

Ponteland Primary School

Remote learning summary - June 2021

School name: Ponteland Primary School

Summary of approach adopted during lockdown (January - March 2021):

Nursery - Tapestry daily: a number session delivered by Mrs Wilds via video, a phonics session taught over video, and an additional activity linked to another area of the curriculum. In addition, Mrs Wilds will record a daily story to be shared with the children.

Reception - Tapestry used to share home learning daily: a phonics session delivered by the Reception teachers via video which encompassed reading and writing, a maths session taught over video and an additional activity linked to the class reading book which covers the wider curriculum. In addition to this, children were assigned two reading books electronically on Bug Club. Once a week, each child was invited to a one to one session with their class teacher via Google Meet, where they were able to chat about what they had been playing with at home and practise their words.

Year 1- Remote learning provided daily on Tapestry: a mixture of videos delivered by the teacher and PowerPoints with Looms covering maths, English and another subject covering the wider curriculum. Phonics was set for each group with a separate Tapestry post daily with resources and activities.

Years 2 to 6 - Teachers communicated with parents via Twitter and with children via Google Classroom, Children access Google Classroom via our learning platform School360, for which they have individual logins.. Three daily lessons were made available on Google Classroom: Maths, English, and another subject (covering the wider curriculum). Some activities required children to submit a piece of work via Google Classroom, and some took place on other platforms that school subscribe to, such as Spelling Shed or My Maths. Teachers responded to work submitted with a comment. The work submitted informed the planning of future lessons, and examples of excellent work were celebrated as part of feedback..

A daily story was provided by CJ via Loom to promote a love of reading and raise awareness of the power of high quality stories.

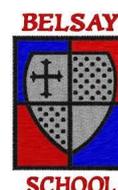
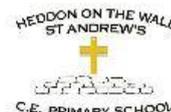
A weekly home cooking demonstration was produced by SB to motivate children to cook at home.

Weekly PE activities and challenges were provided by RD

All classes had a weekly Google Meet to maintain contact and to enable the children to stay connected to their class mates and teacher.



Strengths of the approach	Aspects that proved challenging
<p>1) Lessons were uploaded daily and could be accessed at any time</p> <p>2) Looms enabled children to see their teacher and increased motivation and engagement.</p> <p>3) Looms enabled clear and precise explanations to be given and made explicit links to prior learning.</p> <p>3) Looms helped parents to understand the importance of annunciation when teaching phonics.</p> <p>4) Google Classroom gave consistency across Years 2-6.</p> <p>5) Easy to submit work on Google Classroom</p> <p>6) Pupils liked receiving feedback via Mote as it was personalised.</p> <p>7) Daily story Looms promoted a love of story across school.</p> <p>8) Weekly cooking sessions were popular and promoted home cooking and healthy eating.</p> <p>9) Weekly Google Meets helped to maintain teacher and peer interaction and sense of belonging to a class group.</p>	<p>1) Families with multiple children found remote learning more challenging</p> <p>2) Access to devices (older siblings access was prioritised where they had to access live lessons)</p> <p>3) Younger children cannot work independently and required adult input - parents found this challenging with their work commitments or when supporting other children</p> <p>4) Balancing screen time and indoor/outdoor activities - weather</p> <p>5) Work could be submitted at any time and therefore it was hard for teachers to switch off.</p> <p>6) Some families did not engage with remote learning - follow up was done by A Wright</p> <p>7) SEND - difficult to engage and required practical resourcing to support the understanding - this was limited by what was available at home.</p> <p>8) Core texts - they had to be bought and distributed to homes so that children could access the text and read it for themselves (eg Year 5 Wonder)</p> <p>9) When returning to school children needed to reestablish their relationship with home as a family oriented space and not school. We therefore suspended homework for the 3 weeks to Easter to allow children to reestablish family time.</p>
<p>Aspects of remote provision that will be retained by the school</p> <p>Google Classroom for homework. Looms for explanations and Mote for feedback.</p>	
<p>How will the school ensure that practices will be retained?</p> <p>Google Classroom will be used from Y2 upwards and will be used for some homework activities to ensure that children can retain the skill of submitting work online.</p>	
<p>Additional comments:</p>	



The planning and preparation of Slides and Looms was very time consuming as the explanations needed to be so detailed to ensure clarity for the children. Larger schools could share the workload with teachers taking responsibility for the planning and delivery of specific subjects. This would not be the case in smaller schools

In primary schools 20-25% of pupils were in school each day. Lessons were delivered in person to them by teachers. There were therefore 2 types of lesson to prepare each day live and remote. This was a significant workload for staff. Staff also had to juggle teaching in school and responding to queries and work submitted by children at home.

