

## LEARNING IN AND OUT OF SCHOOL

Until we hear about any further updates and clarification from the government, our home and school learning offer continues as laid out below. We are now in the 11<sup>th</sup> week since the lockdown started and I just want to say what a fantastic job you are all doing supporting your children at home. Some families have engaged with the school provision and others have found their own exciting opportunities. Either way is a right way and keeping everyone happy and safe seems to be high on a lot of agendas. It has been 11 weeks since we last saw most of the Uley School children! I can't even begin to imagine how much they have grown and changed, and flourished in their learning too!

What the government says about supporting learning:

### **Will education be provided as normal to children and young people who are attending?**

Education settings still have the flexibility to provide support and education to children and young people attending school in the way they see fit during this time.

The Early Years Foundation Stage (EYFS) sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. Early years settings should use their best endeavours to deliver the learning and development requirements as far as possible in the current circumstances.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

- consideration of pupils' mental health and wellbeing
- assessment of where pupils are in their learning in order to make any necessary adjustments to their curriculum over the coming weeks
- prioritisation of high needs groups and support for those in transition years

Schools and colleges should use their best endeavours to support pupils attending as well as those remaining at home, making use of the available remote education support.

**<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>**

## **Curriculum**

The Early Years Foundation Stage (EYFS) sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. Early years settings should use reasonable endeavours to deliver the learning and development requirements as far as possible in the current circumstances.

Schools and colleges continue to be best placed to make decisions about how to support and educate all their pupils during this period, based on the local context and staff capacity.

Where year groups are returning to school, we would expect school leaders and teachers to:

- consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn
- assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks
- identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils
- support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7

Schools should use best endeavours to support pupils attending school as well as those remaining at home, making use of the available [remote education support](#).

No school will be penalised if they are unable to offer a broad and balanced curriculum to their pupils during this period.

**<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>**

## **Uley School Offer**

With all of this in mind and the consideration of the staff we have available for face to face provision and staff to support home learning, we continue with our offer of activity webs in and out of school.

The activity webs in school will be adapted to suit the learning environment and our priority in the first instance will be to focus on settling the children (and staff!) in to a very different situation; learning about the coronavirus routines in school and considering the children's mental health and wellbeing.

For children at home, the cycle of circulating the activity webs and resources on a Friday afternoon, will continue. Staff have been deployed to check Years 2, 3, 4 and 5s emails but please be mindful that although we will aim to retain the level of communication this may be a challenge. Friday mornings will really help to give some time to supporting and answering any questions that have not been answered by the staff already deployed. Please also keep emailing your wonderful photos and celebrations of the children's work to school. We will not be able to print and send out any resources.

Please see below a staff communication tree and the roles allocated so far (subject to change depending on circumstances):

Member of Staff	In School Learning Support	Who will be planning?	Home Learning Support
Sara Delrosa	Class 1 Monday Reception	Responsible for planning for Reception and Year 1	Checking emails for Classes 1 and 3 – Tuesday, Wednesday and Thursday between 1.15 and 3.15pm
Katharine Grace	Class 1 Tuesday – Friday Reception	Responsible for planning for Reception and Year 1	Friday am - available to communicate with Class 1 parents for any questions that cannot be answered by Abby Spain or Sara Delrosa
Abby Spain		Responsible for planning for Year 2	Checking emails for Classes 1 and 3 on a Monday Class 2 Monday - Friday
Debbie Brazier Rosie Dean	Class 2 Year 1		
Jennifer Bingham	Class 3 Year 1	Responsible for planning for Year 3 and 4	Friday am - available to communicate with Class 3 parents for any questions that cannot be answered by Abby Spain or Sara Delrosa
Lizzie Walker	Class 4 Year 6	Responsible for planning for Years 5 and 6	Tina Pugh and Bonny Dance checking emails for Class 4 through the week Friday am- available to communicate with Class 4 parents for any questions that cannot be answered by Tina Pugh and Bonny Dance
Philippa Nash	Class 4 Year 6		
Carole White	Lunchtime support		
Liz Trotman	Lunchtime support Welfare checks		
Lisa Hills/Zoe Mandeville/Carol Cornelius	Welfare checks		

### **All Year Groups**

For children currently being supported at home and for YR, Y1 and Y6 children at home on a Friday, there also continues to be a range of support packages available (along with Mathletics, Rainbow Maths and Reading), some listed by the government and some recommended by schools.

### **Help primary school children continue their education during coronavirus (COVID-19):**

[https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19?utm\\_source=41daaba4-0e53-4fa4-a853-0bc2234f363f&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19?utm_source=41daaba4-0e53-4fa4-a853-0bc2234f363f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

### **Keeping children safe online:**

<https://www.thinkuknow.co.uk/parents/>

### **Lists of Online Educational Resources:**

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

## **Maths Resources**

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education#maths-primary>

<https://www.bbc.co.uk/bitesize/primary>

<https://www.thenational.academy/>

Please find more resources in the separate document attached.

If you have found any good resources that have not been listed, or have any good activity ideas, then please send them to us and we can add to the list.

### **Phone calls home for those families not in school**

We have reviewed and re-jiggled the contact tree, so do expect a call from a member of staff. As you can imagine, there are still quite a few phone calls to make and a small number of staff to make them. The purpose of this call is to say hi, but also to see how things are going. It is to speak with the children primarily, but we know some children may find this a bit tricky, so it is ok to have an adult conversation. For the siblings that we see at school during drop-off, we will check in face to face.

### **Finding it difficult to engage my child at home?**

There will be times when children (and adults) lose momentum and enthusiasm, then what? There is also the additional pressure of parents having to continue to work from home. At times, there may be the need to re-evaluate, to stop and to go and do something else.

If parents have some useful strategies for engaging children at home that they would like to share, please email them to Carol at admin@ and we will collate these and circulate to everybody.

Here are some, if you haven't tried them already:

- Ask the child what they would like to study.
- Moderating timetables and negotiating learning e.g. learning activity first, then some choosing, learning activity, play outside and so on...
- Consolidate and embed previous learning so they don't forget. Repeating is good for embedding learning and encouraging independence.
- If home learning becomes a battle then stop. Find something that brings everybody to a happier place then start again - mental health - looking after the mind, body and soul.
- Realistically, allow 2-3 hours of adult directed learning per day.
- Working parents –develop a rota system between the adults, one adult working whilst the other supports learning and then swap.
- Set up list of activities for the children to complete independently e.g. jigsaws, colouring, art, accessible maths and English sheets that will keep the children busy for a duration in order for you to get some work done. Then spend some time together on more adult led activities, and so on.
- More than one child at home – encourage the children to help each other with a task.