HT	AHT		AHT	AHT		HT		HT	
Office staff1	8.00-3.00		8.00-3.00		8.00-3.00		8.00-3.00		8.00-3.00	
Office staff2	9.30- 3:30		Work from home In school if needed		9.30- 3:30		Work from home In school if needed		9.30- 3:30	
Office Staff 3	1:00 - 4:30		1:00 - 4:30							

### EXAMPLE OF WEEKLY VIRTUAL SCHOOLING LIAISON TREE

- Staff working at school, they will still be able to support, but limit number of children they have to call.
- Will have primary age dependents at home, so limit the number of children they have to call and consider other supportive adjustments

We understand that some mornings there might be more support needed in each class, so we have allocated [back ups](#) for each phase, and you can seek support from your link SLT (contacts below) They have a list of contacts and can help with the calling for registers between 9-10. Just text them to let them know:

	Monday	Tuesday	Wednesday	Thursday	Friday
Lead adult	Named staff				
1st Aiders					
Supporting					
Behaviour / SEMH support					
Back up if absences	Named staff				

AM session 8:45-12  
 PM session 1:30-3  
 Lunch break for 1st Aiders A 12-12:30  
 Lunch break for 1st Aider B 1-1:30  
 Lunch break for Class teachers 12:30-1:30  
 SLT on reflection duty if needed

CLASS	LEAD ADULT Named children listed here as planned by class teacher	SUPPORTING STAFF (below, teacher to list children for staff to support/call or specific tasks to undertake during the week)					Link Phase SLT & Phase Leader	Children coming into school
Nursery Froglets								
Reception Ladybirds								
Year 1 Dragonflies								

The Liaison Tree (example above of fortnightly Liaison tree template established by SLT) is released each week showing key staff in each class. The class teacher may then be expected to populate it with specific children or

key jobs allocated supporting staff (although they may choose to record the details in their own format, as per the below). SLT will also provide a list of possible directed tasks for support staff (including online CPD) – See Appendix F below.

			Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:10	Read Assignments		All	All	All	All	All
9:10 - 9:50	Reading	Register	Besa/Jemma	Bujar/Jemma	Sabena/Iuli	Bujar/Jemma	Sabena/Besa
9:50 - 10:00	Break	Online help	Sabena/Bujar	Sabena/Besa	Bujar/Jemma	Sabena/Besa	Bujar/Jemma
10:00 - 10:30	PE	Checking work (topic)	Sabena/Bujar		Bujar/Jemma	Sabena/Besa	Bujar/Jemma
		Other		Sabena/Besa			
10:30 - 11:15	English	Online help	Besa/Jemma	Bujar/Jemma	Sabena/Iuli	Bujar/Jemma	Sabena/Besa
11:15 - 11:30	Break	Checking work					
		Other	Sabena/Bujar	Sabena/Besa	Bujar/Jemma	Sabena/Besa	Bujar/Jemma
11:30 - 12:15	Maths	Online help	Sabena/Bujar	Sabena/Besa	Bujar/Jemma	Sabena/Besa	Bujar/Jemma
12:15 - 12:30	Chn upload work	Checking work (English)	Besa/Jemma	Bujar/Jemma	Sabena/Iuli	Bujar/Jemma	Sabena/Iuli
12:30 - 1:45	Lunch	Other					
1:45 - 2:00	Music	Online help	Iuli	Bujar/Jemma	Sabena/Iuli	Bujar/Jemma	Sabena/Iuli
2:00 - 3:00	Topic	Checking work (maths)	Sabena/Bujar	Sabena/Iuli	Bujar/Jemma	Sabena/Iuli	Bujar/Jemma
3:00 - 3:30	Wellbeing	Other					

**Bold = Adults needed online to help**  
 Other = time to call children Liaison Tree or other tasks as directed

## On-Site Provision

For the initial launch/set up period, where possible the class teacher should be prioritised for virtual working so that GC planning and the virtual classroom expectations can be fully established. Thereafter, with consideration to staff risk/mitigating factors, and to staff preferences, a fortnightly rota system will ensure home/school working is equitable for staff. Staff on-site will be primarily supported through robust safety measures (see Risk Assessment). T&L Expectations and Support include;

- Staff on-site will need all protocols and procedures in the **Risk Assessment** – see below the Behaviour Expectations/Protocol for Children (also refer to Behaviour Policy: Covid Addendum)



- Staff on-site will have additional **lesson templates** provided to support the teaching and reinforcing of protocols, in addition to **whole school positive reinforcement systems** (led by SLT)
- The children accessing on-site provision can follow the same learning materials/pathway as their virtual class (ideally the lessons will be live and interactive) and will use chrome books to upload their assignments.
- The children accessing in-school provision will engage with **whole school online** content (assemblies, PE challenges etc.) although timings are flexible to suit the cohort
- Where teachers are working on site, the role of '**lead adult**' in a group will usually defer to them unless otherwise agreed. Where there is no teacher, a member of **Support staff** will agree to be 'Lead Adult' and will be supported to deliver the planned teaching content with SLT oversight
- Lead Adults are welcome and encouraged to deviate from /extend / adapt the online content, however they should aim to cover the same units/ topics / criteria
- On-site schooling is encouraged to take advantage of the outdoor resources as far as current protocols permit, and to follow the interests and needs of the children in their bubble



- On-site provision can feel very different, especially where children are in new groupings or with new adults. There is an additional focus on **pastoral support and wellbeing** (see 1:5 Pastoral Care and Inclusion, also **Recovery Curriculum**).

## 2:5 Virtual Schooling Expectations for Staff

The expectation is that staff will be working at home from the usual directed times unless agreed with SLT or if unwell:

- **Teachers: 8:30am - 3:45pm (plus Inset time and other directed hours)**
- **Support Staff 9-3:30pm**
- **EYFS Practitioners 8:30-4pm**
- **HLTAs 8:30-3:30pm**

If staff receive an email or text by SLT during these hours, there is an expectation that they reply to either. A typical day for a staff member is as thus:

	EYFS	KS1-2
<b>9:00</b>	Google Form Register sent to parents / cares <i>EYFS team contact any families not completing form or engaging online with Tapestry</i>	Work is released for the morning - including a Zoom link and timetable where needed
<b>9:10am</b>	PDF of Daily Timetable sent to parents / cares Class team available on Tapestry / through phone consultations And / or directed time activities	Class Register & Live Zoom with an introduction of the work and any questions answered <i>NB If staff are worried about any children / can't get hold of them, inform SLT</i> <i>Follow attendance protocol e.g. input onto Integris</i>
<b>9:00 - 12:30</b>	10am- live Zoom session Class team available on Tapestry / through phone consultations And / or directed time activities	Class team available on GC / through phone consultations And / or directed time activities
<b>12:30 – 12:45</b>	12noon- lunch for children & staff 1pm - start of afternoon sessions	Live Zoom (reflect or feedback on morning's lessons/ submissions)
<b>1:45pm -3:30pm</b>	Contact assigned children Mark work Feedback/ Consultations/ Tutorials Thurs PM's Planning / PPA time Wednesday INSET as normal for teachers on Google Meets Weekly PM TA training/briefing Google Meets	

All support staff / EYFS practitioners that are working at home will be directed by their class teacher. Daily communication with the team class teacher leader on the Liaison tree should be referred to daily.

*The Liaison Tree may indicate other factors such as which staff have dependents at home, and teachers will need to agree a flexible plan for times they are able to support online. In addition, there may be capacity for adults working at school to support calling children for a weekly consultation, but this will need agreement with SLT.*

Class teachers will be the main point of contact with posting Google Assignments, unless directed. Where support staff are deployed to mark assignments, the teacher should oversee this.

EYFS Registers:

**9:00 Parents sent attendance/status text by Admin Staff**

**10:30** Class teams to review attendance/status and make contact as necessary

KS1-2 Registers

### **9:00am- Zoom Live session & attendance register**

KS1-2 adults will then inform the admin team who will complete the school's Integris register. All children who haven't logged on by 9:15am will get marked in as NC (no contact). Admin will complete for children who are in school and add any 'other' for any messages left at school.

### **9:05am All work assigned for the day**

*Teachers are still expected to ensure posts are made throughout the day reminding children of expectations: For example: Ok, it's topic time now / Great work today, it's time to log off, see you at 9:00am for the register'*

### **9.30 am the register will close.**

All children need to have one of the following: / SCH Tech sick NC other - all 'other' needs a comment in the comments box with a date that comment was written.

**9:00-12:45am** Teachers and support staff will be working as directed time on Google Classroom Checking children have uploaded items / direct as needed / support learning / set differentiation etc. Comments on learning can and should be made but please ensure you check spelling and grammar before posting.

If children are posting social stories / comments not related to learning or well-being, please snapshot or make a record of the inappropriate comment before deleting, and private message a 1<sup>st</sup> warning. 2<sup>nd</sup> warning should be a phone call and informing SLT.

### **Staff Wellbeing**

- Daily team meetings support good communication systems, and clear R&R should ultimately alleviate pressure.
- Staff are encouraged to complete directed tasks within hours allocated rather than working late, and try to avoid working on the screen beyond directed hours.
- Whole school tasks are designed to give adults regular breaks.
- PPA times will be built in (PE and Music OR or available specialist teachers to post and monitor GC comment threads) and wellbeing/offline afternoons factored in once every 3 weeks.
- The class teacher should be online and visible on Google Classroom until lunchtime. After that, assignments can be scheduled and staff allocated to monitor/ feedback so that the afternoons do not always entail further screen time for all staff.
- The thorough organisation and templates/ resources on offer are to relieve work and allow teachers to focus on the T&L.

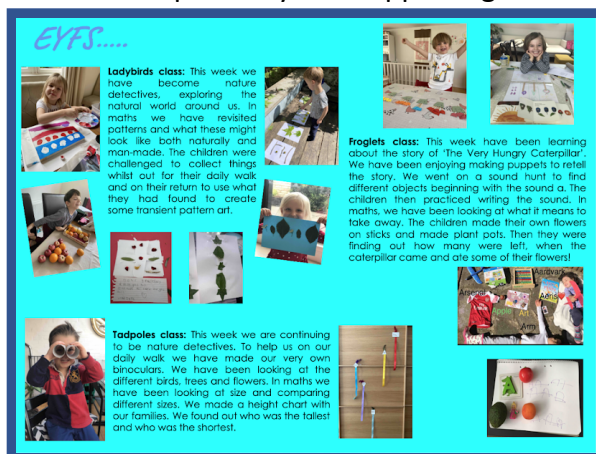
### **2:6 Provision for EYFS Children**

The principles remain the same, however there are some differences by virtue of the different stage of development as well as the different software in use. Parents already use Tapestry, which is matched with the EYFS curriculum and children's assessments, hence our Virtual EYFS School uses this platform as the interface with parents, although the staff also use Google for other whole school systems.

- We strongly discourage excessive screen time and online working for younger children and want our children to be interacting with their surroundings in a language rich environment. We post the

activities at the start of the day (as well as schedule them in line with the standard timetable) so that parents and children can pick and choose as they wish

- T&L expectations remain the same (3 suggested activities based on a theme), although 'work' submitted is in the form of observations uploaded by parents, and is not marked but commented on. Each submission should have a staff response and should point out strengths and suggest next steps (2 stars and a wish), perhaps with a follow up activity and supporting materials.



- We recognise that our youngest children will be more reliant on parental support to access the learning, even as we encourage their independence, and that learning should be personalised to each child's interests and developmental stage. We encourage and support parents to follow their child's interests. The standard expectation that they register and post daily unless unwell or otherwise agreed with the class teacher.
- Parent consultations are an especially valuable activity in EYFS, ideally each family should be spoken with twice weekly - here staff can tailor advice to the child's needs and encourage supportive parenting.
- Attendance expectations remain the same in EYFS (with a different technical system utilising Google Survey forms via text each morning) and allows parents to inform us of their learning status and add any updates or requests each day.
- Whole school systems (on Google Shared) are used to record consultations and concerns, to ensure the system is as streamlined and easy for leaders to oversee as possible.
- Daily & Weekly Timetable has breacktimes & lunchtimes in line with the rest of the school (though extended) and with additional snack time and story time and song time, with shorter sessions and more optional outcomes.



## Monday's Home Learning suggestions



### 9.00am Register

Good morning! Please **reply** to the text register to update the team on your learning status for the day. Please leave a **comment** on the text register if you would like any support and for a member of staff to give you a phone call. We are here to help you. We hope you have a great day. Here are today's activities. Feel free to organise the activities however works for you. Have fun!

**PHYSICAL ACTIVITY:** [BBC iPlayer - Otis Boogie Babies - Series 1: 15. Fruit and Vegetables](#)

### STORY AND ACTIVITY

Listen and watch the story of [The Rainbow Fish](#) read by Ernest Borgnine

Describe the Rainbow Fish's behaviour at different points in the story. **How did his behaviour make the other fish feel?**

**Create your own Rainbow Fish.** Can you find foil and glitter to make your picture sparkle? Here are some fun and exciting ideas to try: [Celery Stamping Rainbow Fish Craft for Kids](#) or [Rainbow Fish Craft](#)

**Well being story:** [I LIKE MYSELF](#) children's book read aloud by Books with Blue



### MATHS

**Number of the week:** [BBC iPlayer - Numberblocks - Series 1: Stampolines](#)

**Focus on key vocab:** more, less, altogether, the same as, because, I can see

Using a piece of string / ribbon - create a washing line, and then either draw a different number of objects on small pieces of paper or cut a different number of objects out of a newspaper / magazine. Hide these around the house for your child to find. Once they found them to hang them on the washing line in the correct order. Focus on using numbers 1 - 5. Can you write the numbers to match?



**LUNCH** - Let your child set the table, pour the water, or cook the food with you. They can count out or measure portions, learn new vocabulary, and expand their food tastes!



**SINGING** - [Sitin' On The Dock Of The Bay](#) | [Playing For Change](#)

### Weekly Science Activity (this stays the same for the rest of the week)

#### MAKE PAPER TOWEL MARKER MAGIC

This is such a simple activity, yet hours of awe and beauty! All you need are paper towels, water, a plate or shallow dish, and washable markers. We used Crayola, but any water soluble marker would work. Fold a paper towel in half like a card. On the front of the paper towel card, make a very simple design. Then inside, add more details and colors. Drop the paper towel into the water and watch the designs appear and colors spread!



**End of the Day** Please upload pictures and examples of your home learning directly onto the [Evidence Me](#) app or [web site](#) for the teachers to review and celebrate. If you have any technical difficulties or need help installing and using the app, please comment on the morning register and we will get back to you with support.



## SECTION 3: USEFUL APPENDICES

### A: WORRY BOX SURVEY & GUIDANCE FOR STAFF ON TALKING TO WORRIED CHILDREN

PRIMROSE HILL PRIMARY REMOTE LEARNING/ GOOGLE CLASSROOMS



## WORRY BOX CONVERSATIONS



### 1. GENERAL TIPS AND ADVICE

Firstly, remember that making the call and listening to / acknowledging the worry is 90% of the solution. If children have named you, it means they trust you and find you reassuring just the way you are, so hearing your voice is likely the other 10%. It's not about getting it exactly 'right' - listening to a child and acknowledging their fears is the thing that helps more than anything else, showing you can cope with hearing their worst worries and are willing to have a go at thinking about them together, even if you can't 'solve' them. Lots of children may not be able to tell their parents what they're most frightened about because they don't want to make them more worried, especially at the moment.

#### A. Conversations about Worries in General

- Start by asking them how they are doing, how are they feeling, what are they feeling worried about?
- Let them lead the conversation. Give them lots of space to be sad, worried and upset – don't step in too quickly with reassurance. Being allowed to feel difficult feelings is often what helps most. Show you've understood what they've said by reflecting it back, or rephrasing it. Check: "Have I got that right?"
- Check their understanding about a worry. Do they know what something means? What do they think might happen? (They may have misunderstandings or fantasies making them more worried than they need to be.) Gently offer simple facts to put misunderstandings right and explain where your information has come from (for e.g. the NHS, the government).

#### B. Conversations about Coronavirus Worries

- Follow the guidelines above in general.
- When they've had lots of space to express their fears, reassure them that most people, even older people, only get a mild illness and fully recover within a few weeks; that children very rarely get sick and when they do it is usually just like a cold. Describe what the main symptoms are.
- Shift the focus on to everything being done to protect them and their families – so rather than focusing on the virus, focus on all the helpers there are. Talk about all the hard work happening to protect people, all the doctors and nurses working hard looking after people, that we have got good hospitals and medicines; about all the scientists working to come up with treatments; all the cleaners making sure everywhere is safe for us to be in again. "Everyone is working together to try to sort this problem out."
- Give the child a sense of agency – without making them feel too responsible – by reminding them of everything they are doing to keep themselves and other people safe (e.g. that they are doing important work, too, helping out by washing hands and staying in as much as possible).

### 3. SAFEGUARDING

If there are any existing safeguarding concerns, you will already have been told or will be told by ILT when informing you of the worry. If any safeguarding concerns are raised during your phone call, follow the normal reporting procedure (report this above all else). You can call the DSL on XYZ and you must send a written account and email to her (you can copy in ILT).

### 4. COMMONLY ASKED Q'S

- Do I need to be on loudspeaker? *During normal school provision, we have many interactions that are not monitored by other adults and this is no different. Take your own notes for the contact register or let SLT know.*
- Does the child have to be in the same room as their parent? *No, not necessarily – they might feel shy and you will have first spoken with their parent who will be aware the call is happening.*
- What if a child is inconsolable or very distressed? *Acknowledge how upset they are and give them lots of time to talk. Ask if you can talk to their carer, to let them know they've been upset and so you can think together about how to help them feel less worried.*
- What if I lack confidence to do this? *You can ask ILT or contact Milly our TOPS therapist directly for advice on a particular case or to request supervision.*
- How should I record the conversation? *Send a couple of notes back on the original thread that informed you of the worry, or record directly onto contact register.*
- What if I think a child or parents need more support or specialist support than I am comfortable giving? *These children can be referred to SLT and we can triage suitable support. You should only do what feels comfortable and we are happy to do the rest.*
- What if I need mental health support for myself? *You can contact Mandy or Syra, you can signpost yourself, or TOPS have an adult therapist, Hira Dadabhoy, available for consultations who you can contact confidentially on HDadabhoy@Tavi-Port.nhs.uk*

#### • If they are concerned about parents, grandparents or others:

- Acknowledge that by reflecting back/rephrasing what they've said – and tell them how normal this is at the moment. "Of course, lots of children are worried about that right now".
- Validate this as a sign of how caring and loving they are.
- Again, bring the focus back to helpers, to everything being done to keep older people safe and healthy at home and all the medical care and support there is for anyone who gets ill. "Our doctors and nurses are working really hard to make sure that everybody is looked after."
- And, again, to what they are doing to help – by not seeing older family members for a while to keep them safe.

#### • If there's something you can't answer, acknowledge that:

- "We don't have answers to everything right now but once we do, we'll make sure to let you know."
- "We don't know all the answers but there are people making decisions for us who have all the information they need."
- "We don't know when school will start again but we do know you will be coming back when it's safe for everyone to be out and about again."

- Remind them of all the things they can do to keep happy at home – having a routine with their schoolwork, staying in touch with family and friends, getting some exercise...
- Let them know that it's not helpful to be watching the news a lot – it can make you feel more worried than you need to be. If they want to see the news, maybe watching Newsround with their parent/s from time to time might be a better idea.
- Check if there is anything else they want to ask. Let them know they can ask more questions later – that you can talk again. Encourage them to talk to parents and other adults about their worries, too.
- Reassure them you and other adults at school are keeping well – they may partly be wanting to talk to you to check you and other school staff are alright and that life outside continues.

### 2. PARENTS

#### Conversation openers/explanation

- Hi, it's X from primrose hill, how are you? All our online classrooms have a Worry Box but now it's on Google Classroom and lots of children are getting in touch with basic questions and worries about the virus. X has got in touch"
- If it's ok, I'd like to speak with child X. It can be really helpful just to check in with other familiar adults from school...

If you think the parent will want/need feedback, ask the child, "Is it OK for me to tell your carer about your worry? I think they'll want to know so they can help you, too." If the child says "no" – let the parent know they had general and normal worries about the virus and lockdown that lots of children are asking about. If you feel a parent needs further support, pls let SLT/ILT know. We can signpost them to services.

## Worry Box

Any worries, let us know. We care about you!

Please check we have your correct username below:

Email address \*

Valid email address

This form is collecting email addresses. [Change settings](#)

Write your name and class here

Short-answer text

Please tell us your worries. \*

Long-answer text

Mandy or Syra will contact you about your worry, but if you want a specific staff member to help, you can write their name below.

Short-answer text

## B: Wellbeing and Online Safety Leaflet

### Wellbeing and Online Safety

*A guide for students and parents/carers.*

We are moving into a new digital learning world which will be new and exciting, but there are some expectations that google classrooms etc are used appropriately and not misused. There is the opportunity to E-Chat and we hope our children are respectful to each other. If you notice this is not the case, you should report this in a message to your teacher.

### Whole family emotional support

Ensuring you care for yourselves and maintain some structure and routine is essential for the wellbeing of the whole family. Here is an article explaining how you can be mentally prepared and resilient during this period.

<https://www.zerotothree.org/resources/3262-young-children-at-home-during-the-covid-19-outbreak-the-importance-of-self-care>

There is a link for older pupils and adults too focusing on looking after our emotional wellbeing.

<https://afsp.org/taking-care-of-your-mental-health-in-the-face-of-uncertainty/?fbclid=IwAR3ScDBfuhV5INKyutAG9IPNm4JnjlLOmHxv5w6SR9pBBDDU-8Hhy1QH-L8>

Other useful links:

- <https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak>
- <https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>
- <https://www.bacp.co.uk/news/news-from-bacp/2020/13-march-coronavirus-self-isolation-how-to-look-after-your-mental-health-and-wellbeing-if-you-re-self-isolating/>

### Livestreaming



...is a great resource to learn or show others how to do something and to keep in contact with friends and family. However, there are risks with children feeling pressure, or communicating with people they don't know online. It is important to note videos can be recorded or shared without consent and children can receive negative or nasty comments. Also, it is important that children should not share their location or any personal information.

### Inappropriate Content

...As children explore the internet they may come across content that isn't suitable for their age or that may upset them or worry them. If you are worried about something you have seen, talk to an adult. Remember, people online may not be who they say they are. Always think carefully about what you have shared online as once you have sent it, you have lost control of it. There is an app called Zipit which you can use to deal with requests for inappropriate photos.



### Well-being

This leaflet will help you to make the most of the next few weeks and to keep yourselves and your families healthy, happy and confident. Structure and routine are important to maintain in uncertain times, and will help you all to feel safe and secure. School will support with home learning activities (we will be leading a 'virtual school' online) and teachers and leaders are available to talk if you need them.

In the meantime, we have compiled some key information to help, including:

- How to talk with your child about Coronavirus
- How to maintain good physical and emotional wellbeing
- How to motivate and engage your child with their home learning
- Code of Conduct for Google Classroom
- Internet safety

#### Talking about the Coronavirus with younger children

#### Answering Your Young Child's Questions About Coronavirus

Even if you've kept your toddler away from news about COVID-19 in the media or overhearing adult conversations, they are bound to have questions. Here are some age-appropriate responses to common questions <https://www.zerotothree.org/resources/3265-answering-your-young-child-s-questions-about-coronavirus>

#### Why are people wearing masks? Why are people covering their faces?

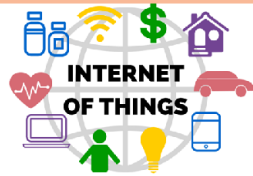
Read through tips to answer tough questions toddlers may ask about COVID-19 <https://www.zerotothree.org/resources/3211-why-are-people-wearing-masks-why-are-people-covering-their-faces>

## Online Games

...Gaming is a great way for young people to relax, socialise with their friends and have fun. Children can play on games consoles, apps or websites, mobiles, tablets, PCs, or through smart speakers and virtual reality headsets. They can also chat to other players using messaging platforms for gamers, or watch livestreams of well-known gamers. There are risks though...being bullied, trolling or scams, talking to people you don't know or getting caught with in game purchases.

## Internet Connected Devices

...are super cool. Smart speakers, Echo, Fitbits, Apple Watches, hello Barbie...are all fantastic resources. However, some risks involved. Other people may be able to access your device and content or you may not be able to see someone connected to your device. There are cases of baby monitors, tablets or drones being hacked by other people. These devices also collect personal data, so it is important to check settings.



## Preparing for School Closure

The majority of the work would be undertaken on google classroom and / or using our subscription software such as Purple Mash, Espresso and Interactive Resources. Each year group will plan a summary of the learning which will be posted onto the school website. This will be texted to you with a link.

For Monday 23<sup>rd</sup> March, you will receive a suggested daily timetable to carry out at home, which will ensure you are ready for the following days of home learning:

9:15	Create a home work station / area
11:00	Online supported PE activity
12 - 1:30	Lunch and free play
1:30	Topic research tasks
3:00	Get set for the next day

Enjoy your home learning experience and know that we are here to support you remotely! It is important children continue to learn during this disruption so please engage with this. You can email [admin@primrosehill.camden.sch.uk](mailto:admin@primrosehill.camden.sch.uk) or me at [head@primrosehill.camden.sch.uk](mailto:head@primrosehill.camden.sch.uk) at any point.



## Zoom Code of Conduct

2. Make sure that your device is charged or plugged in before you enter a Zoom meeting.

3. Check you have the correct link / meeting ID and password and make sure you are on time.

1. Find a quiet place, without distractions (siblings, TV, pets) and wear headphones if possible.

4. Dress appropriately, we don't usually wear pyjamas to school!

5. Make sure your **OWN** name is displayed (**not your parent or carer's**), your video is on and you remain on mute unless asked to speak by an adult.

6. Put your virtual hand up, if you want to speak.

7. Parents/carers please help your children log on and stay nearby, they may need your help.

8. Expectations of behaviour and learning are the same in school as online. You may be given a warning, 2nd warning and on your 3rd warning you may be asked to leave the meeting on timeout, as you would in school. Your class teacher or another adult will call you to talk through this if this happens.

Parents/Carers & Children should make sure to follow:

**Primrose Hill's ZOOM Code of Conduct**

Raise hand

Please note that anyone who has no video displayed and is unidentifiable will be ejected from the meeting for safeguarding.



# D Supporting Bereaved Children and Families Leaflet

## How to support our bereaved children and families

### Initial response from school on hearing of a bereavement

- A phone call from the Head Teacher to enquire how the family are and if they require any support or adaptations made
- Followed by a letter of condolence and signposting to known bereavement services
- Recommending age appropriate books for the child

### What you need to know about supporting a child

#### Teachers and support staff

Sometimes our natural reaction to death is not to talk about it. We assume that the bereaved person will not want to, that they will view us as nosy, and we fear that by mentioning it we will upset them. But, as we often say, the worst thing that could happen...already has. You are unlikely to make it worse and, in fact, acknowledging and validating the experience that a child or young person is going through is likely to be helpful and positive to them. Most bereaved children will at some point be very glad to have the chance to talk about what has happened, and will appreciate that a teacher or a familiar member of the support staff cares enough to ask about them and their feelings. Below is a list of things to remember when having conversations:

- Be honest
- Use clear language
- Expect questions, but don't feel pressured to provide immediate answers
- Don't assume anything
- Be prepared for children to move in and out of grief
- Try to normalise the feelings that a bereaved young person shares with you

**If you become worried about a child and feel that further support is needed, please talk to a member of ILT who will talk to the child and parents and put additional provision in place. A referral to an outside agency may be needed.**

### How age and stage can affect understanding and grief

Children's experience of a death can differ from adults'. The following provides a guide to a developmental perspective of how a child may understand bereavement. For a child with SEND, his or her functional level of understanding (rather than actual chronological age) will be the biggest factor in how the child reacts to a death and what he or she will be able to understand. The reactions and issues described at each stage often apply equally to children at other stages of development too.



#### Children under 3 years old

Very young children and babies are not able to understand death but experience the loss as a separation from someone they have an attachment to. Children at this age have little language to express their loss and will react to it by crying inconsolably or become withdrawn. They will be affected by the emotional state of their care givers. They may repeatedly search for the deceased person or have an unspoken expectation that they will 'return'. What is important for them at this time:

- Consistency
- Repeated explanations
- Sharing books
- Reassurance

#### Early Years Education – aged 3 to 5 – Nursery and Reception

When a child this young experiences the death of someone important, it is important they are helped to know about the person as an integral part of their history. Young children often ask the same questions over and over again in an effort to understand their loss. They are naturally curious and they want to make sense of what is happening in their world. Their repeated questions are not a sign that our explanations aren't good enough.



At this age, they may not understand that death is permanent or that it happens to every living thing. A 4-year old may be able to tell others confidently that 'my daddy's dead' and may even be able to explain how 'he was hit by a car and he died'. However, the next sentence may be: 'I hope he'll be back before my birthday' or 'He's picking me up tonight'. They may worry about how the person who has died will eat, breathe and keep warm. It is important to give them simple, factual information and tell them that once someone has died, their body stops working so they don't feel pain anymore and they don't feel hot or cold and they don't need to eat or drink anything.

Children's thoughts are concrete and characterised by "magical thinking". They may struggle to understand abstract concepts (such as heaven) or roundabout ways of explaining death (e.g. 'gone to sleep'). Children may believe it was something they said or did that caused the death or they may believe their words, actions or thoughts can bring the person back. They need to be reassured that the death was not their fault and gently reminded that the person will not come back.

It is not unusual for children of this age to revert to younger behaviours such as separation anxiety, incontinence, and use of a security blanket or thumb sucking. Being tolerant and managing the separation will be helpful for the child and the family. In time, it is most likely these earlier behaviour patterns will disappear once 'new normal' family routines are established.

#### Key Stage 1 – Ages 5 to 7 – Years 1 and 2

Children of this age are beginning to understand that death is permanent; however, some confusion may still stand. When first told of the death, younger children may be mainly concerned with the 'when' and 'where' of the death. They may express concerns about their own future such as: 'What will happen to me? Who will meet me after school?' Giving reassurance about everyday activities and arrangements continuing as normal, or clear explanations about alternative arrangements, will be helpful for the child.

Children may become clingy or more reluctant to see parents and carers leave. There may be a need to stick close to their parent to protect them from the mysterious occurrence that made their dad disappear or at least to be with them if it happens again. Children at this stage may complain of a sore tummy, headaches or just generally not feeling well. These are what we call 'somatic' complaints, where unexpressed feelings and emotions can lead to physical symptoms or discomfort. Somatic complaints are normal, but it is important to gently acknowledge when someone important dies we feel things like sadness and worry in our bodies too.



They can also feel that in some way they were responsible for the death, e.g. 'I was angry with him and shouted at him when he left for work because he wouldn't fix my bike. And then he never came home again. It's my fault.' It can be worth saying something like: 'You do know, don't you, that nothing you said or did made this happen?'

Important things to remember:

- Be patient
- Sharing an age appropriate book around death and loss
- Giving them opportunities to identify and talk about their worries and feelings
- Keeping routines as normal as possible
- A key person to check in on them in the mornings and letting them know they are kept in mind

#### Key Stage 2 – Ages 7 to 11 – Years 3, 4, 5 and 6

As children begin to understand more about death and dying, a death in the family may make them anxious about the health and safety of surviving members of the family. They may feel very responsible for their parent(s) and younger siblings and feel the need to keep a close eye on their safety.

Children this age can find it difficult to talk about their bereavement and express their feelings behaviourally, such as withdrawing from others or showing increased aggression. They may experience difficulties in their interactions with their peers, particularly as the death of someone important can make them feel different at the very time they want to be the same as everyone else. It is important to avoid clichés like 'You're being so brave' as children can interpret this as they should not share their feelings.

Children of this age also show curiosity about issues such as what a dead body looks like and what happens to a body after a person has been dead for some time. This curiosity is natural and they will benefit from clear, factual explanations. Children can also think of death as something spooky, like a zombie, or a spirit that comes to get you.

By the age of 10, children will usually have all of the bits of the jigsaw puzzle of understanding. They will even understand that they are able to cause their own death. They will appreciate clear and detailed information – beyond 'when', 'where' and 'how' the death happened, they will be interested in 'why'.

In addition to all of the suggestions above:

- They may need a safe space or quiet area away from peers to calm down or express their emotions with an adult when struggling
- Support in normalising feelings, talking about it drawing specific worries and sharing bad dreams can be reassuring, giving children skills and confidence to feel more in charge of them.

### What grieving children feel and how they might behave in school

The death of someone important may cause a child or young person to feel some or all of the following:

→ Deep sadness, that may or may not be expressed in conventional ways such as crying



- ⇒ A hollow, achy pain inside that is hard to put into words and may be described as hunger or boredom or fear
- ⇒ A sense of numbness which makes it hard for them to describe or connect to any feelings

- Loneliness and a sense of having been abandoned
- Anxiety about the safety and well-being of the rest of the family, especially parents

- ⇒ That they may have to become more responsible for instance, to be the 'man of the house' or to mother younger siblings or generally to be 'no trouble and be very good'

- Hopeless - that there's no point in anything anymore, including school work

- Anger and even rage at what has happened

- ⇒ Blame, or guilt, or shame, for things said or unsaid, done or undone

- ⇒ Relief – if the family situation, dynamics, illness, addiction, or behaviour had been difficult, often accompanied by guilt.

→ Physical symptoms (for example, headaches, stomach aches or perhaps symptoms which reflect their worries they have the same illness)

→ Sadness with parents' emotional exhaustion and absorption in their own grief – "Mummy doesn't play anymore"

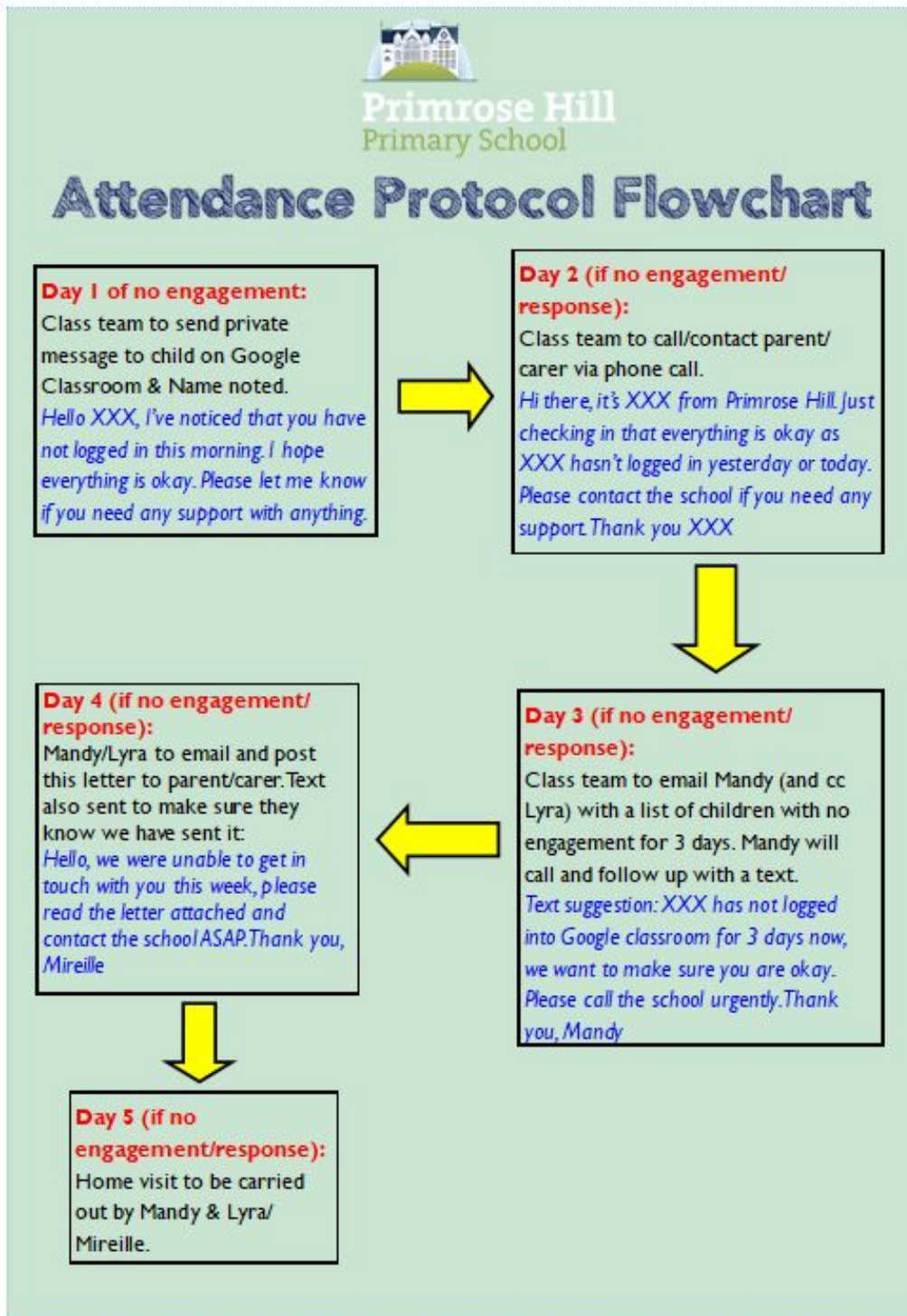
It is important to be aware of anniversaries and days which might make this time more difficult for the student. For example, it would not be appropriate to send a child to reflection for minor behavioural concerns in the week of the funeral, but dangerous and aggressive behaviour would need to be addressed as per our school policy. It is important to maintain consistent boundaries and at the same time recognise that very powerful difficult feelings may underlie behaviour.

### How can we make the return to school easier?

Whilst the student is off school, a member of SLT/ILT will contact the family to seek their permission in sharing this information with their class and relevant adults. It would be pertinent to involve them in how we tell the rest of the class about what has happened. It is important that they feel they have a say in this, but it is worth gently challenging them if they suggest that no-one is told. This can be done by pointing out that others may be unknowingly insensitive. If there is time we can arrange for the class to write letters or cards to them assuring them of how sorry they are to hear the news, but also how much they are looking forward to them coming back. This will be a great parcel for us to deliver to the family home, and will make the return to school much easier.

Primrose Hill Primary School  
Princess Road  
London NW 1 8JL  
020 7722 8500  
Head Teacher: Robin Warren  
[www.primrosehill.camden.sch.uk](http://www.primrosehill.camden.sch.uk)

## E: Attendance Protocol Flow Chart



## F: Support Staff Online Training

### Phonics:

A secure knowledge of phonics is essential for all children in order to be able to learn to read and write, there are children in all year groups who are still at the early stages and need support. Please use online resources to develop your knowledge of phonics. At Rhyl we follow a DFE strategy called Letters and Sounds. Please familiarise yourself with the six phases within this programme.

[Letters and Sounds:](#)

In addition there are several websites that you can explore so that you have a good knowledge of sites which can be used with children. If you find any more please do send links to Sarah D which can then be shared with everyone.

<http://www.letters-and-sounds.com/phase-3.html>

<https://www.phonicsplay.co.uk/Phase3Menu.htm> Most of the games on phonics play are free to play.

This website has short video clips that teach children the correct pronunciation of the many graphemes that children need in order to be able to read and spell. Please familiarise yourself with the site and how it can be used. It is lead by an english teaching expert- Mr Thorne

[https://www.youtube.com/channel/UC7sW4j8p7k9D\\_qRRMUgGqyw](https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUgGqyw)

<https://www.youtube.com/watch?v=Xj1fge3ylWY>

### READING

We have early readers in every year group, these children are a high priority of us in school .Please register with the free website below and familiarise yourself with the online resources that you could use with early readers in our school.

[https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/?gclid=EA1aIQobChMI\\_p2Ay4ii6](https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/?gclid=EA1aIQobChMI_p2Ay4ii6)

[AlVia3tCh1azwtAFAAYAiAAEgKQP\\_D\\_BwE](AlVia3tCh1azwtAFAAYAiAAEgKQP_D_BwE)

Please familiarise yourself with strategies and tips that you could share with parents on this website below.

<https://www.penguin.co.uk/articles/children/2017/how-to-help-your-child-learn-to-read/>

### GRAMMAR

Please familiarise yourself with the grammar and punctuation requirements of KS1 and KS2 and think about how you can support any children that you work with in literacy lessons. The National Curriculum requirements are below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

Mr Thorne has a grammar youtube channel which is very useful, please familiarise yourself with the grammar units that we teach through looking at Mr Thorne's site.<https://www.youtube.com/playlist?list=PL49586F62799A527D>

BBC bitesize has some great resources to support all areas of English, please familiarise yourself with what is available and how you could use it to support children .

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

**Maths CPD** - Look at **White Rose Scheme of Work** for your year group. Familiarise yourself with the content and ensure you are clear about the knowledge and skill children need to acquire for each unit. Work through the practical examples yourself so that you can work out the misconceptions children are likely to encounter. You will be prepared to provide them with excellent support once you have completed this. Sign up to **NCTM** (National Center for Maths) <https://www.ncetm.org.uk/> which has a lot of resources for staff and a section on assessing your own subject knowledge. **Espresso** also has lots of videos to help you with any information you would like to revise.

### SEND & SEMH:

<https://www.oltinternational.net/user/home>

3 x courses - Autism for parents and Working in Partnership with parents and Learning theory - free certificate at the end

MindEd a free educational resource on children & young people's mental health for adults <https://www.minded.org.uk/>

Free Webinar on 31st March 2020 explaining the low arousal approach to book a place

[https://www.linkedin.com/posts/andymcdonnell\\_psychologist-socialanxiety-trauma-activity-6645340074911375361-ziln](https://www.linkedin.com/posts/andymcdonnell_psychologist-socialanxiety-trauma-activity-6645340074911375361-ziln)

Inclusion Development <https://www.sendgateway.org.uk/resources/inclusion-development-programme-idp.html> (different modules for different areas of SEND)

Communication Trust Speech and Language training

<https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/>

Trauma awareness training <https://www.acesonlinelearning.com/>

The Open University have a range of free courses - choose one relevant education/child development

<https://www.open.edu/openlearn/education/free-courses>

Free training about brain development <https://www.albertafamilywellness.org/training>

#### Podcasts

List of podcasts looking at trauma-informed practice and resilience <https://www.lisacherry.co.uk/8-top-podcasts/>

Understanding the architecture of the brain

<https://developingchild.harvard.edu/resources/the-brain-architects-podcast-brain-architecture-laying-the-foundation/>

Child in Mind looking at mental health

<https://www.annafreud.org/what-we-do/schools-in-mind/expert-advice-and-guidance/child-in-mind-podcasts/>

#### MFL

<https://www.busuu.com/en/register?learning=fr>

As we are now teaching French as our modern foreign language, it would be helpful for support staff to learn some french to enhance the support for children .This is a suggested course which is free. Please feel free to use any course that you prefer.

BBC bitesize has some great resources for KS1 and 2 to support french teaching.

<https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

<https://www.institut-francais.org.uk/education/primary-secondary-education/for-teachers/>

#### Preparation for in class small group support:

- Please produce a resource to use in class to assist your children in your group
- Please look at ISP and ESP targets of your children and make some child friendly reminders for children to have in books are on table

#### Interventions:

- Make sure records are up to date
- Make any additional resources required

#### Special books:

- Pls print photos before leaving school and ensure these are backed and books are looking great with dates, activities labelled etc

#### Class teacher jobs:

- Pls send support staff home with any jobs as required. E.g display lettering etc