



Remote Education Information Sheet

Remote Learning Summary KS1/EYFS

1. Will my child be taught broadly the same curriculum as they would if they were in school?

The planned curriculum for your child's remote learning is as follow:

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	Tapestry Bug Club phonics (school logins and digital reading books booked out by class teacher) https://www.phonicsplay.co.uk/ https://www.ictgames.com/mobilePage/literacy.html Oxford Owl eBook library					
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	Tapestry https://www.doorwayonline.org.uk/activities/letterformation/ https://www.kizphonics.com/learn-to-write-alphabet/					
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	Tapestry https://www.bbc.co.uk/cbeebies/topics/numeracy https://www.topmarks.co.uk/maths-games/3-5-years/counting https://nrich.maths.org/13371					
Wider Curriculum	Knowing self, Harvest, children around the	Festivals and celebrations, forest	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

	world, fine and gross motor skills	school, encouraging independence	friendships and sharing, people who look after us	healthy lifestyles growth and change traditional tales	athletics, environment, Eid,	safety, 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 https://www.bbc.co.uk/cbeebies/grownups/understanding-the-world https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ https://www.childnet.com/resources/smartie-the-penguin https://www.topmarks.co.uk/Search.aspx?Subject=37 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/ 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 style="text-align: center;">Weekly spellings will be made available in home learning packs or email</p> <p style="text-align: center;"> https://www.doorwayonline.org.uk/activities/letterformation/ https://www.kizphonics.com/learn-to-write-alphabet/ https://www.bbc.co.uk/bitesize/articles/zhmwqp3 http://www.sentenceplay.co.uk/sentenceGames.htm 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	Counting on and back, read, write, from 0 – 30 (beyond), 1 more/less, number bonds (10), recognise	Counting on and back, read, write, from 0 – 50 (beyond), write numbers in word to 20, add and	Counting on and back, read, write, from 0 – 50 (beyond), number bonds (20), number	Counting on and back, read, write (words), from 0 – 100 (beyond), 1 more, 1 less, add and	Counting on and back, read, write (words), from 0 – 100 (beyond), add and subtract 2

	(10), number sentences, number problems, sharing and doubling	half, number sentences, number problems, measures (length and height), money,	subtract 2 and 1 digit numbers, number bonds (20), number sentences, number problems, position/direction, time, (to the hour) measures (mass and weight)	sentences, recognise half and a quarter, numbers, number problems, time (to the hour and half past), recognise 2D shapes,	subtract 2 digit and 1 digit numbers, number bonds (20), number sentences – 4 operations, number problems, 2D and 3D shapes, measure (capacity)	digit and 1 digit numbers, number bonds (20), number sentences – 4 operations, number problems, statistics
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 https://classroom.thenational.academy/subjects-by-year/year-1					
Wider	Local History/geography – St Edmund. Using maps, atlases, compass and direction. Understanding feelings Materials – wood, paper, plastic etc properties, uses Collage Christianity, Hinduism Dance/yoga	Continents and Oceans, key physical features, Global figures – explorers Classifying plants Printing (blocks/sponges etc) Judaism Ball games/skills	UK countries – key features National figure – Beatrix Potter Growing Cooking/preparing food On-line and sun safety Christianity Islam Athletics			
Delivered in work packs and on the following platforms	https://www.bbc.co.uk/bitesize/levels/z3g4d2p https://www.topmarks.co.uk/Search.aspx?Subject=26 http://www.crickweb.co.uk/ks2science.html https://www.topmarks.co.uk/Search.aspx?Subject=25 <p style="text-align: center;">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	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	Weekly spellings will be made available through class packs or email https://www.doorwayonline.org.uk/activities/letterformation/ https://www.bbc.co.uk/bitesize/articles/zhmwqp3 http://www.sentenceplay.co.uk/sentenceGames.htm http://www.thenationalacademy					
Maths	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,	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	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 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,	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 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,	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	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

			number problems	number problems, position/direction	
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	Local History/geography – St Edmund. Using maps, atlases, compass and direction. Understanding feelings Materials – wood, paper, plastic etc properties, uses Collage Christianity, Hinduism Dance/gymnastics	Science- Plants Identifying and Classifying and Seasonal changes Geography-Continents and Oceans, key physical features, History- Global figures – explorers PSHE- Feeling and emotions Basic first aid & using 999 Art- Printing (blocks/sponges etc) DT- Building structures R.E Judaism P.E Ball games/skills Computing-programming	UK countries – key features National figure – Beatrix Potter Growing Cooking/preparing food On-line and sun safety Christianity Islam Athletics		
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				

This curriculum is broadly the same as the curriculum we would be delivering if pupils were in school. Pupils attending as key workers or vulnerable children will be following the same content.

2. How long should my child be working each day and what does the timetable look like?

This is the recommended number of hours learning per day for your child

Year Group	Key Stage	Recommended hours per day
1 & 2 EYFS	KS1 Foundation Stage	3 Ideally 2 – 3 hours

A timetable will be issued weekly and provided with the learning pack: It is likely to include live or recorded sessions during the morning to match the usual school timetable. These however have been organised so that pupils can access flexibly to support the wide range of home circumstances. Learning times include the lesson delivery, activities/tasks as instructed, time feeding back or

reading feedback from teachers. Reading, spelling, phonics practise, PE or practical activities as directed

KS1

The expectation is that pupils will access:

Phonics – 20 mins per day

Reading including reading activities – 30 mins per day

Maths – 45 mins – 1 hour per day

English – 45 mins – 1 hour per day

Topic/PE – 45 mins – 1 hour per day

EYFS

The expectation is that children will engage in productive child led play at home e.g. cooking, drawing, gardening, speaking and listening, role play (shops/school etc), board games, physical play and:

Parents will engage with Tapestry and utilise work packs provided by the teacher and upload observations/photos of their child/their child's work

Reading books will be provided by the teacher through Active Learn/Bug Club

Recorded sessions by the teacher on Tapestry will be accessed by children

Daily phonics sessions/activities will be provided

3. How will my child be taught?

The school will be providing a variety of approaches to deliver the required curriculum, for this year group, these approaches will include:

Live Sessions (online)	Throughout the week as required as a whole class or in smaller groups
Pre-recorded sessions	Daily - Oak National Academy, BBC Bitesize, Joe Wicks, White Rose Math or sessions pre-recorded by their teacher
Printed resources	Weekly learning pack via email/Teams, also available as a hard copy on request
Textbooks/ study books at home	As required at the discretion of the teacher
Software	Microsoft Teams platform, Tapestry and online resources detailed in Remote Learning policy

4. How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

Our approach to feeding back on pupil work is as follows

- Pupils will receive feedback via Microsoft Teams and/or school email addresses

- Feedback will be given at least weekly, but will be dependent on pupils turning in their work in a timely manner

5. What are your expectations for my child’s engagement and the support that we, as parents and carers, should provide at home?

This is covered by the Remote Education Charter which has been established across all Trust schools. In order to gain the most from learning remotely, please ensure that you have signed this online and remind and reinforce the expectations with your child.

In addition, if you are able, please help your child to check through their work before submitting, this kind of immediate revisit can support your child to identify their own mistakes and/or successes which will support their learning.

6. How will I know how well my child is engaging and succeeding with remote learning?

We will be keeping in touch with all families routinely, so that positive attitudes and high quality work can be celebrated and parents/carers can be alerted to any concerns or issues with engagement. Equally, pupils and parents may want to let us know what is going well and what, if anything, is causing concern.

Parents will be contacted each week if there is a concern with their child’s engagement, attitude to learning or quality of work.

7. Communication and Contact Points

We will continue to produce weekly newsletters/bulletins and post key information on the school’s website. The Trust also has a COVID information page on its website. The following staff contact points may also be useful. Please bear in mind that staff have teaching and leadership commitments and may not be able to respond immediately. For any urgent issues, please contact the school directly.

Name	Area of Responsibility	Contact details
Hazel Sutton Tessa Sait Liz Churchill	Safeguarding contact for any concerns (onsite or remote learning)	01449 766224 admin@mendleshamschool.org.uk
Angela Thomas	Special Educational Needs/Inclusion	01449 766224 admin@mendleshamschool.org.uk
Class teacher	Child’s learning	01449 766224 Class email addresses
Headteacher	Receiving feedback - positive and any concerns/complaints	01449 766224 admin@mendleshamschool.org.uk