



Parent's Guide to Remote Learning in Year 1

Welcome to remote learning in Year 1 using Tapestry and live Zoom sessions. We have outlined some key information to assist you in navigating this new way of learning.

Live Zoom Sessions

Each day your child's teacher will present live Zoom sessions to support your child.

MONDAY - THURSDAY AM SESSION 9:30-10:15am

- The morning session will begin with a prayer.
- Teachers will register pupils and teach a LIVE PHONICS LESSON.
- Following the phonics lesson, teachers will then explain the daily morning activities.

FRIDAY AM SESSION 9.30am – 10.15am

- The Friday morning session will begin with a prayer.
- Teachers will register pupils and complete a LIVE SPELLING QUIZ linked to the week's phonics lessons. (Pupils will not be sent the spellings ahead of time but instead spellings will include words introduced during the phonics lessons taught that week)
- Following the spelling quiz, teachers will then explain the Friday morning activities.

MONDAY – FRIDAY PM 1 -1:30pm

- The afternoon session will start with a prayer.
- Teachers will register pupils and complete a QUICK-FIRE PHONICS SESSION.
- Teachers will explain the afternoon activities.
- Teachers will also be checking that pupils have submitted the completed activities set for the morning
- Teachers will end the afternoon Zoom session by reading a story to the class.

Remote Learning Expectations

We understand that many parents and carers are working from home and we want to support you with your child's learning as much as possible. To ensure a smooth and successful learning experience we ask for:

- A parent or carer to **supervise** (be in the room or regularly checking in) to ensure your child is understanding the instructions given during the live sessions and complying by the e-safety guidelines.
- Keep themselves **muted** unless the teacher has asked them a question.
- To have a piece of paper and pencil, ruler and objects for counting ready for each session to complete tasks and write down instructions.
- Children to be sitting at a table sensibly following usual classroom expectations.
- As their zoom registrations are part of their school day and shared with the whole class, children need to be dressed in an **appropriate** way for learning. Although this does not have to be their school uniform, children **must not be in nightwear and must be fully clothed**. This will help to develop children's understanding about how to keep themselves safe online.
- **Parents/Pupils upload completed learning tasks onto Tapestry by 9am the following day** – you may wish to do this in one single post.

- Please note there is **no expectation** for worksheets to be printed at home as we know that many families do not own a printer. Teachers make every effort to adapt lessons to suit home learning, please feel free further to adapt tasks to suit your child's needs. Within school, the children would be moving away from working directly onto a worksheet, with this in mind, documents that are uploaded are there as a model of how the task can be recorded, please use exercise books or paper to record your child's responses whenever possible.

What activities will my child be given to complete?

- Teachers will upload the set activities to Tapestry the night before. For example: The activities for Tuesday will be uploaded on Monday by 6pm.
- Work set will be differentiated using our 'Chilli Challenge' system. (please see the note at the end of this document for details of the 'Chilli Challenge' system)
- Teachers will provide a **weekly timetable** at the start of each week to outline the activities planned. This is simply a guide which is subject to change if teachers feel certain activities/learning objectives need to be revisited.
- Teachers will provide a **daily activity for Reading, Writing and Mathematics**, based on the work they would normally be delivering in class.
- **Monday – Thursday LIVE Phonics** lesson during the morning Zoom session.
- **Monday – Thursday LIVE Quick fire Phonics** during the afternoon Zoom session.
- **Friday – LIVE Spelling Quiz** linked to the week's Phonics lessons (morning Zoom session)
- **Doodle Maths and Numberbots** will be used to supplement learning in Mathematics.
- Teachers will also provide a **weekly lesson for each of the following subjects: Religious Education, Science, History/Geography, Art and Design/Design Technology and PSHE.**
- Please note there is no expectation for worksheets to be printed at home as we know that many families do not own a printer. Teachers make every effort to adapt lessons to suit home learning, please feel free to further adapt tasks to suit your child's needs. Within school, the children would be moving away from working directly onto a worksheet, with this in mind, documents that are uploaded are there as a model of how the task can be recorded, please use exercise books or paper to record your child's responses whenever possible.

Providing feedback on work

- Parents/Pupils upload completed learning tasks onto Tapestry by 9am the following day. Where this is not possible parents/carers may email work to the school office for the attention of the class teacher. Hard copies of work may be posted/dropped off to the school office on a weekly basis.
- Teachers will provide **written or verbal feedback** to pupils by writing comments on pupils work or by creating voice notes, by the end of each week. Teachers will be responding to pupils work until 4.30pm each day.
- Teachers will use the **tracking** facility on Tapestry to monitor and track pupils' work.
- At the end of each week, teachers will upload a pre-recorded video announcing the '**Stay Home Star of the Week**' and the '**School Star of the Week**'. This will be linked to the online learning that children have completed throughout the week at home and in school. Teachers and Support Staff will explain reasons for their choices and attach a PDF of each certificate alongside the video. You are welcome to print off the attached certificate when your child receives this special award.

Contacting your Class Teacher

- Tapestry is an excellent tool for recording your child's online learning journey. We encourage the children to have access to their online journals to personally receive teacher's feedback and

praise. With direct access to their online Tapestry journals, children are also given independence and ownership of their learning journey.

It is for this reason that we kindly request any queries or concerns you wish to address with your class teacher are NOT written on Tapestry in the comment section. Instead, we ask that you email your concerns/queries directly to the school office who will then forward the details to your class teacher.

We greatly appreciate your cooperation with this matter. Please do bear in mind that teachers will be planning and marking throughout the school working day and will do their best to respond to you as soon as possible.

- We understand that this is an unusual learning experience and want to ensure that all children are looking after their mental health. If you are worried about your child's wellbeing, please do contact your class teacher or a member of the Senior Leadership Team by emailing the school office directly.





We know this is a different way of learning and we want the children to get as much out of it as possible. Please ensure they attend all live sessions and are aware that behaviour expectations are the same for live learning as they are at school. We will miss seeing your child at school but look forward to seeing them online.

*A note about The Chilli Challenge System

The basic idea is the same as going to an Indian restaurant. One chilli challenge would effectively be the "easiest" option and a three chilli challenge would be the "hardest". We have purposely put "easiest" and "hardest" in inverted commas because, of course, what is easy for one child might not be easy for another and ALL options should pose some level of challenge for all children.

We put a lot of emphasis on the children knowing themselves as learners and make it clear that doing a one chilli challenge is a very wise choice if you know you still need to practise that skill. We also emphasise challenge and help the children to understand that learning should involve grapple and struggle at some point (otherwise it's too easy and you're practising – although there is of course a value to practising too!)

Essentially, the children can also move fluidly between the levels – we have been saying to them, "If you have practised and you are beginning to find your level easy, move up" and equally, "If you start a level and it's too tricky, move down". In class, we have been making the levels and activities clear to the children, then they have quickly chatted to a learning partner to choose which one they think would suit them. The teacher's role has been to "nudge" them in the right direction. ie If a child chooses a level we know will be too easy or difficult for them, we will gently suggest they start from another level. We are always surprised how well the children know themselves as learners!

	Chilli 1 – Mild
	Chilli 2 – Spicy
	Chilli 3 – Hot
	Flaming Hot Chilli Challenge