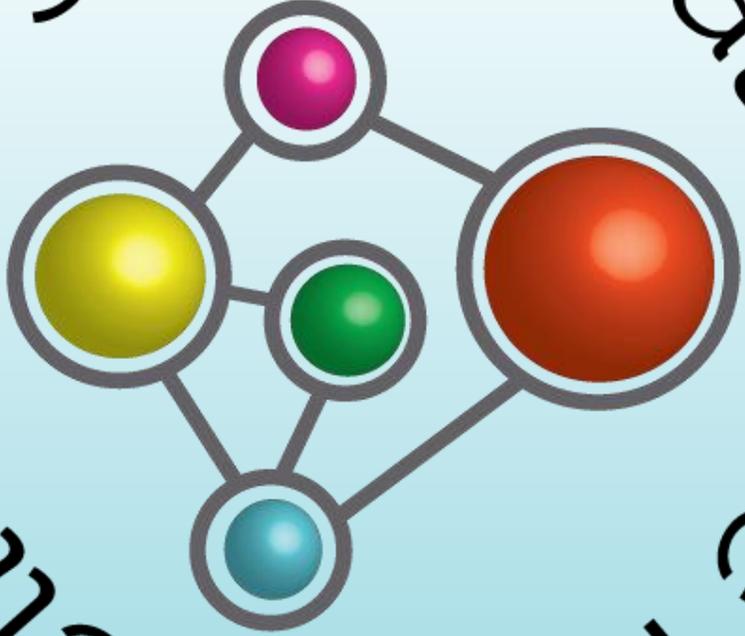


Schools alliance for excellence



Primary English Network meeting

Monday 22nd June 2020



Agenda

- **Introduction & Housekeeping** - Claire Eskelson
- **Presenter 1** - Claire Eskelson - EEF research in effective blended teaching / The Power of Story
- **Presenter 2** - Olivia Richards - The Story Project
- **Other presenters:** Jo Costin (St Dunstan's); Claire Lee (Westfield); Sophie Murdoch (St. Polycarps); Krista Greenwood (St. Mary's Primary); Esther Whitbourn (South Farnham)
- **Discussion**

High priority for this term

What makes for high impact remote learning?

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, particularly for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils



This [rapid evidence assessment](#) examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

Key findings and implications

1. Teaching quality is more important than how lessons are delivered

Pupils can learn through remote teaching.

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching").

For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.

Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.

In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.

Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4. Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.

For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.

Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. Different approaches to remote learning suit different types of content and pupils

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.

For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.

Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

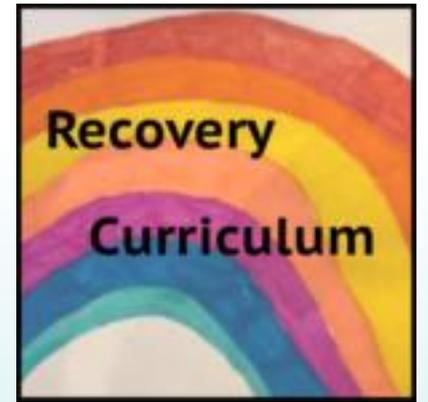
The evidence in this review is drawn from diverse contexts that do not closely parallel the circumstances facing schools responding to Covid-19 in 2020.

Many forms of digital technology could in theory be used to support remote learning, but are typically used in schools and have not been evaluated as remote learning tools.

In all cases, it is important for teachers and school leaders to use their professional judgement in determining the support they provide their pupils and to monitor its impact on learning.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

Recovery Curriculum



<https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum>



Olivia Richards
Wellbeing Lead
St Paul's C of E Primary School



Teaching RSE and Health education, whilst also
developing literacy skills



Stories Connect

Study looks at novel crime cure

Exeter University is researching how a programme in which prison offenders read classic literature can help prevent reoffending.

The Stories Connect course uses stories and poems from Shakespeare, Steinbeck and Dickens among others.

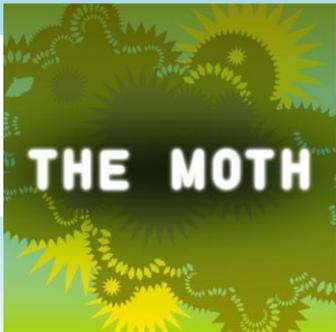
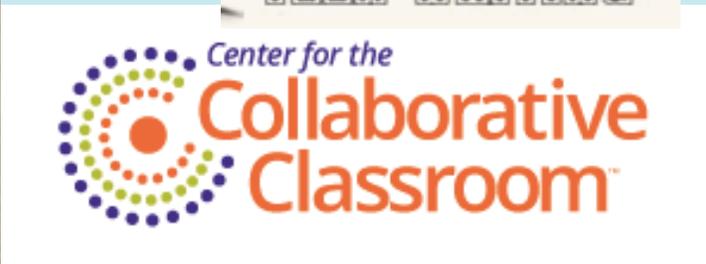
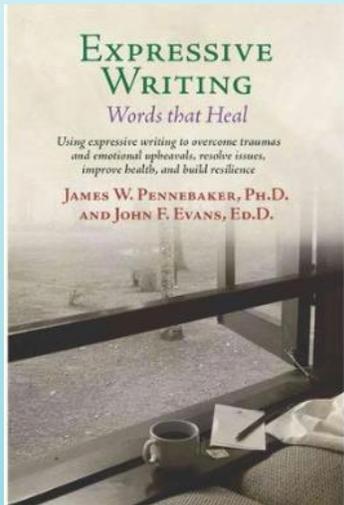
It is already introducing offenders at Parc Prison in Wales and Feltham Young Offenders Institution to literature.

It is based on the Changing Lives programme in the US, which aims to use literature to reduce offending.

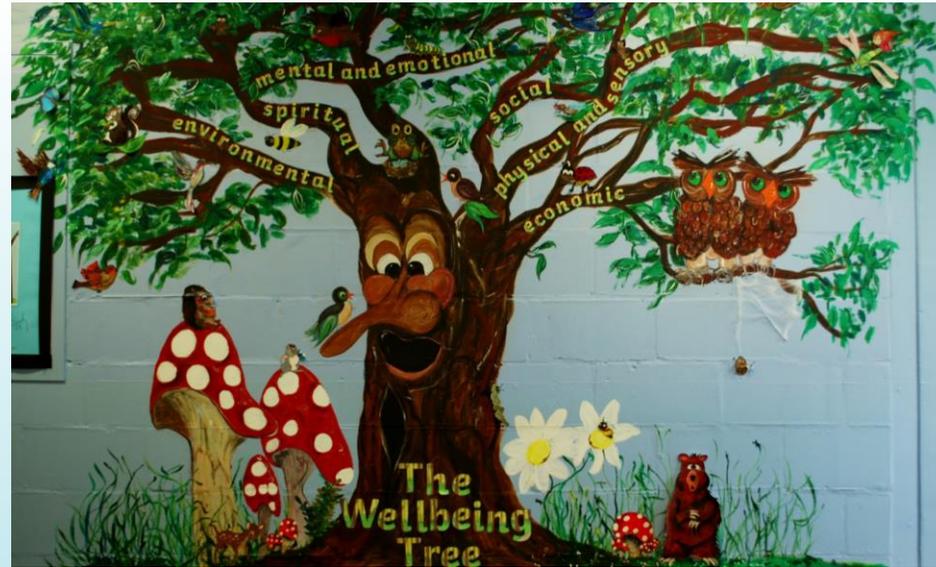


Former addict Andy French said literature had changed his life

Winston Churchill Memorial Trust



Intent: A whole school approach to wellbeing



Children who are taught wellbeing skills at school were followed up at the age of 40 and had better life-satisfaction, access to the labour market and health.

Wellbeing has been proven to increase young people's academic results by 11-17 percentile points.

Implementation: The STORY method



Settle- Start the session with a guided relaxation exercise that is linked to the text.

Training- Include time to train children in the key emotional and wellbeing vocabulary in the text.

Objective- Ensure that children understand and are focussed on the wellbeing objective.

Read Whilst reading the book, ask children the pre-prepared guided reading questions to build wellbeing and literacy skills.

You Finish the session by allowing children to apply what they have learnt from the wellbeing of the characters to themselves.



Implementation: The STORY method

I know and can express the feeling sad.

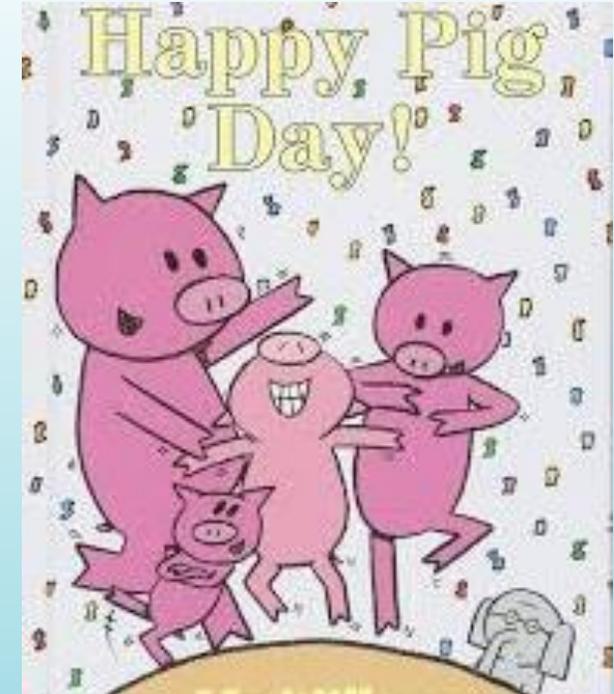
I have some simple strategies to manage negative emotions.

I understand that people's bodies and feelings can be hurt.

I can explain how to have kind hands.

I understand the feeling of excitement and I know how to calm myself down.

I know how friendships can make us feel happy.

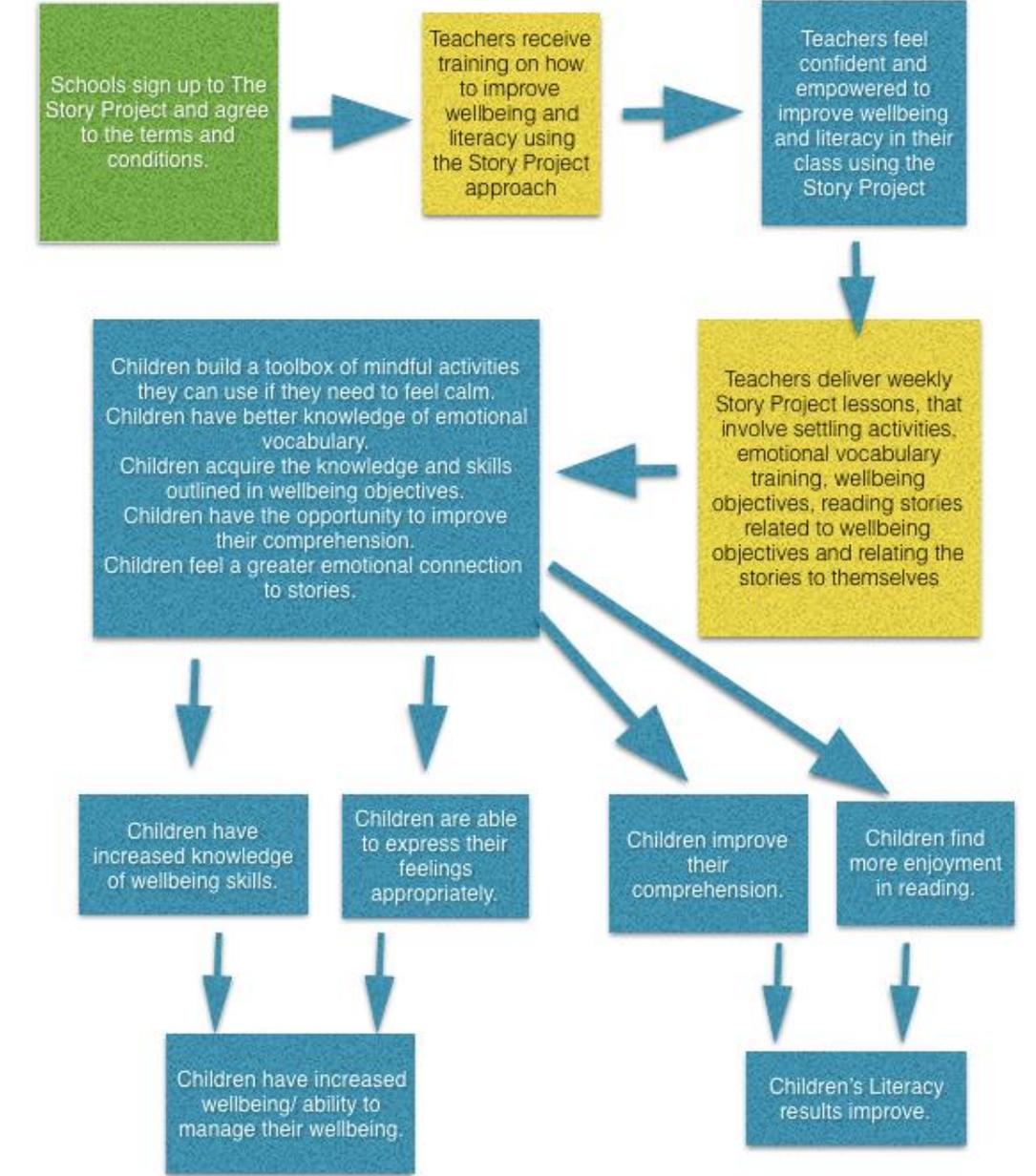


www.story-project.co.uk

The STORY PROJECT



Impact: Theory of Change



Testimonials



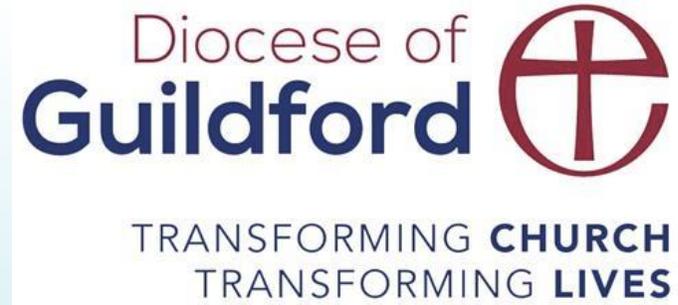
'...with everything going on in the world, our children need your lovely work (Story Project) more than ever!'

'The plans are really easy to follow and the children have responded really well to the lessons.'

'The lessons have got everyone really engaged. The LSA's in my class are really excited too and keep bringing in new ideas.'

'The lessons have brought up lots of thoughtful conversations that have helped me get to know my class better.'

Support



Further Piloting

- Limited places on a trial of the resources
- Training for staff
- Ready for statutory changes
- Monitoring and evaluation
- Help shape the resources

richards@st-pauls-addlestone.surrey.sch.uk or olivia@story-project.co.uk



St Dunstan's Catholic Primary School

Jo Costin



On-line and blended learning during lockdown and limited school opening.

- High percentages of children engaging with their online (Google classroom) learning
- Daily and twice daily video messages from class teachers.
- Weekly suggested timetables.
- Quizzes, collaborative tasks etc utilised to promote engagement
- Choosing texts that children have prior knowledge about e.g. Jack and the Beanstalk, some significant Bible stories
- Giving children access to videos of teachers reading texts.
- Lots of opportunities for talk e.g. asking children to retell stories verbally with actions. (KS1)
- Creative lessons to keep children engaged e.g. making stick puppets for characters.
- Vocabulary focus for some lessons e.g. children creating own word mat with new vocab.

On-line and blended learning during lockdown and limited school opening

- Using Loom/powerpoint narration to do voice overs for word documents and modelling writing.
- Using scaffolds/word banks/sentence starters to support less confident children.
- Providing feedback on drafted writing so children can use to edit their writing.
- Planning very small achievable steps each day. (very,very small steps in new learning)
- KS2 - Grammar, reading activities feed into writing followed a theme built on during the week.
- Focus on maths and English - a wide range of additional activities offered for afternoon tasks.

Partial re-opening (June/July 2020)

- Teachers have used the planned GC (Google classroom) work as the main curriculum in bubbles. (maths, English and topic, art ,PE etc. challenges)
- Additional support / stretch activities to enhance.
- Key finding - lack of stamina, reluctance to edit and improve, standards of spelling, presentation , grammar have dipped.
- Focus on outdoors
- PE
- Play
- Behaviour and learning expectations



September 2020 : Blended learning ?

- We don't know what September will look like!
- Parallel curriculum (blended)
- If necessary online offer will enhance and embed the in-school taught curriculum.
- Continue focus on small steps, explicitly modelled.
- Resource dependant.



Recovery Curriculum: September 2020

Closing the Gaps in English

General

Consider the 5 losses:

(Carpenter - think piece, Recovery Curriculum):

- Routine
- Structure
- Friendship
- Opportunity
- Freedom



Recovery Curriculum: September 2020

Closing the Gaps in English

5 levers for recovery:

- Relationships
- Community
- Transparent curriculum (addressing gaps, consulting, co-constructing)
- Metacognition (re-skill, build confidence as learners)
- Space



General

- Start by revisiting content children will be familiar with, reminding them of their success and building up from there. (practice and recap)
- HoYs to highlight areas of the National Curriculum for English that have not been taught and pass it up to the next HoY.
- Plan shorter activities with a view to gradually build stamina, resilience and confidence.
- Re-establish learning routines.
- Build in movement breaks e.g. alphabet brain gym.
- Try to include the use of the outdoor classroom when planning lessons.

Reading

- Prioritise support disadvantaged - daily 1-1 reading and 1-1 phonics support. (Teacher and TA led groups)
- Every year group in KS1 to pick up the phonics teaching from where the previous teachers finished in March
- Use review sessions to recap sounds that have been taught but appear forgotten.
- Improved formative assessment of phonics.
- Opportunities for pre-teach utilised with specific children/
groups

Reading

Lots and lots of it !

- Whole class guided reading across the week (Yr 1 - 6) : focus on re-cap and development of skills.
- Use more pictures from stories for picture comprehensions.
- Extend opportunities for talk about reading and talk for writing.
- Plenty of opportunities for reading for pleasure including daily class reader. (library re-opening and class reading area refresh)

Reading

Text choice: (for discrete reading and reading into writing opportunities)

Optimise engagement through:

- Familiar texts that all can engage with e.g. 3 little pigs.
 - Texts for emotional wellbeing (see books for topics).
 - Rhyming texts and poetry
-
- Continue to focus on vocabulary development through reading curriculum, subject specific and spelling.

Writing

- Smaller high quality paragraphs rather than extended writing.
- Lots of talk for writing opportunities to build children's confidence.
- Writing journals to allow children to express thoughts and emotions.
- Use handwriting books in Y2/3 to help with sizing and letter formation.
- Go Noodle - gross and fine motor skill activities. (KS1 and as required)
- Engagement is key!
- Identify and pick up grammar and spelling objective gaps from previous year group.
- Re-teach as necessary.
- Quality not quantity - building stamina and pace.
- Continue to build good practice on developing spacing, retrieval etc.
- Build back to 'Non-negotiables'

St Mary's Primary School

Krista Greenwood

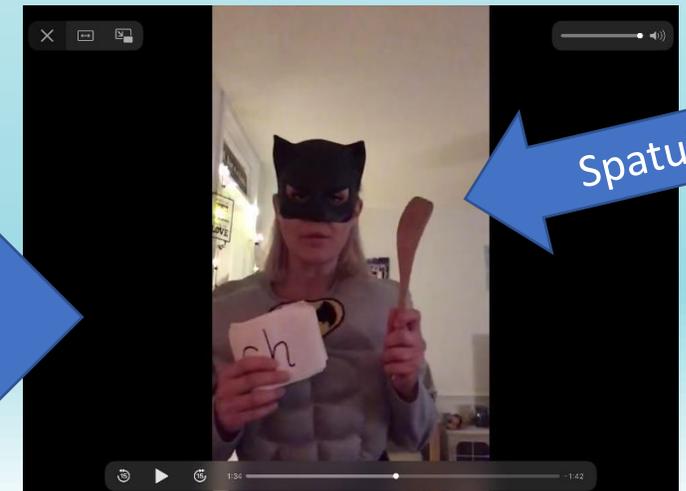


Home learning - making it manageable

- Using home resources that most families have
- Copied paper booklets
- Teams of teachers setting learning for a larger group
- Help desk (live teaching)
- Activities that can be done with limited internet/computer access

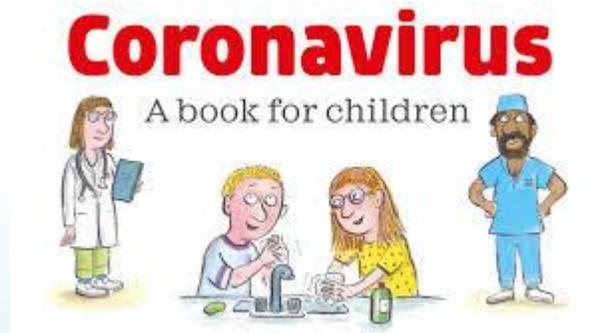


Homemade
phonic cards



Spatula

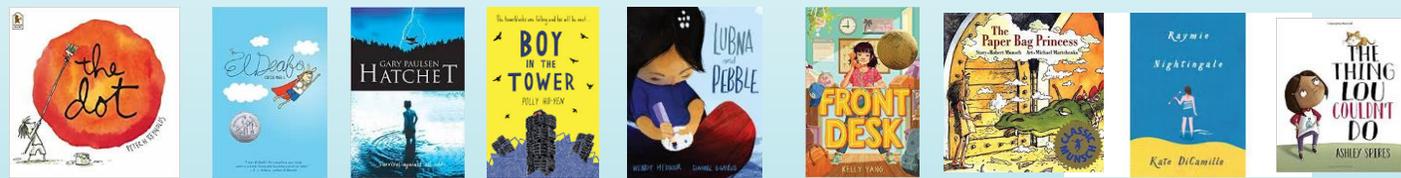
The Power of Story



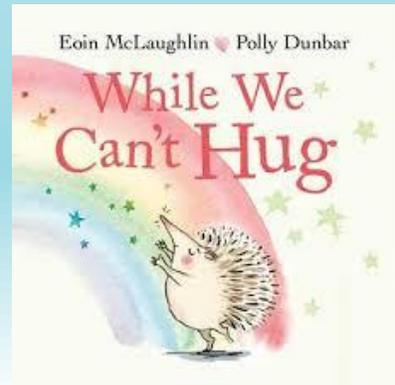
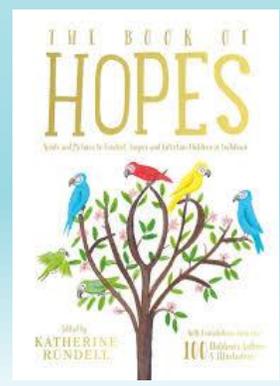
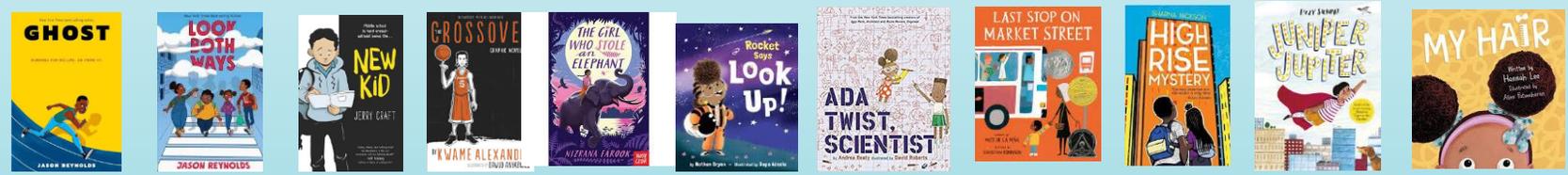
- Books for transition



- Books for resilience



- BAME books



Westfield Primary School

Claire Lee



What has worked well in Literacy during the lock down? What activities have they been given to do at home?

EYFS

A daily phonics and writing activity.

The phonics follows the same structure each day and is based on a RWI ditty. The children have the opportunity to work through different levels of phonics, starting with recalling all their sounds, then moving on to blending phonetically regular words followed by reading simple sentences comprising these words. Finally, they can practise holding these simple sentences in their heads and writing them independently. This means parents, to suit the ability of their child, can easily differentiate the work.

The writing activities are based on the storybook we chose each week that is linked to our half-termly topic. Writing activities rotate between genres so each week the children have the opportunities to label story maps, write lists, write speech/thought bubbles, write letters or postcards etc.

In Year 1, we continued to follow the three-week cycle for the majority of the lock down to provide the children with the opportunity to familiarise themselves with our model text. We have sent home a main activity and two challenges each day. We made it clear that the parents/carers were not expected to do all of these activities but they were available to them if they wished to use them. The main activities have included: creating actions, sequencing parts of the text/pictures of the content, drawing pictures of the model text, with key words and phrases, when planning to write, labelling pictures with familiar adjectives, identifying missing punctuation in the model text and using the conjunction 'and' by giving them two words/clauses to join, or pictures to create their own extended sentence. We have also provided starter activities for each day to focus on other targets, including using letter names rather than sounds, practicing Year 1 common exception words, and recapping the word types we have learnt.



Year 2

- we have been giving them a grammar activity to do before the literacy task
- the literacy tasks have been based on our class story 'The queen's knickers'
- re writing story and then creating own
- sequencing story
- this week- researching a king or queen and then writing about them
- main activity which all children should be able to complete then we give 2 challenges which get harder
- we have also set activities such as create a poster on verbs, or adjectives etc to use to help with their writing
- weekly spellings practice and spelling test on Friday with new spellings for the week

Year 3

All children in KS2 were given a CGP booklet on Grammar, Punctuation and Spelling . Children and parents were signposted to the different activities within these books in the daily plans. Year 3 ensured that targets from the APP grids were covered during this period through the activities set.

The children were given a range of genres to cover over this period e.g. poetry, story writing, instructions and non-chronological reports. Where we were able to like it to our topic unit or e.g. the V.E celebrations, then we did. Nelson Grammar, Comprehension and Spelling books were also used as a resource.



Year 4

writing linked to class topic/ class text- following school planning as much as possible

children given - character descriptions, projects on Romans, newspaper reports, story, recount, poetry

Activities: focus target lessons, wanted posters, storyboards, storymaps etc

Year 5

We started off with some creative writing (used the pobble 365 resource) and did some topic related writing - e.g. for Space we did fact files and some diary writing of astronauts. After that, we stuck to our Jonathon Gambier format of doing Imitate, Invent and Innovate. I used the Pie Corbett talk for writing home school booklets which were an excellent resource. At the moment we are doing the 3 week cycle based on a topic book (Arthur and the Golden rope) which we scanned into a PDF. We also did questions each week for the book we were reading via Youtube (Wonder) which helped the children engage. We used the websites myquiz and kahoot too which worked well for Grammar related topics.

Year 6

I have used some talk4writing packs which were created and they have been really nice. We have done some poetry, which is always nice. There has been a range of activities for the children to do and we have covered a range of genres.

We are now starting a 3 week unit using our school format on our class text at the moment, The Indian in the cupboard.

We have used pobble 365 as picture inspiration as well.

The children did some lovely biographies about someone famous who had to be resilient.



How has this been delivered to key workers and vulnerable children in school? Were they given any additional work?

EYFS

All KW/V children have 1:1 support in class. They see the work modelled by the class teacher and they have access to resources, such as sound cards, that scaffold their writing.

KW/V children have additional handwriting books, which they can use during independent learning times for further literacy reinforcement. They also have access to phonics games on the computers and interactive whiteboard to consolidate learning.

In school, Year 1 have used Smart Notebook to deliver a brief input related to the chosen focus and then they have completed the same activity as the children at home in their exercise books. We extended the activities by asking them to apply the skill that they had learnt, such as writing some of their own sentences or underlining where they had used punctuation/adjectives.

Year 2 -children in school have been following the home learning activities but have been more practical for example using Ipads for research

Year 3

The children covered the same work that was sent home. In addition to this, they had a TA/ CT who could support them with the work. If additional resources were needed to support the learning then it was provided. Some of the SPAGs had to be explained or needed re-teaching.



Year 4

children complete same activities in school as at home- more guided lessons

Year 5

In school we did the work pack each day as part of a structured day with a timetable. Anna and I did an input for each lesson using the activities from the pack rather than just giving them the pack to read through. We differentiated down rather than up by finding different activities for children who were in who were lower.

Year 6

KW/VC were not given extra work unless it needed to be adapted for their ability. They had more input from the teacher and feedback directly linked to their writing. Some children have been emailing in their writing too so I have been able to give feedback on that too. There is always extra challenges on the home learning for everyone to complete.



If you had any feedback from the parents, what were parents happy with or needed support with?

EYFS

Any parental feedback has been positive. Many parents say they are struggling to get their children to write at home but all the children who have returned to school since June 1st have sustained or improved their Literacy skills.

Year 1 some of the parents mentioned that the children had found some of the focuses difficult to understand, such as rhyme, so we have continued to incorporate these areas of difficulty in our warm-up activities.

Year 2 parents have asked if they can write about anything if they don't want to write about the story. We have been saying yes this is ok

Year 3 Parents have been happy with the quality of the work. The letter writing worked well, including us sending a letter to them, as we received quite a few letters back. As the activity was more interactive and had a purpose the children were more engaged. Staff have had work emailed to them such as story writing , following the home learning. Other work that children have done at home in literacy, not connected to home learning has also been emailed to staff.

Year 4 parents found writing was harder to get children motivated -could be due to the topic etc

Year 5, parents enjoyed the 3 week cycles of writing with a model text to base on.

Year 6

Feedback has been positive from the parents that I have spoken to. They are appreciative of all that we have been doing and the extra support/packs given to the SEND children. Some children have been sending examples of their work which is lovely.

Parents in all classes emailed staff with photos of activities they had been doing at home. This was shared in a school Home Learning Newsletter.



What types of activities were provided for SEND children?

EYFS

All SEND children received a pack of activities specifically linked to their targets. These included activities such as letter formation, fine motor skills, sound recognition, blending and segmenting cvc words.

Year 1 provided SEND children with activities that focused on practicing their letter formation, writing CVC words and using their sounds to spell longer words, how to structure a sentence (using Colourful Semantics) and recognizing /spelling Year 1 common exception words.

Year 2

- work to match their provision maps
- handwriting
- sentence starters for them to make their own sentences
- they can complete the home learning as much as they can
- CEW practice

Year 3

SEND had handwriting and pencil control activities, spellings, reading comprehensions, punctuation worksheets, additional reading books given to them . The children with Literacy targets on their Provision maps were given work to enable them to achieve their targets/ work on them at home. Teachers have followed up these children with phone calls to ensure they had enough resources. Any additional resources needed by parents were sent by post or email.



Year 4

Own individual packs sent to SEND linked to provision maps
Activities based on needs a levels

Year 5

The SEN children mostly did similar writing tasks but with different targets - like the same story but they'd try to include different things. I sent home several of the pobble pack for children to work through at their own pace. All of my grammar was differentiated - I sent home activity packs with grammar worksheets that were appropriate- also sent home work from Black sheep press related to SALT targets.

Year 6 have used the talk4writing packs for SEND children too and pobble 365 (pictures linked to things that they like. Specific grammar, spelling and punctuation tasks have been set so that they can focus on these skills and the specifics that they need to work on. All children have been called at least twice and checked- in regular communication with most.

Teachers have followed up these children with phone calls to ensure they had enough resources. Any additional resources needed by parents were sent by post or email.

At some point all children were phoned by staff even if they were not on the SEND /DAP register.

All DAP and SEND children received an art box and or a bag of 3 books which were given to us by the Delight Team, as a Year 3 trip with them had to be cancelled.



How was reading, handwriting and spelling covered during the lock down?

EYFS

All parents received links to Bug Club and the Oxford Owl website, which gave them access to a wide range of interactive reading books. Each child was sent home with a Nelson handwriting book to complete during lockdown and spellings and tricky words are covered in the daily phonics lessons.

Year 1

Reading - Each day, we provided the children with a reading activity that was linked to a chosen RATA strategy, which was changed each week. We have also put the log in for Oxford Owl and reminded the children about Bug Club on each home learning document.

Handwriting- In the lead up to lock down, we provided each of the children with a blue handwriting book which contained a range of sounds/letters. We set the children a page to focus on each day where they practiced a letter/sound and used it in a word.

We also provided a further activity to support their phonics, such as playing games on Phonics Play, or writing words that contained the sound/letter with a picture.

Spelling- We have started to provide the children with a set of spellings, based on which phonics group they are in, to practice each week with the phonic sounds that we are focusing on. The children are encouraged to practice these spellings in a range of ways, e.g. rainbow writing and bubble writing. We also have a spelling test in school with the children on a Friday.



Year 2

- we have focused on the different skills for RATA for some reading activities
- reading task daily, given the log ins for bug club and oxford owl as well as comprehension activities
- this week we have sent the cracking comprehension for reading
- handwriting has only been a focus in school
- weekly practice of spellings - different ways to practice and write the words e.g bubble letters or rainbow letters for fun
- weekly spelling tests on Friday for home learning

Year 3

Parents have used online books/libraries or their own books. In school children have time for silent reading and 1:1. Handwriting sheets from Twinkl have been used. Spellings- the Year 3 /4 spelling lists for the children to learn using their Spelling Menu.

Year 4

Spelling pattern/ statutory word list given every week- children need to practice each day
reading comprehension 1 a day - access to bug club
handwriting- not covered

Year 5

Handwriting was obviously hard to cover and we didn't send home any specific handwriting work. Spelling for the first 6 weeks was working through the Year 5 and 6 spelling words we hadn't covered yet, then we moved to using the spelling patterns we had left to teach from read write inc. We give them a spelling activity each day from the pack I've attached.

Reading - we worked on Wonder chapter by chapter as the teachers read it with questions in the pack. Other than that we did a comprehension each day using twinkl, cracking comprehension or the Nelson books. We also linked this to reading several times when we had a model text for them to answer questions about. We are reading a class text by uploading a PDF for the last 3/4 weeks - The first series of unfortunate events book.



Year 5

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Year 6

Reading- we have done some comprehensions from the nelson text book and cracking comprehension. We have also read, The Journey to the River Sea,- we uploaded a pdf for the children and read a chapter day with questions. We are currently reading, The Indian in the cupboard, - pdf available on line and questions to accompany it.

Handwriting- it has not been something we have focus on during home learning (not relevant to Y6 overly).

Spellings- we have been setting spellings from the Y5/6 statutory spelling list and giving them a small activity to do with it- write sentences, hangman, rainbow write, write a story, word search, definitions, across and down etc.

Year 2 and Year 6 were provided with a range of SATs booklets to ensure skills were maintained along with maths, reading and writing activities to maintain their skills.

Each child in the school has a Bug Club account which enables them to access reading books at their level. Each book has a series of questions for the children to answer. Each Year group recoded a book(s) for their year group to watch/ listen to via a link to You tube- some of these were linked to topics in class



St Polycarp's Primary School

Sophie Murdoch



Theme	Stories with Staff	Writing	Challenge
Superheroes	EYFS/KS1 - Eliot Midnight Superhero by Anne Cottridge Tess KS2 - My Brother's a Superhero by David Solomons Sophie	Letters to NHS staff	M - Lego challenge https://viewsfromastepstool.com/lego-challenge-printable/
			T - Science with ice activity https://landt.xaviercet.org.uk/wp-content/uploads/2020/04/Science-Fun-at-Home-Ice-activity.pdf
			W - Computing using : https://www.lightbot.com/flash.html Children to work on programming – answers to each stage on website. This is a free to use program. You can access the levels towards the bottom of the homepage.
			T - RE Discuss the resurrection of Jesus and children draw a picture of something representing new life e.g. a daffodil growing
			F - Bubble art activity or children to cut out a picture from a magazine and stick half of the picture down and draw and colour the other half using pencils, paint or collage.

Theme	Stories with Staff	Writing	Challenge
Superheroes	EYFS/KS1 - Eliot Midnight Superhero by Anne Cottridge Tess KS2 - My Brother's a Superhero by David Solomons Sophie	Letters to NHS staff	M - Lego challenge https://viewsfromastepool.com/lego-challenge-printable/
			T - Science with ice activity https://landt.xaviercet.org.uk/wp-content/uploads/2020/04/Science-Fun-at-Home-Ice-activity.pdf
			W - Computing using : https://www.lightbot.com/flash.html Children to work on programming – answers to each stage on website. This is a free to use program. You can access the levels towards the bottom of the homepage.
			T - RE Discuss the resurrection of Jesus and children draw a picture of something representing new life e.g. a daffodil growing
			F - Bubble art activity or children to cut out a picture from a magazine and stick half of the picture down and draw and colour the other half using pencils, paint or collage.

Monday – Reading comprehension suited to year group.

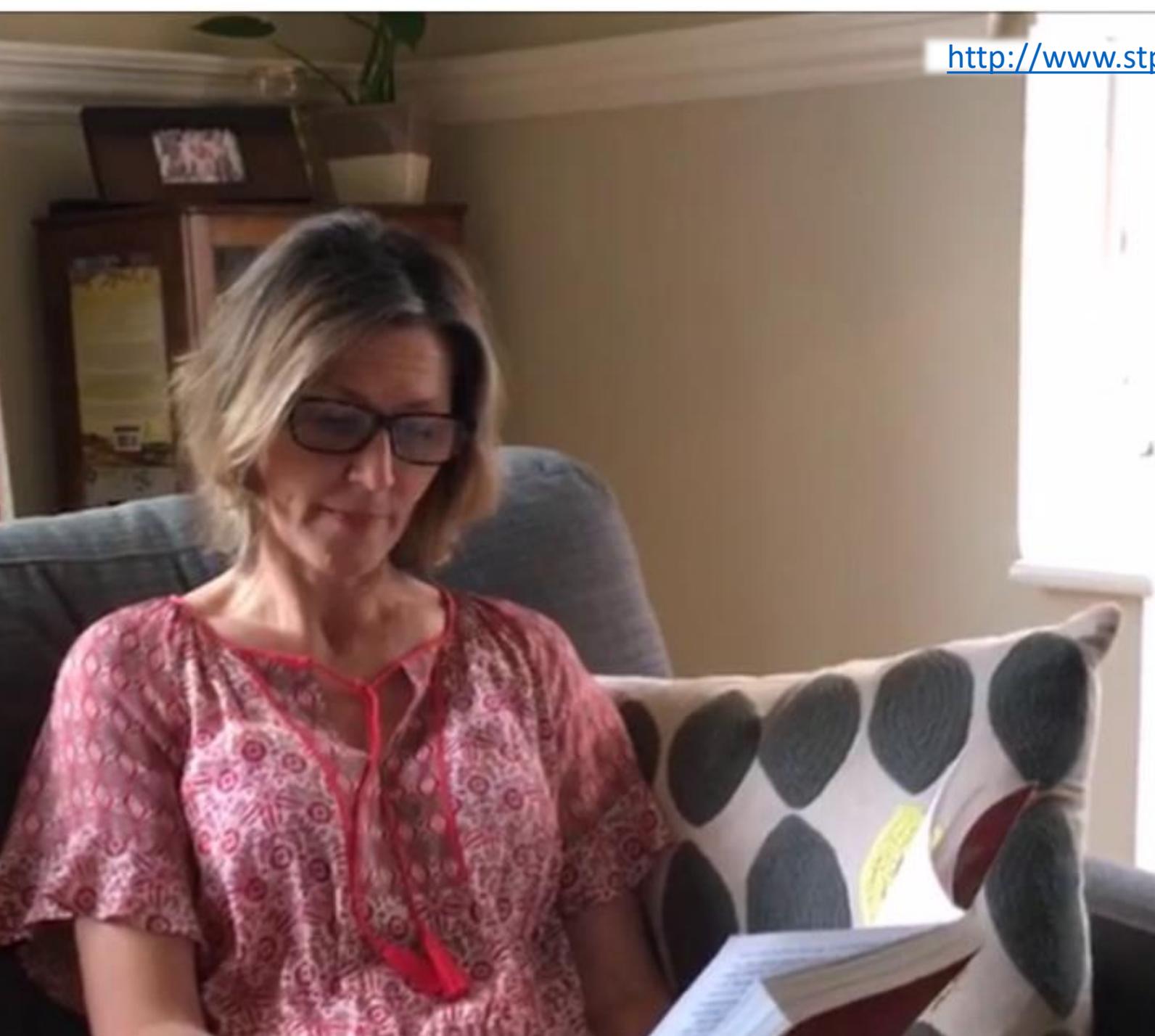
Tuesday – Staff Sharing Stories

Wednesday – Plan and begin writing

Thursday – Finish and edit writing

Friday – SPaG suited to year group.





Dear NHS,

Thank you for all your
this Covid 19/ corona v
have died and Happy
Survived (but not all pe

We are so thankful t
Lives. Remember this
Month/year for howe
virus/ Covid 19 goe
the good work, no

from Ma



Dear: NHS,

Thank you for all the work that you're doing. Sorry you have been under tremendous pressure. You are the superheroes of our lives. People have been expecting alot from you but what you're doing is 100% more than enough. I'm pretty shure all your patients have trust in you. I'd also like to say thank you for having to work so hard on your 20th birthday. Not many people could be alive if we didn't have you! People say it's tough widhis half true but really all we have to do is stay at home. It's really you who's having a tough time. If I could help what I could do is ask you to take the flu vaccination because if we lose NHS staff we would all be dying.

People might have noticed that there's major change or improvement in the staff so i'd also like to thank all those who joined the staff to fight this war against the covid-19 (corona virus). Thank you for sacrificing your lives for us. we couldn't be less proud at all. Thank you all staff for working minute by minute and hour by hour with out ~~breaks~~ unless it's lunch, dinner or breakfast or you need to sleep. Some people might think that the staff that make the appointments don't have a hard job but I think it's hard to keep track of so many appointments. Thank you all staff for everything you do for us.

I do know you all work so hard in Hospitals, GP, Ambulances so I also know you must have courage to risk your lives and to be staring in the face of danger. Coronavirus is on a fast speed on this race but we will catch up to first place. I don't know if I have done that well I have a few questions about the NHS. what dose it feel like to lose someone? Befor the coronavirus existed was your job easy, hard or somewhere in the middle or somewhere over the rainbow? Ha! Ha! Ha! have any of you have to give a treatment to any animals? If you have any spare time please write back only if you have spare time. I don't want to trouble you.

I know some of your achievements like:

1. increase in life or how many people are alive.
2. made less people use drugs.
3. made less people ~~use~~ smoke.
4. putting fluoride into water to stop tooth ~~off~~ (no idea if I spelled that right.)
5. ways to make working safer.
6. Safe food
7. made people use less salt
8. less diseases.
9. ~~more~~ ~~less~~ ~~high~~

Thursday 23rd April 2020

Dear Frimley park hospital staff,

I am writing to you to thank you for the amount of work you all doing. It must be hard being from home for so long.

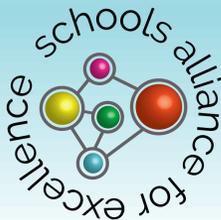
We are very grateful for saving lives and being so brave like a superheroes

Yours sincerely

Tristan
Spidener

South Farnham Educational Trust

Esther Whitbourn





Blended Learning Success – face-to-face model

Foundation projects set online (for those children at home) but also completed in school. Pupils (both at home and in school) use tablets to research and increase their knowledge of the subject they are studying.

PFA crowdfunding allowed us to buy more tablets.

Teachers able to focus on children in need of most support.



Geography Task

To understand the threats that humans bring to the rainforest through deforestation.



In this picture you can see an area of the forest which has been cut down and cleared. This is also known as 'deforestation'. Deforestation means the clearing of large areas of forest lands which are never replanted.



photo you can see a process known as 'slash

RE Task

To explore faith and its expression through beliefs in a multi-faith society.



We live in a multi-faith society. That means that many different religions are present with people who practise their different beliefs in one society. At South Farnham School, we celebrate diversity and welcome children of different faiths into our school community.

Your task is to create a leaflet which welcomes children from a range of different faiths into school community. Consider the things that South Farnham has already put in place and also your own ideas for what else could be done to consider different aspects of how people from different faiths may wish to express their beliefs.



You must include at least four different sub-headings to write about. This could include:

- Food available at lunchtimes
- The celebration of holy days in their faith
- Spaces available for prayer/ meditation
- How different faiths fit within our school values

Consider the different faiths that are already represented in our school and choose at least three to focus on in your leaflet.

Use the notes on the next pages to consider how our school can cater for different beliefs and practise and make sure you consider your audience when writing.

Make sure you include:

- An introduction to South Farnham School, a multi-faith community
- Writing split into sections with sub-headings
- A range of religions referred to (at least three)
- Illustrations

History Task

To understand the events of evacuation



Your task is to create an information sheet on behalf of the government to reassure the parents of evacuees.

Evacuation was a traumatic experience for both children and parents. Skim and scan the information on the next pages and then produce a one-page information sheet on behalf of the government to educate and reassure parents of evacuees during wartime.

You may want to consider:

- Why might the government need to convince parents to evacuate their children?
- Why should parents send their children away?
- What concerns might parents have for their children going to the countryside?
- How will you reassure them?





You must include:

- Facts
- A mixture of text, bullet points, headings and illustrations
- Careful use of language to reassure
- A slogan



Blended Learning Success – Online driver model

<https://www.loom.com/>

LOOM videos are pre-recorded lessons from a member of staff explaining the task set. These videos have provided a personal element to the website and a familiar voice for the children to hear.

Lesson 1: To write an explanation, developing ideas in detail.

[LOOM LINK](#)

Lesson 2: To write a narrative, using description and action to engage the reader.

[LOOM LINK](#)

Lesson 3: To write a recount, using description to create a vivid picture.

[LOOM LINK](#)





Blended Learning Success – Online driver model

Home » Parents » Children's Area » Year 6 » Year 6 Forum

Year 6 Forum

Good morning Year 6,

Hope you are all well.

You have already completed a week's work and we are very proud of you all. Some of you have sent in your work to the sfsremote@sfet.org.uk email address and we have really enjoyed this. You will now see there is a 'Year 6 Work Submission' form in this area (just look on the left hand side now) where you can upload any work you would like to receive feedback for. You can also comment below with any questions you have for your class teachers. But remember any technical issues still need to be emailed to sfsremote@sfet.org.uk.

Keep up the fantastic work and know that we are very proud of you all.

Mrs Pearson, Miss Whitbourn, Mr Strachan and Miss Pritchard.

No comments have been left yet.

Leave a comment

'Forum': this is an area where teachers can post messages to the year group and children can comment with any queries. Each teacher message and child comment is verified by the Remote Learning term (SLT) before it is published to the website.

Pupil Name *

Email Address *

Class *

6W

6P

6S

6L

Any additional comments

Work submission *

'Work Submission': this is an area where children can upload work they wish to receive feedback on. It is not an expectation of every single piece of work – it is selected pieces that they would like feedback on. The form is private and once submitted can only be viewed by the relevant member of staff.





Blended Learning Success – Online driver model

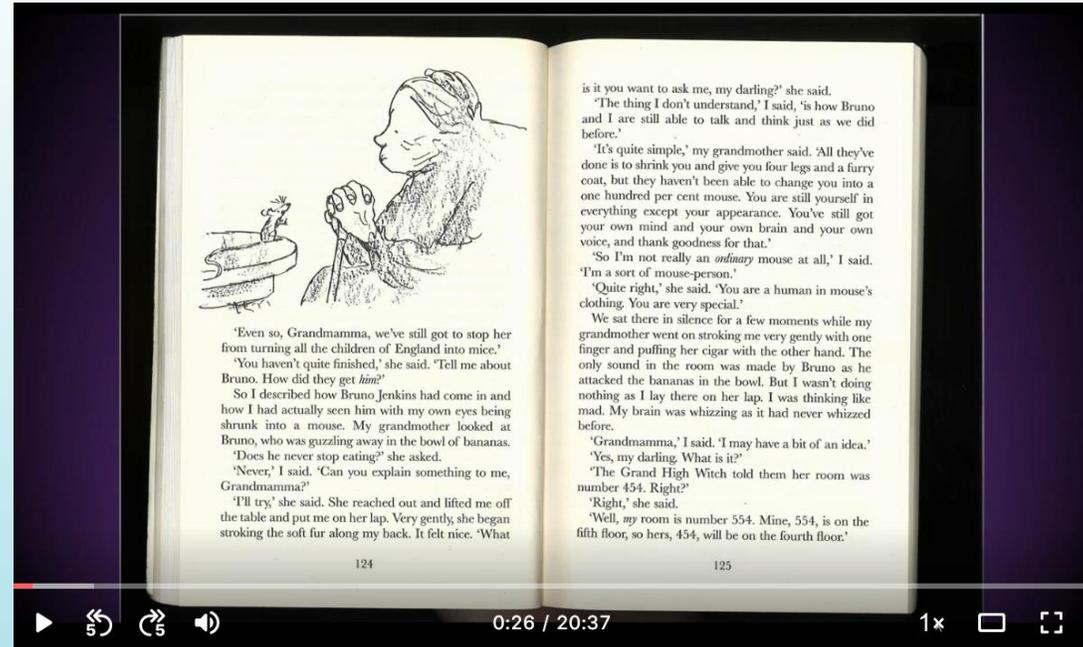
- ✓ ZOOM assemblies (answering queries on work assigned).
- ✓ Peer-to-peer ZOOM groups (arranged by parents).
- ✓ ‘Story Buddies’ via ZOOM (initiative supported by parent) – children reading to members of the school community as an alternative to visitors entering building.





Blended Learning Success – Online driver model

- ✓ Reading videos
- ✓ Class readers read with teacher
- ✓ Reading support guide for parents
- ✓ Reading skills for parents
- ✓ Reading challenge
- ✓ E book



✓ Book collection from box



Blended Learning Success – Online driver model

Spellodrome provides a safe, secure and engaging online world of learning for students. **Rewards** and **certificates** keep students motivated, with a wide range of **spelling games** and **activities** based on a **teacher-assigned word list**. Students develop their own spelling strategies through the recognition of letter patterns and word families. Look, cover, write, check – without the endless repetition.

Spellodrome is **monitored remotely** by teaching staff. We are able to **track pupils' progress** and see how long a child has been using the platform for. We are able to **assign/reassign** work to pupils if we feel it is necessary.

Pupils can also check their progress in **'My Results'**. This section shows all the words that the pupil has answered correctly and incorrectly. If the pupil selects the word from the incorrect list it will take them to **'Word Training'**.

The screenshot displays the 'Words in Pieces' game interface. At the top, there's a puzzle of colorful pieces with words like 'sca', 'signa', 'fat', 'cont', 'ough', 'stly', 'che', 'bivo', 'cac'. Below the puzzle is a row of ten question marks. The main section is titled 'My Scorecard' and shows performance across three levels.

	Level 1	Level 2	Level 3
LIVE SPELL LABOURS			
Correct spellings	10	0	7
Accuracy	100%	0%	70%

WORD LIST WORKOUT	Word DETECTIVE	Words in Pieces
Most recent high score	Victories	Games played
15	1	1
Date of highest score	Games played	
20-01-2018	1	





Closing the gap

Before Summer:

- ✓ Writing task as transition task submitted to new teacher

During Summer:

- ✓ Summer School

September:

- ✓ Tuition
- ✓ Baseline assessment - ensure the just provision and distribution of resources to pupils in a way that reflects their needs and requirements and positively impacting those who have increased vulnerabilities, have the most significant gaps in learning and the lowest engagement with remote education
- ✓ Pre-teaching packs
- ✓ In the first instance, our provision needs to prioritise those pupils who have the most significant gaps in their learning and address those who have increased vulnerabilities.
- ✓ Strong, purposeful quality first-wave teaching

As well-planned curriculum
Powerful welfare and pastoral systems.



Discussion



Thank you!

SAfE website address

