



Eaton Primary School remote learning expectations 2020-21.

Scenario	Expectations where a whole class and their teacher need to isolate or in the event of a full lockdown.	Expectations if children need to isolate due to a positive test in their household or through 'Track and Trace'	If children are isolating whilst waiting for a test result.
English, Maths Expectation and Other subjects Expectation	<ul style="list-style-type: none"> Teachers will provide recorded video sessions with input and work to be completed. Teacher will then be available, live, for children to speak to on Teams and be supported throughout the day. Teacher will provide this for 3 lessons per day, as well as other activities such as reading, handwriting, spellings, 'homework' activities etc. Children will submit work to teacher via Teams and teacher will assess. Whilst lessons will usually be recorded and then live support as described, teachers may organise some lessons as being live if they feel this will work better. Timings and overviews of the day will be provided as part of this provision each day via Teams. 	<ul style="list-style-type: none"> In this scenario, teachers will provide the following: In English, a 2-week unit of work with resources and related tasks that will cover curriculum content for their year group. This will include submitted work to school where families can access Teams. In Maths – when it is determined that a child must be off for two weeks, teachers would send some suggested resources for the current objective e.g. classroom secrets. When completed they access a unit of maths that comes later in term (e.g. measure) – any children who are off do this unit. Later each term – have a 2 week block where the class cover what the isolation pack covers and the children who were off will cover what they have missed when they were off. SEE SEQUENTIAL LEARNING BELOW In other subjects the work to link to the skills needed for the age group. These sessions in all subjects may include links to other resources and online learning to support the teaching. 	<ul style="list-style-type: none"> Teachers will have prepared a pack containing 2 days' worth of work which can be emailed to families immediately who have a child isolating whilst waiting for a test result.
How we are ensuring families can access the work	<ul style="list-style-type: none"> Class teacher would check with families that they can access the work. Where this is not possible, the school will attempt to support with technology. If families do not have access to network, a pack of work will be provided – as would happen if one child isolating. Teachers should have a pack of work ready for these families so that they can have 2 weeks of age-appropriate work in this scenario. 	<ul style="list-style-type: none"> Class teacher would check with families that they can access the work. Where this is not possible, the school will attempt to support with technology. If families do not have access to network, a pack of work will be provided. 	<ul style="list-style-type: none"> If families do not have technology then they can collect a pack of printed work or have it delivered.
How we will support pupils with SEND	<ul style="list-style-type: none"> Where children have additional needs, that would normally be supported by a teaching assistant in school, e.g. EHCP / Top up funding, we will provide additional support from support staff remotely where appropriate. 	<ul style="list-style-type: none"> Where children have additional needs, that would normally be supported by a teaching assistant in school, e.g. EHCP / Top-up funding, we will provide additional support from support staff remotely where appropriate. 	<ul style="list-style-type: none"> Where children have additional needs, that would normally be supported by a teaching assistant in school, e.g. EHCP / Top-up funding, we will provide additional support from support staff remotely where appropriate



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How will we support the Early Years?	<ul style="list-style-type: none"> This will be done in a similar way as above, with appropriate learning and tasks provided by EYFS staff. Greater use would be made of Learning Book rather than Teams. 	<ul style="list-style-type: none"> This will be done in a similar way as above with appropriate learning and tasks provided by EYFS staff. Greater use would be made of Learning Book rather than Teams. 	<ul style="list-style-type: none"> This will be done in a similar way as above, with appropriate learning and tasks provided by EYFS staff. Greater use would be made of Learning Book rather than Teams.
How are we ensuring sequential learning?	<ul style="list-style-type: none"> The work that is provided on Teams should be the same learning objectives that are in class and should be in place from day 1 of isolation. 	<ul style="list-style-type: none"> On returning to school, children invited to a session after school where staff will ensure they have understood the key objectives the class were working on whilst the child was isolating. If children have not grasped these concepts, they are supported with additional sessions or other work for home until we can evidence they have them so that they can access work that follows on. 	<ul style="list-style-type: none"> Work set in these days will be on objectives that will support all learning – e.g. spag, arithmetic. On return teacher/support staff will work with children to ensure catch up on missed learning.
How will this be delivered if the regular teacher is ill?	<ul style="list-style-type: none"> Another member of non-class based teaching staff would pick up this work. 	<ul style="list-style-type: none"> Another member of non-class based teaching staff would pick up this work. 	<ul style="list-style-type: none"> Another member of non-class based teaching staff would pick up this work.
How are we able to feedback to pupils?	<ul style="list-style-type: none"> Teachers will feedback via teams both verbally in sessions and through written feedback. 	<ul style="list-style-type: none"> Staff (not necessarily teacher) will speak to pupil (by Teams or telephone) at start of absence once confirmed to explain work and one other time to discuss misconceptions. Understanding checked on return to school as described above. 	<ul style="list-style-type: none"> Work will be checked on return to school.
How do we ensure that pupils are provided with frequent, clear explanations of new content?	<ul style="list-style-type: none"> Teachers will provide recorded video sessions with input and work to be completed. Teacher will then be available, live, for children to speak to on Teams and be supported throughout the day. 	<ul style="list-style-type: none"> Staff (not necessarily teacher) will speak to pupil at start of absence (by Teams or telephone) once confirmed to explain work and one other time to discuss misconceptions. 	<ul style="list-style-type: none"> Work will be short notice and pupils will be able to access either independently or with adult explanation.