

At Fawbert and Barnard's, we want to ensure that every child has the opportunity to learn to a high standard. Since lockdown in March, we have continued to develop home learning ensuring we give the best for our children and reduce the learning gap.

We have strived to meet children's needs as well as work with the technology that many parents and children have at home. Across the school we have been using Seesaw and Tapestry as our main apps to share the children's online learning. We update the class pages daily of the new learning and recapping lessons including resources, PowerPoints and templates.

Additionally, we support parents and children through our communication systems which include Seesaw and Tapestry as well as class email accounts that go directly to class teachers. We can support the needs of children's learning by giving more bespoke support to parents. This also allows us to adjust the pace and difficulty of work that is being taught.

Class teachers have pre-recorded stories for children to listen to as well as daily recorded Maths lessons, PowerPoints for children to follow from at home.

We have been using Oak national academy as well as BBC Bitesize resources to help our online learning library as well as white rose and other sources.

We encourage a range of subjects to be taught and have invested in many apps and sites to help children's learning, including:

Lexia - <https://www.lexiacore5.com>

TTrockstars - <https://trockstars.com>

Numbots - <https://play.numbots.com/#/intro>

Reading Eggs - <https://readingeggs.com>

The national academy - <https://www.thenational.academy>

BBC bitesize - <https://www.bbc.co.uk/bitesize/dailylessons>

Bug club- <https://www.activelearnprimary.co.uk/login?c=0>

Mathletics – <https://login.mathletics.com>

White Rose - <https://whiterosemaths.com/homelearning/>

Learning has also revolved around some topic work, where the whole school community has worked together on learning about VE Day, online safety, looking at behaviour at lunchtimes and getting pupils involvement in a virtual sports day and completing surveys on how they have coped with school closure from the point of learning, well-being and isolation.

Home packs have been created for families who do not have online facilities and regular phone calls have been made to give support and advice.

If a child, family or class group are self-isolating, home-learning will be shared to cover the areas of learning that is being taught in school to ensure that children do not miss their learning opportunities and gaps are created.

Should the school have to close in the future, we will resume home learning so that pupil's have:

- a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, that is linked to the school's curriculum expectations
- access to high quality remote education resources
- online tools that will be consistently used across the school in order to allow interaction, assessment and feedback
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions (such as hinge questions) and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers