

Pathfinder Multi Academy Trust is committed to providing good quality learning resources to all children who are currently not able to attend school. This document sets out our key principles.

Work set over a week will combine a range of activities and formats. They may include:

- Reading activities
- Phonics
- Spellings
- Writing
- Story time
- Maths
- Science
- Creative activities

Foundation stage children will have a range of interactive activities exploring our world, our families and the arts.

This may include:

- Phonics
- Reading
- Writing
- Stories
- Mark making/handwriting
- Maths
- Physical activities
- Creative ideas
- Play opportunities

*\*\*Church schools will outline expectations for RE on top of this*

KEY PRINCIPLES	CONTACT/SUPPORT FOR PARENTS	CHECKING OF WORK	INCLUSION/ SAFEGUARDING
<ul style="list-style-type: none"> <li>• All schools will deliver some of their learning on their chosen digital platform</li> <li>• Should include live or recorded teaching</li> <li>• Be well planned, sequenced and linked to the school curriculum</li> <li>• Should be differentiated to suit the learning needs of all students.</li> <li>• Has clear instructions and explanations to enable students to complete the work independently</li> </ul> <p>The work should be a mix of:</p> <ul style="list-style-type: none"> <li>• Reading for pleasure</li> <li>• Practical/ written exercises</li> <li>• Retrieval/consolidation</li> <li>• Research and investigative work</li> <li>• Learning facts and new vocabulary</li> </ul> <p>Links to the following should also be on the school's platform:</p> <ul style="list-style-type: none"> <li>• PE- Joe Wicks, Cosmic Yoga, Go Noodle etc</li> </ul>	<p>When a child has not engaged in their learning at all over a week, this should be followed up by the school to check on welfare/offer support.</p> <p>Further support can be given to parents on establishing routines, hearing your child read and using Learning Ladders as needed.</p> <p>Schools can further help parents overcome digital barriers through loaning Chromebooks and offering support to apply for additional data. Providing printed packs as necessary.</p>	<p>Teachers need to be in touch with their class as regularly as possible with a minimum standard of making contact with each child weekly. (KS1)</p> <p>Teachers will be in touch with their class daily via Google Meet registration sessions. (KS2)</p> <p>Teachers will check the children's work on a weekly basis and provide feedback during the week.</p> <p>Teachers will use assessment to ensure teaching is responsive to pupils' needs and addresses any gaps in knowledge.</p> <p>Communication will only be via official school platforms.</p>	<p>The SENDCo should contact children with an EHCP weekly to check in and support home learning.</p> <p>Additional concrete resources may be loaned to key children.</p> <p>Work should also cover the targets outlined in MSPs/EHCPs.</p> <p>The DSL will make weekly contact with vulnerable pupils.</p> <p>CPOMs will continue to be used to record any issues/concerns.</p> <p>If a safeguarding call needs to be made by a DSL from home, 141 must be pressed to withhold the telephone number.</p> <p>Staff will consider the esafety policy at all times.</p>

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day: KS1- 3hours, KS2- 4 hours