



JMAT
041

John Milton Academy Trust



Flexible Learning Policy

Mendlesham

Approved by:	CEO	Date: 10/9/20
Last reviewed on:	New Policy	
Next review due by:	November 2020; Reviewed Jan 2021	

John Milton Academy Trust

Registered Office: JMAT Centre · Church Road · Stowupland · Stowmarket · Suffolk · IP14 4BQ

Tel: 01449 742422

email: enquiries@johnmiltonacademytrust.co.uk

Company Number: 10298832

website: www.johnmiltonacademytrust.co.uk

Trust's Vision

Ambition

Aspiration

Excellence

Our ambition is rooted in civic duty and civic leadership and this is applied from pre-school through to adult learning. We recognise the value of resources and assets across the Trust and continue to explore and develop these on behalf of our communities within an ethical and socially responsible framework. High aspirations for all learners - irrespective of starting point or context – are embedded through our expectations, our offer and its delivery. Excellence permeates all aspects of our work and we have embraced innovation, research and partnership working in order to advance education for public benefit and provide a path where others may follow

Contents

Item		page
1.	Context	3
2.	Curriculum Intent	3
3.	Principles for Flexible Working	3-4
4.	Roles and Responsibilities	4-6
	4.1 Teachers	4
	4.2 Subject Leaders/Phase Leaders/Progress Leaders	4
	4.3 Senior Leaders	5
	4.4 Designated Safeguarding Lead	5
	4.5 SENDCo	5
	4.6 IT Central Service	5
	4.7 Pupils and Parents	6
	4.8 The Trust	6
5.	Online Delivery	6
6.	Data protection and GDPR	7
7.	Safeguarding	7
8.	Monitoring Arrangements	7
9.	Links with other Policies and Documents	7
10.	Staff Contact Points	8

Appendices		
A	Directory for Remote Learning	9
B	School Specific Arrangements for Parents/Carers	

1. Context

We are living in an area which has, to date, experienced one of the lowest infection rates in the country. All school sites have remained open for vulnerable and key worker groups throughout the national lockdown period and all schools facilitated wider opening in June and July, moving beyond the national offer by the end of the summer term 2020. Attendance rates during wider opening were high, with 100% of pupils attending in some year groups and schools.

During the 1st national lockdown period (Spring 2020), and for those pupils who were unable to attend school, remote learning operated through a combination of online and offline learning. The internet remains unreliable in some areas of rural Suffolk and therefore packs of work (posted out) have proved a popular and effective option for some families. Poor connectivity is likely to remain an issue for the foreseeable future.

Trust schools have reopened to all year groups in September 2020 and provided a full curriculum offer in line with DfE recommendations. During this second national lockdown (Spring 2021), the school is once again open for children of critical workers and vulnerable children. A switch to remote learning has been made for all other children. Every effort is being made to follow the school's curriculum

2. Curriculum Intent

Our guiding principle in all schools is: "Pitch high; Pursue less". We will continue to set ambitious targets for pupils based on FFT and all phases and subjects will have identified the key knowledge and concepts that pupils need to be able to understand, apply and practise in order to make progress.

Curriculum planning and delivery in 2020/21 is based on pupils acquiring new knowledge from the outset, whilst revisiting and reviewing areas from the academic year 2019/20. Staged progression will secure full recovery by the summer term, 2021.

The following model for curriculum intent will continue to drive the curriculum offer in the event of any future partial or full closure:

July	Sept 2020	Oct	Nov	Dec	Jan 2021	Feb	March	April	May	June	July
Planning	New Content		↑		New Content				Return to planned curriculum		
				↓		↑					
	Parallel period of revision				Parallel period of revision		↓				

3. Principles for Flexible Working

The following principles will be applied when planning and delivering work to meet the needs of individual, small or larger groups of pupils during periods or partial, or more extended closures.

All schools in the Trust will:

- ensure the use of a curriculum sequence that gives access to high quality online and offline resources linked to the recovery model for curriculum intent;
- ensure that online tools are used consistently across the school (year groups and subjects) in order to allow interaction, assessment and feedback;
- provide bespoke resources for SEND learners;
- monitor and increase access to remote devices for pupils (and particularly disadvantaged pupils)
- provide printed copies for pupils where hardware and/or connectivity is an issue;
- adhere to school policies whether working onsite or off site (including guidelines for remote delivery of lessons)

Closure may happen at short notice and therefore all schools will complete an annex document (termly) relevant to their phase to guide the planning and the use of online and offline resources.

4. Roles and responsibilities

4.1 Teachers will:

- ensure that laptops are working at all times (Fresh Desk system to be used)
- advise the school of connectivity issues when working from home
- set work for designated classes in line with school timetables and subject plans
- provide blended learning through online and offline resources as agreed through subject areas and in line with the subject's recovery planning. This will mean 3 hours per day of learning for KS1 and 4 hours for KS2 (less for younger learners)
- keep a record of pupils' engagement with remote learning and highlight areas of concern to SLT
- adapt lessons appropriately for pupils with SEND, EAL or other needs
- adhere to feedback and marking systems agreed within subject teams (and the school)
- provide feedback to pupils and respond to reasonable requests for communication with students and parents (schools to consider what is reasonable within the context of the circumstances)
- adhere to all school policies, including safeguarding and the COVID-19 Appendix;
- maintain contact with subject/year group staff and the school community through zoom meetings;
- alert line-managers to excessive demands or requests from pupils and/or parents/carers
- report any matter or interaction which causes concern (safeguarding or otherwise) including concerns around lack of engagement for pupils with remote learning
- fulfil any responsibilities as form tutor
 - fortnightly or weekly contact with individual pupils as determined by pastoral leaders
 - class/form activities eg Teams quiz time

4.2 Subject Leaders/Phase Leaders/Progress Leaders will:

- lead by example through their own teaching

- review and discuss the recovery curriculum plan and make amendments to topics and timescales as the year (and any closure) progresses
- establish whether any aspects of the subject curriculum will need to change to accommodate remote learning (understanding that not all pupils may have access to printing)
- identify resource implications in the event of partial or full closure
- identify any training needs which may be required in the event of partial or full closure eg online delivery via google meet or teams
- work with their subject team/year team remotely during closure to make sure that all work set is consistent with the curriculum recovery plan
- ensure that a bank of material is available for each year group for extension activities
- work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- run regular (weekly) zoom meetings during closure to support and monitor the subject/year offer
- assess the progress of pupils, liaising with line-managers and senior leaders
- ensure regular contact with all pupils (at least fortnightly) and assess the well-being of pupils liaising with form tutors, the DSL, SENDCo or external agencies as appropriate
- communicate key information to parents and pupils via the website or management information system (knowledge organisers, subject timetables and timelines etc)

4.3 Senior Leaders will:

- co-ordinate the remote learning approach across the school, including approaches to assessment and data gathering
- provide support to subject and pastoral teams in delivering quality remote learning
- monitor the effectiveness of remote learning through regular zoom meetings with middle leaders and by reviewing the work set
- seek feedback from staff, pupils and parents
- monitor (in liaison with IT staff) the security of remote learning systems, including data protection and safeguarding considerations

4.4 The Designated Safeguarding Lead will:

- remind all staff of the Trust's Safeguarding Policy, Local Procedures and the COVID-19 Appendix
- monitor safeguarding concerns via CPOMS or paper referrals and advise the headteacher accordingly
- oversee the school's Welfare List and agreed the contact with vulnerable learners with due reference to pastoral leaders
- quality assure the record keeping of welfare calls
- maintain contact with relevant agencies and ensure that virtual meetings are attended by school staff and appropriate records kept
- ensure that information is transferred to safeguarding files as and when appropriate

4.5 The SENDCo will:

- support subject teams in providing bespoke packages for EHCP pupils, those on the SEN register and those with SEMH needs
- advise pastoral staff on suitable contact arrangements for specific pupils (including the frequency of contact)

- monitor the progress of specific pupils - particularly those with EHCPs, SEMH needs and those on the SEN register
- maintain evidence gathering for annual reviews and hold these virtually where required
- maintain links and ensure ongoing communication with external agencies and partners

4.6 IT Central Service will:

- liaise with the designated school contact for ICT to order additional devices and prepare them for distribution
- respond to Freshdesk queries within 24 hours
- monitor and respond to repeated problems with particular programmes or on particular sites
- support parents/pupils with technical issues (in conjunction with the designated contact at the school)
- review the security of the remote systems and alert senior staff and the schools' GDPR leads to any issues
- plan for the increased use of mobile devices in the event of lockdown
- liaise with school staff who are registered as approvers for DFE laptop schemes

4.7 Pupils and Parents

Staff can reasonably expect pupils learning remotely to:

- be contactable during the school day
- complete work to the deadline set by teachers
- seek help if they need it, from teachers or support staff
- alert teachers if they're not able to complete work

Parents/carers can reasonably be expected to:

- make the school aware if their child is sick or otherwise can't complete work
- seek help from the school if they need it
- follow the approved routes and expectations when making any complaints or concerns known to staff

4.8 The Trust will:

- support the delivery of flexible learning by providing advice, guidance and additional capacity as required
- monitor schools' approach to remote learning ensuring education remains as high quality as possible (via online scrutiny, regular zooms, SiP reports and surveys)
- gain external assurance that remote learning systems are appropriately secure, for both data protection and safeguarding reasons (linked to the Trust's Risk Assessment)
- provide an additional contact point for staff and parents/carers during partial or full closures
- maintain central compliance checks so that school buildings remain safe and secure

5. Online Delivery

The learning offer during any closure period is likely to provide a blended approach and there will be some online delivery – whether recorded or “live” via google classroom or Teams. Before embarking on online delivery of any component, staff should ensure that:

- the planned online delivery is in keeping with the school's curriculum plan
- the live session is required (for feedback for eg) as opposed to a recorded lesson
- where possible, sessions are recorded (google meet or Microsoft teams) thereby establishing a resource for future use and providing evidence of safe working practice
- lessons should be recorded in the school if possible. If this is not possible and you are recording or streaming at home, please ensure neutral background
- dress and communication should be in line with the JMAT Code of Conduct and reflect the standards that would be expected in school classrooms
- utilise nationally recognised resources such as Oak National Academy recorded lesson sequences and BBC Bitesize in order to promote equality of access

6. Data Protection and GDPR

Flexible and remote working must always adhere to data protection and GDPR guidelines. Staff can protect themselves whilst working remotely by:

1. always using a school device which is encrypted and change your password when prompted
2. always operating through school email accounts for pupils and staff
3. using school management systems and resources (google drive, google classroom, Microsoft, school-approved online apps)
4. not allowing others at home to use your work device
5. locking devices as you would when working at school
6. only using school management and assessment systems to access information (eg Arbor, Go4Schools)
7. never downloading or printing any personal data unless it is absolutely necessary (the recommendation is that personal data should only ever be downloaded or printed at school)
8. never sharing confidential or personal data by email, even when using the school email system
9. only sharing school email addresses, or those for Trust personnel, with the wider community when it is appropriate to do so
10. never joining, or setting up social media groups for pupils working remotely (including WhatsApp)
11. using a school phone for any contact with parents if at all possible, but if not, dialling 141 to keep home numbers confidential

7. Safeguarding

As stated in the Trust's COVID-19 Appendix, the same standards and processes for safeguarding will apply during partial or full closure as they would during opening. As a minimum:

- all staff should be aware of the changes to "Keeping Children Safe in Education" as identified via a table at the front of the Trust's updated policy
- all staff should familiarise themselves with the Trust's Safeguarding Policy (reissued in September each year)
- all staff should be familiar with the "Local Procedures" document for their school and particularly the contact points for any concerns

Policies will be distributed via **Every**, but can also be found on school and Trust websites.

8. Monitoring arrangements

This policy will be reviewed half-termly during the Autumn Term 2020 and the Spring Term 2021 and termly thereafter. Following ELG discussion and feedback from staff teams, any amendments will be relayed to the Learning and Performance Committee of the Trust at the next available meeting.

9. Links with other policies and documents

This policy is linked to the:

- JMAT Safeguarding Policy and COVID-19 Appendix
- JMAT Combined Data Protection and FOI Policy
- JMAT ICT Policy
- JMAT Health and Safety Guide
- JMAT Code of Conduct
- JMAT E-Safety Policy
- JMAT Charter for Remote Learning
- JMAT Remote Learning Information Sheet

10. Staff Contact Points

If staff have any questions or concerns about flexible learning, please contact the following individuals:

Issues about setting work	Subject Leader or Phase Leader
Issues concerning parents or pupils	DSL, SENDCo, Line Manager, Progress Leader, Phase Leader
Issues with IT	Fresh Desk, or in an emergency: dan.warncken@johnmiltonacademytrust.co.uk
Concerns about your own workload or wellbeing	Line Manager, Headteacher or Trust's HR Manager
Concerns about data protection	Named contact in your own school (ac@mendleshamschool.org.uk) or nhooper@johnmiltonacademytrust.co.uk
Concerns about safeguarding	DSL in your own school. In the event of closure, a rota system may be in place. In an emergency, please contact JMAT Centre at: enquiries@johnmiltonacademytrust.co.uk citing SAFEGUARDING in the subject bar.

Remote Teaching Directory

Introduction

This directory has been put together to support schools if they need to close with little notice. All teachers will want to ensure that pupils have work to complete at home and there is an array of technology platforms which can be helpful with remote learning.

As a community, we must be cautious of introducing pupils to too many different things which could be overwhelming. We can also be more efficient by collaborating to work out what the best platforms are, and sharing what we know about them. For this reason, informed by working groups and the experience of the national lockdown, we have compiled a list of approved learning software/platforms to select from. Other examples can be added as the term progresses.

JMAT has an agreed model for curriculum intent in 2020 - 21 which combines new knowledge with revisiting and reviewing. This provides the framework for curriculum delivery in each subject and will allow subject areas to ensure that the key threshold concepts which may have been missed during lockdown can be taught in a meaningful context. In the event of future localised closures, or prolonged pupil absences, it will not be possible for the curriculum to operate as we would want it to when schools are open. In particular, students who have difficulty accessing technology at home, or who struggle with motivation, or lack family support, will find remote learning challenging and teachers should be aware of this when selecting resources.

Using technology for remote teaching

Do not try to create a classroom environment online. If teachers try to do this, “we end up focusing more on trying to replicate the visible surface features of a classroom and less on the invisible mental processes underpinning it.” (Daisy Christodoulou). To avoid this trap, begin by carefully considering what content you want to deliver and then think carefully about which platform is best for your learning objectives. Below is a list of resources you can use sorted by phase, use, and the type of content best suited to the software or platform. Copy and use this table (adding or deleting) to document the thinking across your school teams. Use the **CONSIDERATIONS** column to record the agreed use in the event of a further phase of remote learning. Examples for possible use appear in highlighted text. The preferred platform for Mendlesham have been highlighted in green.

NB: Software or platforms cannot be downloaded to your system or uploaded for learning without prior approval of the school’s designated ICT lead and the Trust’s network manager. This is to protect the Trust’s systems and prevent viruses, malware and breaches of licences and/or copyright.

RESOURCE	PHASE	USES	BEST FOR	CONSIDERATIONS
Tapestry	Primary (EYFS)	Messages home Setting work Students submitting work and providing feedback	Messaging Setting/sharing work Monitoring progress	Work must be set on here for EYFS

RESOURCE	PHASE	USES	BEST FOR	CONSIDERATIONS
Microsoft suite including Teams	Both	Microsoft suite that pupils can access through their email/office 365 login for live face to face learning Interactive video tutorial/teaching Enables you to instruct, model, ask and answer questions and check for understanding and respond live	Live learning Introducing new knowledge Narrated modelling Sending and receiving work Feeding back	Pupils and teachers need an office 365 email account This platform has been set up for Mendlesham and Bacton You must use Teams guide to ensure you have the correct security and safeguarding settings in place Be aware of data usage
Active Learn	Both	Provides access to text books remotely and tasks for students to complete	Review of material Independent Practice Self-assessment	This includes the phonics program Bug Club which also for remote issuing of online books and is the platform used at Bacton and Mendlesham
BBC and BBC Bitesize	Both	Content across all subject areas, videos to watch and activities	Supporting planned content, referring pupils/parent for additional support in subject areas	Be specific (copy URL address) as some content can be difficult to find for those (parents) not used to searching it. Check that all pupils can access the internet
Oak National Academy	Both	See professional learning updates for more on the ONA	Ready made online recorded face to face lessons across all age and subject areas. Good for additional support and for families/children to access at their own pace	Take care to watch entire lessons to ensure that the teaching method and explanation suits your cohort and meets your exact objective eg in maths that it follows the calculation method that you want pupils to follow Check that all pupils can access the internet
Literacy Shed	Both	Stimulus for writing	Planning a short unit around a clip or full video in the absence of the ability to use a text for writing response	Check that all pupils have access to the internet to access this
TT Rock stars	primary	Times tables program	Learning and revising times tables	Check all relevant pupils have their login details and monitor progress

White Rose Maths	Both	Ready-made, video teaching content Trackable through Diagnostic Questions website	Revision New content Modelling Application of knowledge Independent practice	May be helpful to refer children to some of this content – especially some recorded sessions
Quizlet	Both	Creating flashcards Engagement in games through Quizlet live Create test option Can create classes and monitor activity of students Lots of ready-made content available	Retrieval Motivation	Ensure you are happy with the content of ready-made content Ensure students select a username that means you can identify them Does need students to be motivated to sign up to use Quizlet live
SENECA	Both	Revision of KS2, KS3 and GCSE, covering national curriculum and REACH curriculum Trackable Designed by cognitive scientists	Retrieval Some new knowledge	
YouTube	Both	Deliver tutorials, introduce new knowledge or model through videos Select from content already available	Revision sessions Introducing new knowledge Modelling Retrieval and revision	Available to the public Pressure to be “perfect” can make it time consuming Keep content brief – 10 minutes (20 max) Check pre-made content before sharing

If any safeguarding concerns arise, report them to your school safeguarding team immediately

Remember, if you need to contact someone in your school, contact details can be found on the website

Appendix B

Mendlesham Primary School: Flexible Learning Summary

The remote learning arrangements during a prolonged absence from school will be as follows:

Work should be set weekly, with a timetable for each week planning when pupils are expected to complete work, attend live learning and return work for comment. Each week should follow the planned learning sequence (below) and cover the entire curriculum as far as possible. Please be aware that not all pupils have equal access to online learning, so paper-based alternatives must be available and support by phone may be needed from time to time.

- Work packs will be provided for each class through class email addresses or Class Dojo where this is set up. Paper copies are available and posted or delivered to pupils with limited access to devices or internet.
- Class teachers will teach through recorded sessions on Dojo (where set up) and Microsoft Teams daily for live and interactive sessions
- Pupils can post work back to teachers for feedback via class emails or in paper form.
- Parents can get advice on how to support their child with their work through the class teacher's email address, by phone (01449 766224) or via <https://www.bbc.co.uk/bitesize/primary>, <https://www.thenational.academy/> and specifically how to keep children safe online - <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

1. Curriculum sequence and remote resources

Year Grp	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Reading/Ph	Phase 1 / Phase 2 phonics	Phase 2 phonics	Phase 3 phonics	Phase 3 phonics	Phase 3 phonics	Phase 3 phonics Intro Phase 4
Delivered in work packs and on the following platforms	<p style="text-align: center;">Tapestry</p> <p style="text-align: center;">Bug Club phonics (school logins and digital reading books booked out by class teacher)</p> <p style="text-align: center;">https://www.phonicsplay.co.uk/</p> <p style="text-align: center;">https://www.ictgames.com/mobilePage/literacy.html</p> <p style="text-align: center;">Oxford Owl eBook library</p>					
Writing	Fine motor skills, mark making	Letter formation, CVC words, lists, labels	Letter formation, writing lists, labels, captions, early sentences	Letter formation, writing captions, sentences	Letter formation, writing sentences	Letter formation, writing sentences
Delivered in work packs and on the following platforms	<p style="text-align: center;">Tapestry</p> <p style="text-align: center;">https://www.doorwayonline.org.uk/activities/letterformation/</p> <p style="text-align: center;">https://www.kizphonics.com/learn-to-write-alphabet/</p>					
Maths	Recognising numbers and counting	Counting, ordering, addition, subtraction, writing numbers, 3D shapes	Counting, ordering, addition, subtraction, writing numbers, solving problems, capacity, sharing	Counting, ordering, addition, subtraction, writing numbers, solving problems, money, time	Writing number sentences, Counting in 2s and 10s, solving problems, number bonds	Consolidation of skills Solving problems Doubling/halving
Delivered in work packs and on the following platforms	<p style="text-align: center;">Tapestry</p> <p style="text-align: center;">https://www.bbc.co.uk/cbeebies/topics/numeracy</p> <p style="text-align: center;">https://www.topmarks.co.uk/maths-games/3-5-years/counting</p> <p style="text-align: center;">https://nrich.maths.org/13371</p>					
Wider Curriculum	Knowing self, Harvest, children around the	Festivals and celebrations, forest school,	Chinese new year, dance and gymnastics	Easter, gymnastics, personal hygiene and basic 1 st aid,	Our world, space, holidays, camping, games and	Animals, staying safe - "your pants are private", sun safety,

	world, fine and gross motor skills	encouraging independence	friendships and sharing, people who look after us	healthy lifestyles growth and change traditional tales	athletics, environment, Eid,	road safety, games and athletics, online safety
Delivered in work packs and on the following platforms	<p style="text-align: center;">Tapestry_</p> <p style="text-align: center;">https://www.bbc.co.uk/cbeebies/shows/lets-celebrate</p> <p style="text-align: center;">https://www.bbc.co.uk/cbeebies/grownups/understanding-the-world</p> <p style="text-align: center;">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p> <p style="text-align: center;">https://www.childnet.com/resources/smartie-the-penguin</p> <p style="text-align: center;">https://www.topmarks.co.uk/Search.aspx?Subject=37</p> <p style="text-align: center;">www.cosmickidsyoga.com</p>					

Year 1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reading	Phase 3 revisit	Phase 3/ Phase 4	Phase 5 phonics	Phase 5 phonics	Consolidation of phase 3, 4 & 5 phonics	Consolidation of phase 3, 4 & 5 phonics
Delivered in work packs and on the following platforms	<p style="text-align: center;">Bug Club phonics (school logins and digital reading books booked out by class teacher)</p> <p style="text-align: center;">https://www.phonicsplay.co.uk/</p> <p style="text-align: center;">https://www.ictgames.com/mobilePage/literacy.html</p>					
Writing – non-negotiables: writing on the line, letter formation, capital letter and full stops, finger spaces, making sense.	Letter formation, writing sentences, – traditional tale and instructions	Writing sentences, recount, traditional tale, instructions, letters	Extending sentences using adjectives, using and, ?! story mountains, stories from another culture, information text	Extending sentences using adjectives, using and, ?! story mountains, stories from another culture, information text	Beginning to join writing, writing at length Stories, poetry, recipes, information	Beginning to join writing, writing at length Stories, poetry, recipes, information

Delivered in work packs and on the following platforms	<p>Weekly spellings will be made available in home learning packs or email</p> <p>https://www.doorwayonline.org.uk/activities/letterformation/</p> <p>https://www.kizphonics.com/learn-to-write-alphabet/</p> <p>https://www.bbc.co.uk/bitesize/articles/zhmwqp3</p> <p>http://www.sentenceplay.co.uk/sentenceGames.htm</p> <p>https://classroom.thenational.academy/subjects-by-year/year-1</p>					
Maths	Counting on and back, read, write, from 0 – 30 (beyond), 1 more/less, number bonds (10), number sentences, number problems, sharing and doubling	Counting on and back, read, write, from 0 – 30 (beyond), 1 more/less, number bonds (10), recognise half, number sentences, number problems, measures (length and height), money,	Counting on and back, read, write, from 0 – 50 (beyond), write numbers in word to 20, add and subtract 2 and 1 digit numbers, number bonds (20), number sentences, number problems, position/direction, time, (to the hour) measures (mass and weight)	Counting on and back, read, write, from 0 – 50 (beyond), number bonds (20), number sentences, recognise half and a quarter, numbers, number problems, time (to the hour and half past), recognise 2D shapes,	Counting on and back, read, write (words), from 0 – 100 (beyond), 1 more, 1 less, add and subtract 2 digit and 1 digit numbers, number bonds (20), number sentences – 4 operations, number problems, 2D and 3D shapes, measure (capacity)	Counting on and back, read, write (words), from 0 – 100 (beyond), add and subtract 2 digit and 1 digit numbers, number bonds (20), number sentences – 4 operations, number problems, statistics
Delivered in work packs and on the following platforms	<p>https://www.topmarks.co.uk/maths-games/5-7-years/counting</p> <p>https://mathsframe.co.uk/en/resources/category/22/most-popular</p> <p>https://www.bbc.co.uk/bitesize/subjects/zjxhfg8</p> <p>https://www.ictgames.com/mobilePage/index.html</p> <p>https://classroom.thenational.academy/subjects-by-year/year-1</p>					
Wider	<p>Local History/geography – St Edmund. Using maps, atlases, compass and direction.</p> <p>Understanding feelings</p> <p>Materials – wood, paper, plastic etc properties, uses</p> <p>Collage</p> <p>Christianity, Hinduism</p> <p>Dance/yoga</p>	<p>Continents and Oceans, key physical features, Global figures – explorers</p> <p>Classifying plants</p> <p>Printing (blocks/sponges etc)</p> <p>Judaism</p> <p>Ball games/skills</p>	<p>UK countries – key features</p> <p>National figure – Beatrix Potter</p> <p>Growing</p> <p>Cooking/preparing food</p> <p>On-line and sun safety</p> <p>Christianity</p> <p>Islam</p> <p>Athletics</p>			

Delivered in work packs and on the following platforms	<p>https://www.bbc.co.uk/bitesize/levels/z3g4d2p</p> <p>https://www.topmarks.co.uk/Search.aspx?Subject=26</p> <p>http://www.crickweb.co.uk/ks2science.html</p> <p>https://www.topmarks.co.uk/Search.aspx?Subject=25</p> <p>See curriculum plans in share drive (KS1)</p>
--	--

Year 2						
Reading	Revision phase 5 phonics / phase 6 phonics	Reading age/ ability appropriate texts. Retrieving information from the text asking and answering questions	Reading age/ ability appropriate texts. Predicting what might happen Reading age/ ability appropriate texts. Summarising the text	Reading age/ ability appropriate texts. Predicting what might happen Reading age/ ability appropriate texts. Summarising the text	Reading age/ ability appropriate texts. Inferring meaning/reading between the lines	Reading age/ ability appropriate texts. Comprehension skills consolidation
Delivered in work packs and on the following platforms	Bug Club phonics (school logins and digital reading books booked out by class teacher)					
	https://www.phonicsplay.co.uk/					
Writing Non-negotiables – capital letters, full stops, writing on the line, using joins you know, spaces, ?! making sense	Writing sentences, – recount , traditional tale and instructions	Writing sentences, recount, traditional tale and instructions	Joining sentences using conjunctions, using .?! information , reports, letters, stories Joining sentences using conjunctions, using .?! information , reports, letters, stories	Joining sentences using conjunctions, using .?! information, reports, letters, stories Joining sentences using conjunctions, using .?! information, reports, letters, stories	Beginning to join writing Writing at length Stories, poetry, recipes, information	Beginning to join writing Writing at length Stories, poetry, recipes, information

Delivered in work packs and on the following platforms	<p>Weekly spellings will be made available through class packs or email</p> <p>https://www.doorwayonline.org.uk/activities/letterformation/</p> <p>https://www.bbc.co.uk/bitesize/articles/zhmwqp3</p> <p>http://www.sentenceplay.co.uk/sentenceGames.htm</p> <p>http://www.thenationalacademy</p>					
Maths	<p>Counting on and back in 2, 3 and 5s, read and write numbers to 100 place value tens and units, comparing numbers <=>= number sentences – 4 operations, number problems, shapes,</p>	<p>Counting on and back in 2, 3 and 5s, read and write numbers to 100 place value tens and units, addition and subtraction to 20 fluently, add two digits to 1 digit etc number sentences, number problems, multiplication and division arrays and concrete/pictorial, fractions</p>	<p>Counting on & back in 2, 3, and 5s, read, write, from 0 – 100, place value comparisons and placing on a number line, number sentences, number bonds, adding and subtracting 2 digit to/from 1 and 2 to/from 2, money/time, Times tables 2, 5 and 10</p> <p>Counting on & back 2, 3, 5 and 5s, read, write, from 0 – 100, place value comparisons & problems, number bonds, number sentences, multiplication and division arrays and concrete/pictorial, fractions, number problems</p>	<p>Counting on & back in 2, 3, and 5s, read, write, from 0 – 100, place value comparisons and placing on a number line, number sentences, number bonds, adding and subtracting 2 digit to/from 1 and 2 to/from 2, money/time, Times tables 2, 5 and 10</p> <p>Counting on & back 2, 3, 5 and 5s, read, write, from 0 – 100, place value comparisons & problems, number bonds, number sentences, multiplication and division arrays and concrete/pictorial, fractions, number problems, position/direction</p>	<p>Counting on and back 2, 3, 5, 10s, read, write (words), from 0 – 100 (beyond), number bonds (20 and 100), number sentences – 4 operations, multiplication and division arrays and concrete/pictorial, fractions, number problems, shape</p>	<p>Counting on and back 2, 3, 5, 10s, read, write (words), from 0 – 100 (beyond), number bonds (20 and 100), number sentences – 4 operations, multiplication and division arrays and concrete/pictorial, fractions, number problems, statistics</p>

Delivered in work packs and on the following platforms	https://www.topmarks.co.uk/maths-games/5-7-years/counting https://mathsframe.co.uk/en/resources/category/22/most-popular https://www.bbc.co.uk/bitesize/subjects/zjxhfg8 https://www.ictgames.com/mobilePage/index.html http://www.thenationalacademy		
Wider	<p>Local History/geography – St Edmund. Using maps, atlases, compass and direction.</p> <p>Understanding feelings</p> <p>Materials – wood, paper, plastic etc properties, uses</p> <p>Collage</p> <p>Christianity, Hinduism</p> <p>Dance/gymnastics</p>	<p>Science- Plants Identifying and Classifying and Seasonal changes Geography-Continents and Oceans, key physical features,</p> <p>History- Global figures – explorers PSHE- Feeling and emotions Basic first aid & using 999</p> <p>Art- Printing (blocks/sponges etc) DT- Building structures</p> <p>R.E Judaism</p> <p>P.E Ball games/skills</p> <p>Computing- programming</p>	<p>UK countries – key features</p> <p>National figure – Beatrix Potter</p> <p>Growing</p> <p>Cooking/preparing food</p> <p>On-line and sun safety</p> <p>Christianity</p> <p>Islam</p> <p>Athletics</p>
Delivered in work packs and on the following platforms	https://www.topmarks.co.uk/maths-games/5-7-years/counting https://mathsframe.co.uk/en/resources/category/22/most-popular https://www.bbc.co.uk/bitesize/subjects/zjxhfg8 https://www.ictgames.com/mobilePage/index.html http://www.thenationalacademy		

Year 3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reading	<p>Reading age/ability appropriate texts.</p> <p>Retrieving information from the next asking and answering questions</p>	<p>Reading age/ability appropriate texts.</p> <p>Predicting what might happen</p>	<p>Reading age/ability appropriate texts.</p> <p>Summarising the text</p> <p>Reading age/ability appropriate texts.</p> <p>Inferring meaning/reading between the lines</p>	<p>Reading age/ability appropriate texts.</p> <p>Summarising the text</p> <p>Reading age/ability appropriate texts.</p> <p>Inferring meaning/reading between the lines</p>	<p>Reading age/ability appropriate texts.</p> <p>Inferring meaning/reading between the lines</p>	<p>Reading age/ability appropriate texts.</p> <p>Comprehension skills consolidation</p>

<p>Writing negotiables – use the joins you know, write in punctuated sentences, capital letters for proper nouns, spell all KS1 high frequency words correctly, re-read and edit work to check it makes sense</p>	<p>Recounts, information texts, Editing skills, Reminder of capital letters and basic punctuation using wider range of conjunctions Fronted time adverbials. Layout devices such as headings and subheadings Taking notes and grouping information. a or an</p>	<p>Poetry, Stories with setting, letters. Editing skills, using dictionaries Description: word classes, noun phrases, verbs Dialogue, Paragraphs, using wider range of conjunctions Layout devices of letter Apostrophe for possession Consolidate Punctuation – question marks and exclamation marks Apostrophe for contraction a or an</p>	<p>Non-chronological report, poetry Paragraphs present and perfect tense Taking notes and grouping information. Expert language Consolidate Fronted adverbials, commas after apostrophe for possession, apostrophe for contraction conjunctions</p>	<p>Myths and legends, and scripts, Fronted adverbials for place Prepositions Description Consolidate present and perfect tense, commas after fronted adverbials apostrophe for possession</p>	<p>Information texts, letters. Pronouns to avoid repetition Expert language Editing skills, using dictionaries. Consolidate Using paragraphs, using wider range of conjunctions Fronted adverbials</p>	<p>Stories, recounts Word classes with focus on adverbs Consolidate Editing skills, Writing dialogue Using paragraphs, using wider range of conjunctions Fronted adverbials with comma Apostrophe for possession Description</p>
<p>Delivered in work packs and on the following platforms</p>	<p>Weekly spellings will be made available through email/Teams https://www.bbc.co.uk/bitesize/topics/zpccwmn http://www.primaryhomeworkhelp.co.uk/literacy/index.htm https://www.thenational.academy/</p>					
<p>Maths</p>	<p>Times tables – 2, 3, 4, 5, 8, 10, 50, 100, place value 3 digits, compare and order to 1000, addition subtraction mentally and arithmetic formal method.</p>	<p>Times tables – 2, 3, 4, 5, 8, 10, 50, 100, addition and subtraction mentally inc inverse ops. Formal arithmetic Unmarked scales Measure cm, mm and m</p>	<p>Times tables – 2, 3, 4, 5, 8, 10, 50, 100, Write and calculate division and multiplication using known x tables, solve problems, Scaling, Perimeter</p>	<p>Times tables – 2, 3, 4, 5, 8, 10, 50, 100, Multiplication, Division, Fractions, time, Missing numbers</p>	<p>Times tables – 2, 3, 4, 5, 8, 10, 50, 100, Statistics Fractions, Measure: capacity Rounding Use and apply in range of problem solving.</p>	<p>Times tables – 2, 3, 4, 5, 8, 10, 50, 100, Fractions Formal methods for subtraction 3D shape Roman Numerals Use and apply in range of problem solving</p>

	Rounding 2D shape	Measure: mass Angles, Money				
Delivered in work packs and on the following platforms	http://www.primaryhomeworkhelp.co.uk/maths/index.html https://www.bbc.co.uk/bitesize/levels/zbr9wmn https://www.topmarks.co.uk/maths-games/7-11-years/problem-solving Times tables Rock Stars – pupils have individual logins https://www.thenational.academy/					
Wider	PSHE: who do you think you are? with focus on what is happiness and resilience. USA geography Stone age Rocks and soils Cooking and food preparation & nutrition Online safety Christianity Dance/gymnastics French – greetings, number, colours Music – beat and rhythm and using non-tuned instruments	Sustainable living Bronze age/Iron Age Electricity Living things and their habitats plus ecosystems Sculpture – clay Islam Invasion games (ball skills, aiming, tactics etc) French – family, school Music Computing – using search technologies PSHE – healthy friendships and relationships	Jungles and deserts Ancient Greeks States of matter D&T: complex structure (with electric component) Hinduism Healthy living Staying safe – personal space Famous artists Athletics Music – playing tuned instruments Computing – using software to collect, analyse and present information			
Delivered in work packs and on the following platforms	http://www.primaryhomeworkhelp.co.uk/ https://www.bbc.co.uk/bitesize/levels/zbr9wmn https://www.thenational.academy/					
Year 4						
Reading	Reading age/ability appropriate texts. Retrieving information from the next asking and answering questions	Reading age/ability appropriate texts. Predicting what might happen	Reading age/ability appropriate texts. Summarising the text Reading age/ability appropriate texts. Inferring meaning/reading between the lines	Reading age/ability appropriate texts. Summarising the text Reading age/ability appropriate texts. Inferring meaning/reading between the lines	Reading age/ability appropriate texts. Inferring meaning/reading between the lines	Reading age/ability appropriate texts. Comprehension skills consolidation

<p>Writing negotiables – use the joins you know, write in punctuated sentences, capital letters for proper nouns, spell all KS1 high frequency words correctly, re-read and edit work to check it makes sense</p>	<p>Recounts, information texts, Editing skills, Reminder of capital letters and basic punctuation using wider range of conjunctions Fronted time adverbials. Layout devices such as headings and subheadings Taking notes and grouping information. a or an</p>	<p>Poetry, Stories with setting, letters. Editing skills, using dictionaries Description: word classes, noun phrases, verbs Dialogue, Paragraphs, using wider range of conjunctions Layout devices of letter Apostrophe for possession Consolidate Punctuation – question marks and exclamation marks Apostrophe for contraction a or an</p>	<p>Non-chronological report, poetry Paragraphs present and perfect tense Taking notes and grouping information. Expert language Consolidate Fronted adverbials, commas after apostrophe for possession, apostrophe for contraction conjunctions Extend: parenthesis, embedded clauses</p>	<p>Myths and legends, and scripts, Fronted adverbials for place Prepositions Description Consolidate present and perfect tense, commas after fronted adverbials apostrophe for possession Extend: parenthesis, embedded clauses</p>	<p>Information texts, letters. Pronouns to avoid repetition Expert language Editing skills, using dictionaries. Consolidate Using paragraphs, using wider range of conjunctions Fronted adverbials</p>	<p>Stories, recounts Word classes with focus on adverbs Consolidate Editing skills, Writing dialogue Using paragraphs, using wider range of conjunctions Fronted adverbials with comma Apostrophe for possession Description</p>
<p>Maths</p>	<p>Times tables 12 x 12 Counting up in 25s Place value 3 digits, compare and order to 1000, addition subtraction mentally and arithmetic formal method. Rounding 2D shape</p>	<p>Times tables 12 x 12 Counting up in 25s Addition and subtraction mentally inc inverse ops. Formal arithmetic Unmarked scales Measure cm, mm and m Measure: mass</p>	<p>Times tables 12 x 12 Counting up in 25s Write and calculate division and multiplication using known x tables, solve problems, Scaling, Perimeter</p>	<p>Times tables 12 x 12 Multiplication, Division, Fractions, time, Missing numbers</p>	<p>Times tables 12 x 12 Statistics Fractions, Measure: capacity Rounding Use and apply in range of problem solving. Area</p>	<p>Times tables 12 x 12 Fractions Formal methods for subtraction 3D shape Roman Numerals Use and apply in range of problem solving Position and direction</p>

		Angles, Money				
Delivered in work packs and on the following platforms	http://www.primaryhomeworkhelp.co.uk/maths/index.html https://www.bbc.co.uk/bitesize/levels/zbr9wmn https://www.topmarks.co.uk/maths-games/7-11-years/problem-solving Times tables Rock Stars – pupils have individual logins https://www.thenational.academy/					
Wider	PSHE: who do you think you are? with focus on what is happiness and resilience. USA geography Stone age Rocks and soils Cooking and food preparation & nutrition Online safety Christianity Dance/gymnastics French – greetings, number, colours Music – beat and rhythm and using non-tuned instruments	Sustainable living Bronze age/Iron Age Electricity Living things and their habitats plus ecosystems Sculpture – clay Islam Invasion games (ball skills, aiming, tactics etc) French – family, school Music Computing – using search technologies PSHE – healthy friendships and relationships	Jungles and deserts Ancient Greeks States of matter D&T: complex structure (with electric component) Hinduism Healthy living Staying safe – personal space Famous artists Athletics Music – playing tuned instruments Computing – using software to collect, analyse and present information			
Delivered in work packs and on the following platforms	http://www.primaryhomeworkhelp.co.uk/ https://www.bbc.co.uk/bitesize/levels/zbr9wmn https://www.thenational.academy/					

Year 5						
Reading	Reading age/ability appropriate texts. Retrieving information from the text asking and answering questions	Reading age/ability appropriate texts. Predicting what might happen	Reading age/ability appropriate texts. Summarising the text Use of evidence in answering.	Reading age/ability appropriate texts. Inferring meaning/reading between the lines	Reading age/ability appropriate texts. Inferring meaning/reading between the lines	Reading age/ability appropriate texts. Comprehension skills consolidation

				Use of evidence in answering.		
Writing	<p>Stories – sci-fi, myths and legends, recounts, information texts, letters.</p> <p>Discuss, plan, record, proofread, edit. Sustained and extended writing to identified audience. Consistent use of tense.</p>	<p>Stories – sci-fi, myths and legends, recounts, information texts, letters.</p> <p>Discuss, plan, record, proofread, edit. Sustained and extended writing to identified audience</p>	<p>Letters and persuasive writing, reports including newspapers</p> <p>Vocabulary, sentence structures, subordinate clauses, fronted adverbials and conjunctions.</p> <p>Punctuation including commas in lists, apostrophes for contraction, semi-colons, colons.</p>	<p>Persuasive writing, diary, stories.</p> <p>Vocabulary, sentence structures and openers including adverbials and conjunctions.</p> <p>Punctuation including commas to mark clauses, apostrophes for possession, semi-colons, colons and speech punctuation.</p>	<p>Stories – mysteries and adventures, persuasive letters, poetry, dialogues and scripts.</p> <p>Discuss, plan, record, proofread, edit. Use of appropriate grammar and presentation devises. Up-levelling of language during editing phase</p>	<p>Stories – mysteries and adventures, persuasive letters, poetry, dialogues and scripts.</p> <p>Discuss, plan, record, proofread, edit. Use of appropriate grammar and presentation devises. Up-levelling of language during editing phase</p>
Delivered in work packs and on the following platforms	<p>Weekly spellings will be made available via email / Teams</p> <p>https://www.bbc.co.uk/bitesize/topics/zpccwmn</p> <p>http://www.primaryhomeworkhelp.co.uk/literacy/index.htm</p> <p>https://www.literacyshed.com/home.html</p> <p>https://classroom.thenational.academy/subjects-by-year/year-5</p>					
Maths	<p>Read/write numbers to 1000000, count on and back in steps inc – ve numbers</p> <p>Romanos to M, 4 digit calculation +-, use rounding to</p>	<p>Read/write numbers to 1000000, count on and back in steps inc – ve numbers</p> <p>Romanos to M, 4 digit calculation +-, use rounding to</p>	<p>Place value, including multiplying and dividing by 10, 100, 1000. Negative numbers. Rounding. Addition, subtraction,</p>	<p>Place value, including multiplying and dividing by 10, 100, 1000. Use rounding to check answers, addition, subtraction, multiplication</p>	<p>Read/write numbers to 1000000, count on and back in steps inc – ve numbers, to M, 4 digit calculation +-, use rounding to check answers, multipl</p>	<p>Read/write numbers to 1000000, count on and back in steps inc – ve numbers, to M, 4 digit calculation +-, use rounding to check answers, multiplicati</p>

	check answers, prime numbers, multiplication and division formal methods, fraction, decimals, percentages, geometry, measure, solving problems	check answers, prime numbers, multiplication and division formal methods, fraction, decimals, percentages, geometry, measure, solving problems	multiplication and division formal methods. Word problems and reasoning. Square and cube numbers, prime numbers, fractions – adding and subtracting, fractions of numbers, decimals, percentages.	on and division formal methods. Word problems and reasoning. Algebra, fractions, percentages and decimals, coordinates, reflections and translation. Data handling.	ication and division formal methods, square and cube numbers, prime numbers, fraction, decimals, percentages, geometry, measure (inc imperial), solving problems, statistics, consolidation of skills	on and division formal methods, square and cube numbers, prime numbers, fraction, decimals, percentages, geometry, measure (inc imperial), solving problems, statistics, consolidation of skills
Delivered in work packs and on the following platforms	http://www.primaryhomeworkhelp.co.uk/maths/index.html https://www.bbc.co.uk/bitesize/levels/zbr9wmn https://www.topmarks.co.uk/maths-games/7-11-years/problem-solving https://classroom.thenational.academy/subjects-by-year/year-5 Times tables Rock Stars – pupils have individual logins https://whiterosemaths.com/homelearning/year-5					
Wider	Who do you think you are. Mountains Changes since 1066 – British Empire Earth, space and light Christianity Online safety Computer programming		Volcanoes Romans Properties of materials Animals inc humans – healthy diet and lifestyle Geog and timeline of faiths and a view of the secular world Art – mosaics topic refining techniques and experimenting with colour.		Climate change Local History – Colchester Habitats Famous artists Puberty/human life cycle Health living Personal space and consent Buddhism	
Delivered in work packs and on the following	http://www.primaryhomeworkhelp.co.uk/ https://www.bbc.co.uk/bitesize/levels/zbr9wmn https://scratch.mit.edu/ https://classroom.thenational.academy/subjects-by-year/year-5					

platforms						
Year 6						
Reading	Reading age/ability appropriate texts. Retrieving information from the text asking and answering questions	Reading age/ability appropriate texts. Predicting what might happen	Reading age/ability appropriate texts. Summarising the text Use of evidence in answering.	Reading age/ability appropriate texts. Inferring meaning/reading between the lines Use of evidence in answering.	Reading age/ability appropriate texts. Inferring meaning/reading between the lines	Reading age/ability appropriate texts. Comprehension skills consolidation
Writing Non-negotiables – Neatest joined handwriting sitting on the line, letters correct sizes and orientation. Sentences correctly punctuated and organised according to text type. Work proofread and edited to make sense and improve reader	Stories – sci-fi, myths and legends, recounts, information texts, letters. Discuss, plan, record, proofread, edit. Sustained and extended writing to identified audience. Consistent use of tense.	Stories – sci-fi, myths and legends, recounts, information texts, letters. Discuss, plan, record, proofread, edit. Sustained and extended writing to identified audience	Letters and persuasive writing, reports including newspapers Vocabulary, sentence structures, subordinate clauses, fronted adverbials and conjunctions. Punctuation including commas in lists, apostrophes for contraction, semi-colons, colons.	Persuasive writing, diary, stories. Vocabulary, sentence structures and openers including adverbials and conjunctions. Punctuation including commas to mark clauses, apostrophes for possession, semi-colons, colons and speech punctuation.	Stories – mysteries and adventures, persuasive letters, poetry, dialogues and scripts. Discuss, plan, record, proofread, edit. Use of appropriate grammar and presentation devises. Up-levelling of language during editing phase	Stories – mysteries and adventures, persuasive letters, poetry, dialogues and scripts. Discuss, plan, record, proofread, edit. Use of appropriate grammar and presentation devises. Up-levelling of language during editing phase

experience						
Delivered in work packs and on the following platforms	<p>Weekly spellings will be made available via email /teams</p> <p>https://www.bbc.co.uk/bitesize/topics/zpccwmn</p> <p>http://www.primaryhomeworkhelp.co.uk/literacy/index.htm</p> <p>https://www.literacyshed.com/home.html</p> <p>https://classroom.thenational.academy/subjects-by-year/year-6</p>					
Maths	<p>Read/write numbers to 1000000, count on and back in steps inc –ve numbers</p> <p>, Roman nos to M, 4 digit calculation +-, use rounding to check answers, prime numbers,</p>	<p>Read/write numbers to 1000000, count on and back in steps inc –ve numbers</p> <p>, Roman nos to M, 4 digit calculation +-, use rounding to check answers, prime numbers,</p>	<p>Place value, including multiplying and dividing by 10, 100, 1000. Negative numbers. Rounding. Addition, subtraction, multiplication and division formal methods.</p>	<p>Place value, including multiplying and dividing by 10, 100, 1000. Use rounding to check answers, addition, subtraction, multiplication and division formal methods.</p>	<p>Read/write numbers to 1000000, count on and back in steps inc –ve numbers , to M, 4 digit calculation +-, use rounding to check answers, multiplication and division formal methods,</p>	<p>Read/write numbers to 1000000, count on and back in steps inc –ve numbers, to M, 4 digit calculation +-, use rounding to check answers, multiplication and division formal methods,</p>

	<p>multiplication and division formal methods, fraction, decimals, percentages, geometry, measure, solving problems</p>	<p>multiplication and division formal methods, fraction, decimals, percentages, geometry, measure, solving problems</p>	<p>Word problems and reasoning. Square and cube numbers, prime numbers, fractions – adding and subtracting, fractions of numbers, decimals, percentages.</p>	<p>Word problems and reasoning. Algebra, fractions including multiplying and dividing, percentages and decimals, coordinates, reflections and translation. Data handling.</p>	<p>square and cube numbers, prime numbers, fraction, decimals, percentages, geometry, measure (inc imperial), solving problems, statistics, consolidation of skills</p>	<p>square and cube numbers, prime numbers, fraction, decimals, percentages, geometry, measure (inc imperial), solving problems, statistics, consolidation of skills</p>
<p>Delivered in work packs and on the following platforms</p>	<p>http://www.primaryhomeworkhelp.co.uk/maths/index.html</p> <p>https://www.bbc.co.uk/bitesize/levels/zbr9wmn</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/problem-solving</p> <p>Times tables Rock Stars – pupils have individual logins</p> <p>https://nrich.maths.org/public/topic.php?code=-844&cl=2&cldcmpid=6928</p> <p>https://classroom.thenational.academy/subjects-by-year/year-6</p> <p>https://whiterosemaths.com/homelearning/year-6</p>					
<p>Wider</p>	<p>Who do you think you are. Mountains Changes since 1066 – British Empire Earth, space and light Christianity Online safety Computer programming</p>	<p>Volcanoes Romans Properties of materials Animals inc humans – healthy diet and lifestyle Geog and timeline of faiths and a view of the secular world Art – mosaics topic refining techniques and experimenting with colour.</p>	<p>Climate change Local History – Colchester Habitats Famous artists Puberty/human life cycle Health living Personal space and consent Buddhism</p>			
<p>Delivered in work packs and on the following platforms</p>	<p>http://www.primaryhomeworkhelp.co.uk/</p> <p>https://www.bbc.co.uk/bitesize/levels/zbr9wmn</p> <p>https://scratch.mit.edu/</p> <p>https://classroom.thenational.academy/subjects-by-year/year-6</p>					

2. Access and delivery - Each class teacher will suggest a suitable amount of daily study time for pupils which is age appropriate and may depend on particular needs of individuals, while following the government recommended hours. Microsoft email addresses/Teams / parent email addresses via the school's MIS will be used to issue work, as well as an area where pupils can access videos their teacher has made to support their learning. Live, interactive sessions will be available through Teams. Recorded delivery will be available through link on the weekly timetable.

Anyone struggling to access the online offer, should contact the school on 01449 766224. Printed materials are available, and a request can be made for additional support from the school.

3. Marking and feedback – pupils can access marking and feedback through Teams. Parents may also email the class email account for additional feedback, clarification or advice on how to support their child.

4. Pastoral and Welfare Arrangements – In the event of a prolonged or wider closure the school will remain in contact by phone or via Teams with all families at least fortnightly. Children with an EHCP will be contacted at least weekly and some families more frequently depending on circumstances. EHCP pupils are considered vulnerable by the DfE and will be encouraged to attend school.

5. School communication and contact point - A senior member of staff will be on site each day – in accordance with any government guidelines and can be contacted via the school telephone – 01449 766224. Teachers can be contacted via class email addresses:

willow@mendleshamschool.org.uk

elm@mendleshamschool.org.uk

hazel@mendleshamschool.org.uk

oak@mendleshamschool.org.uk

chestnut@mendleshamschool.org.uk

General queries can be sent to admin@mendleshamschool.org.uk

If you are concerned about the safety or welfare of a child, please call 0808 800 5000 or visit <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/> in the event of a child being in immediate danger please call 999

The John Milton Academy Trust is contactable on 01449 742 422 or enquiries@johnmiltonacademytrust.co.uk