



CASTERTON, SEDBERGH PREP SCHOOL

CSPS EDUCATION CONTINUITY POLICY: REMOTE LEARNING GUIDE MARCH 2020

Dear Parent

Please find enclosed the essential information related to our remote learning plans to maintain a Sedburgh education through any period of enforced School closure. These measures have been carefully considered and tested over the course of the last few weeks, drawing upon the expertise of our own staff and the experiences of colleagues from overseas where such remote learning has been in place for some time.

As such, there are differing approaches to different age groups. The use of Microsoft Teams is not possible for the youngest pupils, where we would also wish to maintain more hand-written learning.

We anticipate that 'live' lessons will prove problematic for many households who may be limited in both devices and bandwidth and so feel that uploading recorded lessons and material for pupils to access at a point through the day which suits them will be far more sustainable. Nevertheless, there are timetables which will help guide pupils and ensure they progress at the required rate.

The pupils have completed a consent form for the use of Microsoft Teams and it is necessary for children in Years 4 to 8 to receive the Remote Learning Parent Consent Form that was linked to my Newsletter on Friday. **If you have not returned this to your child's Form Tutor then please make this a priority.**

Thank you for the support that has been given to the School during this challenging period. It is clear that the coming weeks are going to be difficult for all of us and in many walks of life, but have no doubt that we will continue to lift each other up. #waysofthewolf

Best wishes

Will Newman

OVERVIEW

FORM	REGISTRATION (AM)	REGISTRATION (PM)	SUBJECTS (LESSONS PER WEEK)		MAIN DELIVERY FORMAT	MAIN RETURN FORMAT	PARENTAL ASSISTANCE
Reception Deborah Baines deb@sedberghprep.org	09.00	17.00	Phonics (RWI) (5) Reading (RWI) (5) Maths (5) Literacy (5)	French (1)	Email before 9am to parents, including video. Parents to confirm receipt.	Tapestry upload by 5.00pm	Providing children with tasks and uploading return to Tapestry
1AM Angela Mason amam@sedberghprep.org	09.00	17.00	Phonics (RWI) (5) Reading (RWI) (5) Maths (5) Writing (5) Science (5) Spelling (1) French (1) Music (1)	P.E. (1) Art (1) Computer Sci (1) RS (1) Geography (1) History (1) DTE (1)	Email before 9am to parents, including video. Parents to confirm receipt.	Parent email by 5.00pm	Supporting children with access to tasks
2RA Rachel Adamson rla@sedberghprep.org	09.00	17.00	Phonics (RWI) (5)* Reading (RWI) (5)* Maths (5) Literacy (5) Science (5) Spelling (1) *Mrs Goligher's group provided with separate session	French (1) Music (1) P.E. (1) Art (1) Computer Sci (1) RS (1) Geography (1) History (1) DTE (1)	Email before 9am to parents, including video. Parents to confirm receipt.	Parent email by 5.00pm	Supporting children with access to tasks
3NG Nick Goligher ng@sedberghprep.org	09.00	17.00	Phonics (RWI) (5)* Maths (5) Literacy (5) Writing (5) Science (5) Spelling (1) *Miss Adamson's group provided with separate session	French (1) Music (1) P.E. (1) Games (1) Art (1) Computer Sci (1) RS (1) Geography (1) History (1) DTE (1)	Email before 9am to parents, including video. Parents to confirm receipt.	Parent email by 5.00pm	Supporting children with access to tasks

4EM Ellie Moore emoore@sedberghprep.org	09.00	17.00	Maths (5) Literacy (5) Novel study (5) Writing (5) Science (5) Spelling (1) French (1) Music (1)	P.E. (1) Games (1) Art (1) Computer Sci (1) RS (1) Geography (1) History (1) DTE (1)	Email before 9am to parents, including video. Occasional use of Microsoft Teams	Parent email by 5.00pm and Microsoft Teams	Supporting children with access to tasks where necessary.
5JR Julia Rollings jr@sedberghprep.org	08.50	12.30	45min: Maths (5) English (5) Novel Study (1) Science (2) P.E & Games (2) French (1) Music (1)	Art (1) Computer Sci (1) RS (1) Geography (1) History (1) DTE (1) Drama (1) PSHEE (1)	08.50 Register All interaction via Microsoft Teams	Microsoft Teams	None
5LAH Lyndsay Hoskin ladh@sedberghprep.org							
6ES Ellie Shopland ers@sedberghprep.org	08.40	12.45	45min: Maths (5) English (5) Science (2) P.E & Games (2) Latin (1) Madagascar (1) French (1) Music (1)	Art (1) Computer Sci (1) RS (1) Geography (1) History (1) DTE (1) Drama (1) PSHEE (1)	08.40 Register All interaction via Microsoft Teams	Microsoft Teams	None
6RTG Dick Gorst rtg@sedberghprep.org							
7/8BH Ben Hammonds blh@sedberghprep.org	08.30	13.00	Year 7, 50min: Maths (5) English (5) Science (3) P.E & Games (2) Latin (1) Madagascar (1) French (1) Music (1) Art (1) Computer Sci (1) RS (1) Geography (1)	Year 8, 50min: Maths (5) English (5) Science (3) P.E & Games (2) Latin (1) French (1) Music (1) Art (1) Computer Sci (2) RS (1) Geography (1) History (1)	08.30 Register All interaction via Microsoft Teams and Google Classroom (English)	Microsoft Teams, Google Classroom (English) and IXL English and Maths	None
7/8CC Claire Chatterley chic@sedberghprep.org							
7/8CV Charles Vereker cpv@sedberghprep.org							

			History (1) DTE (1) Drama (1) PSHEE (1)	DTE (1) Drama (1) PSHEE (1)			
7/8MC Michael Chatterley mgc@sedberghprep.org							
7/8MIC Miranda Campbell mic@sedberghprep.org							
7/8RB Rupert Bunday rtfb@sedberghprep.org							

REGISTRATION

Reception – Year 3 Form Tutors will email the day’s learning programme by 9.00am each day. On two days each week, we would like to start the day with a Form Period, via Zoom. Class teachers will notify parents within their daily emails when these sessions will take place and how they should join the live Zoom session. If this is difficult for parents then please let your Form Tutor know.

On other mornings, parents should confirm receipt during the course of the morning, which will serve as their child’s registration for the day. Their teacher will then log them separately on our School’s registration system.

Parents should aim to respond the day’s tasks via an email to the Form Tutor by 5.00pm. This will serve as the afternoon registration and provide the teacher with the opportunity to plan for the next day’s teaching and learning.

We appreciate that in some family circumstances this will be difficult. Please contact your child’s Form Tutor(s) directly to help iron out any difficulties.

Year 4 – Year 8 All pupils have been trained in the use of Microsoft Teams and a user guide for parents has been sent separately. Whilst it is likely that younger pupils may need a little guidance in the early stages, before long they will be up and running on their own.

By opening up their Microsoft Teams account, pupils will be able to write a post to their Form Tutor indicating that they are ‘present’ at the time indicated above. Their teacher will then log them separately on our School’s registration system. This will take place in both the morning and the afternoon. On Monday and Thursday mornings this will start with a short Form Period. **NB. No Form Period on first day of remote learning (Monday 23rd March, 2020)**

RESTRICTED FACILITIES AT HOME

We recognise that some families, especially those with more than one child in the Prep School or with a parent working from home, will not enjoy the luxury of one device each and a printer at home. For this reason, the vast majority of the remote teaching will not be 'live' but accessible through the course of a day and at the convenience of individual families. That is also why we have staggered the registration times for Years 4 to 8. Parents will be able to photograph the work of younger pupils and send it back to staff.

Please note that Microsoft Teams will also work on tablets and smart phones, but we recommend downloading the desktop app on PCs if possible. We will also deliberately set work which does not require a device in order to maintain safe levels of screen time for the children.

Those children requiring a textbook will take this home with them in the event of a closure being announced. The class teacher will scan through the relevant pages for those children who have needed to self-isolate.

For Lower School pupils it is highly likely that we will put in place a system where parents unable to print from home will be able to come and collect a fresh pack of work from a designated place at School. Form Tutors will be in touch about this.

TIMETABLE

We feel that a structured timetable is important to ensure the best possible teaching and learning, but recognise some flexibility may be required and would welcome individual feedback from parents via their child's Form Tutor.

PASTORAL CARE

We are very conscious that prolonged time away from School will be difficult for children. Form Tutors in Years 4 – 8 will begin Monday and Thursday mornings with a video or audio 'catch up', using Microsoft Teams. Form Tutors in Reception – Year 3 will schedule Form Periods via Zoom.

PARENT CONSENT & PUPIL BEHAVIOUR ONLINE

Before beginning to use Teams remotely, parents of children in Years 4 to 8 must complete a Remote Learning Parent Consent Form and return it to their child's Form Tutor. Please make this a priority so that we can begin to teach your child without delay.

All pupils in Years 4 to 8 have been walked through a set of rules and guidelines for the responsible use of Microsoft Teams and have signed their own agreement form. Whilst learning remotely, children must be aware that the usual rewards and sanctions policy is in place, with HM Awards to be won each week!

QUESTIONS RELATED TO TEACHING

Questions for teachers and related to the day's lessons should be restricted to either the morning (8.30am to 12.00pm) or the afternoon (1.00pm to 4.00pm) on which they were set. This will allow teachers to focus their time and be 'on call' at set hours in order to provide timely feedback. Questions outside of these times may not receive feedback in time for that lesson. In Years 4 to 8, please do not use email, which will become unwieldy, but pupils should instead use the '**chat**' function to contact their teacher directly.

QUESTIONS RELATED TO MICROSOFT TEAMS

One of the great joys of this software is the collaboration that it promotes. Most questions will be answered by a child posting their query on the main landing page to the class. If the issue remains unresolved then please contact the subject teacher directly by using the '**chat**' function. **Again, please do not use email in Years 4 – 8 unless you must.**

PATIENCE, FLEXIBILITY AND ADAPTION

Perhaps the only certainty we face at this stage is that we will encounter some issues, then modify and adapt these plans over the course of the first few days of closure. This is likely to include staff illness and adaptation to lessons as a result. Please provide specific feedback to subject teachers via chat on Teams (Years 4 – 8) or email (Year 3 and below), and any overarching issues to the Headmaster wrn@sedberghprep.org.

RECEPTION – YEAR 4

Reception	Daily email by 9.00am from Mrs Baines setting out the learning plan for the day ahead. Each day this will include: <ul style="list-style-type: none">• Phonics session (matched to Read Write Inc. groups). This will be in the form of a pre-recorded video lesson prepared by Mrs Baines.• Reading activity linked to Read Write Inc. session.
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	<ul style="list-style-type: none"> • Maths challenge linked to the differentiated learning children are completing in class using our Power Maths scheme. Depending on the skill being taught, developed or consolidated, there will be a pre-recorded video lesson for the children to watch to help them with their learning. • Literacy challenge. Some form of written task for the children to complete on a daily basis. <p>Resource packs including reading books (and Read Write Inc. linked phonics books) for the week ahead will be available for parents to collect each Friday afternoon. More details about the logistics of how these packs should be collected will be communicated within class teachers daily emails.</p> <p>In addition to this daily communication, a learning matrix for specialist subjects will be sent to parents each Monday morning specifically developed for our Reception children. The learning activities within this will help develop skills the children need to acquire as part of the EYFS curriculum.</p> <p>This matrix will contain instructions and, if appropriate, links to videos to support the learning activities the children should complete, along with information about how the children should virtually 'submit' the tasks and challenges they complete.</p> <p>There will be learning tasks for French, Music, PE and all other prime and specific areas of the EYFS curriculum which the children will be required to complete during the course of the week.</p> <p>Mrs Baines will be contactable by email during normal school hours in the event of any questions or difficulties the children may have in accessing any of the learning activities.</p> <p>Mrs Baines would appreciate daily feedback from each parent as to how their children have progressed with their learning tasks. If possible, parents should record evidence of their children's learning through Tapestry. This will ensure our Reception children's assessment records continue and that Mrs Baines can continue to plan differentiated learning activities for each child. Please email Mrs Baines if you have any questions about this system.</p>
Year 1	<p>Daily email by 9.00am from Mrs Mason setting out the learning plan for the day ahead.</p> <p>Each day this will include:</p> <ul style="list-style-type: none"> • Phonics session (matched to Read Write Inc. groups). This will be in the form of a pre-recorded video lesson prepared by Mrs Mason. • Reading activity linked to Read Write Inc. session. • Maths challenge linked to the differentiated learning children are completing in class using our Power Maths scheme. Depending on the skill being taught, developed or consolidated, there will be a pre-recorded video lesson for the children to watch to help them with their learning.

	<ul style="list-style-type: none"> • Writing task linked to ongoing class topic work 'The Farm'. As new writing skills are being introduced, a pre-recorded video of Mrs Mason teaching and then modelling the skill will be sent home for the children to watch. • Science tasks linked to the class learning theme of 'The Farm'. <p>Resource packs including reading books (and Read Write Inc. linked phonics books) for the week ahead will be available for parents to collect each Friday afternoon. More details about the logistics of how these packs should be collected will be communicated within class teachers daily emails.</p> <p>On a Monday morning differentiated spelling lists will be sent to parents for the children to learn. Mrs Mason will then carry out a 'virtual' spelling test during the course of the week (the details and timings of this will be communicated within one of Mrs Mason's daily emails).</p> <p>In addition to Mrs Mason's daily communication, a learning matrix for specialist subjects specifically linked to the Year 1 curriculum will be sent to parents each Monday morning.</p> <p>This matrix will contain instructions and, if appropriate, links to videos to support the learning activities the children should complete, along with information about how the children should virtually 'submit' the tasks and challenges they complete.</p> <p>There will be learning tasks for French, Music, PE, Art, Computing, Religious Studies Geography, History and Design Technology which the children will be required to complete during the course of the week.</p> <p>Mrs Mason will be contactable by email during normal school hours in the event of any questions or difficulties the children may have in accessing any of the learning activities.</p> <p>Mrs Mason would appreciate daily feedback from each parent as to how their children have progressed with their learning tasks. Full details of how this evidence should be captured will be sent home within Mrs Mason's daily emails. Mrs Mason's examination of this evidence will ensure that her assessment records remain complete and that differentiated learning activities can be planned for each child on a daily basis.</p>
Year 2	<p>Daily email by 9.00am from Miss Adamson setting out the learning plan for the day ahead.</p> <p>Each day this will include:</p> <ul style="list-style-type: none"> • Phonics session (matched to Read Write Inc. groups). This will be in the form of a pre-recorded video lesson prepared by Miss Adamson (for those children still receiving Read Write Inc. phonics input.) For those children working in Mr Goligher's Language and Literacy group he will provide a separate session. • Reading activity linked to Read Write Inc. session (for those children receiving Read Write Inc. phonics input.)

	<ul style="list-style-type: none"> • Maths challenge linked to the differentiated learning children are completing in class using our Power Maths scheme. Depending on the skill being taught, developed or consolidated, there will be a pre-recorded video lesson for the children to watch to help them with their learning. • Literacy activity linked to National Curriculum objectives and each child’s next steps. Where appropriate, a pre-recorded video will be sent home to help teach new skills or to model the learning activity the children are required to complete. • Science tasks and challenges linked to curriculum objectives and each child’s next steps. <p>Resource packs including reading books (and Read Write Inc. linked phonics books) for the week ahead will be available for parents to collect each Friday afternoon. More details about the logistics of how these packs should be collected will be communicated within class teachers daily emails. Mr Goligher will set a separate reading session for those children within his group.</p> <p>On a Monday morning differentiated spelling lists will be sent to parents for the children to learn. Miss Adamson will then carry out a ‘virtual’ spelling test during the course of the week (the details and timings of this will be communicated within one of Miss Adamson’s daily emails).</p> <p>In addition to Miss Adamson’s daily communication, a learning matrix for specialist subjects specifically linked to the Year 2 curriculum will be sent to parents each Monday morning.</p> <p>This matrix will contain instructions and, if appropriate, links to videos to support the learning activities the children should complete, along with information about how the children should virtually ‘submit’ the tasks and challenges they complete.</p> <p>There will be learning tasks for French, Music, PE, Art, Computing, Religious Studies, History, Geography and Design Technology which the children will be required to complete during the course of the week.</p> <p>Miss Adamson will be contactable by email during normal school hours in the event of any questions or difficulties the children may have in accessing any of the learning activities.</p> <p>Miss Adamson would appreciate daily feedback from each parent as to how their children have progressed with their learning tasks. Full details of how this evidence should be captured will be sent home within Miss Adamson’s daily emails. Miss Adamson’s examination of this evidence will ensure that her assessment records remain complete and that differentiated learning activities can be planned for each child on a daily basis.</p>
Year 3	<p>Daily email by 9.00am from Mr Goligher setting out the learning plan for the day ahead.</p> <p>Each day this will include:</p>

	<ul style="list-style-type: none"> • Phonics session (matched to Read Write Inc. groups). This will be in the form of a pre-recorded video lesson prepared by Miss Adamson (for those children still receiving Read Write Inc. phonics input.) For those children working in Mr Goligher’s Language and Literacy group he will provide a separate session • Maths challenge linked to the differentiated learning children are completing in class using our Power Maths scheme. Depending on the skill being taught, developed or consolidated there will be a pre-recorded video lesson for the children to watch to help them with their learning. • Literacy activity linked to National Curriculum objectives and each child’s next steps. Where appropriate, a pre-recorded video will be sent home to help teach new skills or to model the learning activity the children are required to complete. • A piece of extended writing, which will develop as the week progresses (for example a story or a piece of non-fiction writing) • Science tasks and challenges linked to the learning theme of ‘Light’. <p>On a Monday morning differentiated spelling lists will be sent to parents for the children to learn. Mr Goligher will then carry out a ‘virtual’ spelling test during the course of the week (the details and timings of this will be communicated within one of Mr Goligher’s daily emails).</p> <p>In addition to Mr Goligher’s daily communication. a learning matrix for specialist subjects specifically linked to the Year 3 curriculum will be sent to parents each Monday morning.</p> <p>This matrix will contain instructions and, if appropriate, links to videos to support the learning activities the children should complete, along with information about how the children should virtually ‘submit’ the tasks and challenges they complete.</p> <p>There will be learning tasks for French, Music, PE, Art, Computing, Religious Studies, History, Geography and Design Technology which the children will be required to complete during the course of the week.</p> <p>Mr Bunday and Mrs Rollings will send out a weekly email, detailing skills they would like the children to practise and develop at home linked to the learning they have undertaken within recent Games sessions.</p> <p>Mr Goligher will be contactable by email during normal school hours in the event of any questions or difficulties the children may have in accessing any of the learning activities.</p> <p>Mr Goligher would appreciate daily feedback from each parent as to how their children have progressed with their learning tasks. Full details of how this evidence should be captured will be sent home within Mr Goligher’s daily emails. Mr Goligher’s examination of this evidence will ensure that his assessment records remain complete and that differentiated learning activities can be planned for each child on a daily basis.</p>
Year 4	Daily email by 9.00 am from Miss Moore setting out the learning plan for the day ahead.

Each day this will include:

- Maths challenge linked to the differentiated learning children are completing in class using our Power Maths scheme. Depending on the skill being taught, developed or consolidated, there will be a pre-recorded video lesson for the children to watch to help them with their learning.
- Literacy activity linked to National curriculum objectives and each child's next steps. Where appropriate, a pre-recorded video will be sent home to help teach new skills or to model the learning activity the children are required to complete.
- Comprehension (scanned pages of the text being explored will be emailed) containing tasks for the children to complete.
- A piece of extended writing, which will develop as the week progresses (for example a story or a piece of non-fiction writing)
- Science tasks and challenges based on what each child needs to learn next will be set by Mrs Barker.

On a Monday morning differentiated spelling lists will be sent to parents for the children to learn. Miss Moore will then carry out a 'virtual' spelling test during the course of the week (the details and timings of this will be communicated within one of Miss Moore's daily emails).

In addition to Miss Moore's daily communication, a learning matrix for specialist subjects specifically linked to the Year 4 curriculum will be sent to parents each Monday morning.

This matrix will contain instructions and, if appropriate, links to videos to support the learning activities the children should complete, along with information about how the children should virtually 'submit' the tasks and challenges they complete.

There will be learning tasks for French, Music, PE, Art, Computing, Religious Studies, History, Geography and Design Technology, which the children will be required to complete during the course of the week.

Mr Bunday and Mrs Rollings will send out a weekly email, detailing skills they would like the children to practise and develop at home linked to the learning they have undertaken within recent Games sessions.

Miss Moore will be contactable by email during normal school hours in the event of any questions or difficulties the children may have in accessing any of the learning activities.

Miss Moore may also organise 'live' lessons for the Year 4 children to join using Microsoft Teams. Details of these lessons will be communicated within her daily emails.

Miss Moore would appreciate daily feedback from each parent as to how their children have progressed with their learning tasks. Full details of how this evidence should be captured will be sent home within Miss Moore's daily emails. Miss Moore's examination of this evidence will ensure that her assessment records remain complete and that differentiated learning activities can be planned for each child on a daily basis.

YEAR 5 – YEAR 8

	YEAR 5 (45MIN LESSONS)	YEAR 6 (45MIN LESSONS)	YEAR 7 (50MIN LESSONS)	YEAR 8 (50MIN LESSONS)
MONDAY (AM)	Form Period English Science Maths	Form Period English Maths Science	Form Period English Computer Science Maths	Form Period English Maths Science
MONDAY (PM)	French Sport	Geography Sport	PSHEE Sport	Geography Sport
TUESDAY (AM)	Maths English Computer Science	Maths English DTE	Science English Maths	Maths Computer Science English
TUESDAY (PM)	Religious Studies Art	History Madagascar	Geography Madagascar	History Drama
WEDNESDAY (AM)	English Maths DTE	English Maths Science	English Science Maths	Science Maths English
WEDNESDAY (PM)	Geography Sport	Sport Religious Studies	History Sport	Religious Studies Sport
THURSDAY (AM)	Form Period Maths English Science	Form Period Maths English Music	Form Period English Maths Music	Form Period Maths English DTE
THURSDAY (PM)	History Class text (reading)	French Drama	Religious Studies Art	French Computer Science

FRIDAY (AM)	English Maths PSHEE	English Maths Computer Science	Latin / English or Maths booster DTE Science	Science Latin / English or Maths booster Music
FRIDAY (PM)	Music Drama Assembly	PSHEE Art Assembly	French Drama Assembly	PSHEE Art Assembly
PREP (CORE)	Refining and correcting work in English, maths and science	Refining and correcting work in English, maths and science	Refining and correcting work in English, maths and science	Refining and correcting work in English, maths and science
PREP (PICK & MIX)	Select weekly tasks from:		Select weekly tasks from:	
	Music (Miss Micklethwaite)	Sport (Mr Bunday)	Music (Miss Micklethwaite)	Sport (Mr Bunday)
	French (Mrs Campbell)	Famous Persons (Mr Moss)	French (Mrs Campbell)	Famous Persons (Mr Moss)

INDIVIDUAL NEEDS AND EAL LESSONS

Mrs Airey will get in touch with individual parents to see if they would like to maintain their paid lessons and, if so, schedule them into their timetable at a point which is mutually convenient. Due to safeguarding restrictions, these lessons will take place at the lowest ratio as 1:2 video calls.