

Developing Remote Learning Provision in Sefton following the Covid-19 Lockdown

Steve Rees, School Improvement Officer

July 2020

Developing Remote Learning across Sefton's Schools

Over the last few months, schools in Sefton have approached the challenge of providing remote learning in very different ways according to their own school's circumstances i.e. teacher's ICT skill set, internet access of pupils, equipment available, teacher's availability to work.

Using information from the Distance Learning questionnaire returned by the majority of Sefton schools, this brief summary of good practice has been compiled.

Use of Google Resources

Schools have made excellent use of the Google Educate suite of materials. Daily mathematics, reading fluency and SPAG practise have been uploaded to Google classroom. Teachers have created their own virtual classes and posted work through video, power-point and weblinks which their pupils have accessed daily. Work sheets and assignments are checked daily/weekly by teachers who have then posted back feedback and encouragement to those pupils who have submitted work. For those pupils who have not accessed the work, e-mails are sent to parents to remind pupils about completion. Teachers have also used Google Meet and Hang Out to arrange social gatherings for children which they can then closely monitor. Pupils have reported that they look forward to these meetings as it allows them to see their friends but also gives them some face to face contact with the class teacher. A couple of schools have successfully applied for the DfE grant and are in the process of setting up Google classrooms.

Use of other Learning Platforms and Social Media

Schools have made use of a free resource called Class Dojo to communicate with all families and display home learning and rewards. Once again on this platform it is possible to monitor when and if the assignments are being accessed through engaging in group or personal messaging or video. Other platforms used for communication and remote learning include Purple Mash, Seesaw, Flipgrid and Zoom.

School Twitter accounts have also been used to communicate with parents. Headteachers have posted personal messages, quizzes even assemblies to pupils. They have also promoted initiatives such as LFC Home Sports Day, North Sefton Sports Partnership weekly challenges.

Some secondary departments have been providing live weekly online lessons via Microsoft Teams to all year 7 to 10 pupils whereby teachers can interact with pupils. In some cases a Zoom based curriculum tailored to each year group has been set up, with each year group getting approximately 12 hours online learning per week to supplement digital platforms such as Hegarty maths. One school sets all remote learning via Class Charts. Firefly VLE has been another learning platform that has been used throughout by a school for setting all work in all subjects

School Websites

School websites have been updated to contain links to various free distance learning resources including, Bitesize daily, White Rose, Oak National etc. School passwords to sites such as My Maths, Whiterose Maths Hub and TT Rockstar's have been shared with pupils and parents to allow ease of access. One School has set up a Wellbeing page on the school website for all pupils.

Other initiatives for vulnerable pupils

Shielding teachers or TAs have supported vulnerable children at home three times a week via a zoom tutorials. One school has provided one to one tutoring for a child on an EHC plan via remote face to face video. Schools have provided phone call one to one sessions for pupils struggling with their mental health. Pupils from the nurture bases have been read stories on their doorstep socially distanced by staff.

Case studies

Some Sefton schools have written a case study on how their teaching staff have risen to the challenge of providing quality remote learning to their pupils during the lockdown period. They have kindly agreed to share these with the Local Authority.

The case studies are outlined in the appendices of this document.

The following link provides more case studies of how four primary schools in other Local Authorities have successfully developed the use of free remote learning platforms

<https://covid19.thekeysupport.com/covid-19/deliver-remote-learning/lead-your-approach/how-primary-schools-are-making-excellent-use-digital-education-platforms/?marker=content-body>

One of the key principles that underpin government advice on curriculum planning for the full return of students in September 2020 is that:

remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.

It is clear from the new government guidance that remote learning will play an increasingly important role in pupils' education for the foreseeable future, therefore, schools will need to develop their offer to remote education so that it is integrated into school curriculum planning.

When teaching pupils remotely, the DFE now expects schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

The DFE has produced a [quality assured list of remote education resources](#) which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools.

The Local Authority is currently working with some of our schools who have high levels of expertise in the use of free learning platforms and who have demonstrated excellent practices in delivering remote learning. In collaboration with these schools the Local Authority aims to develop a comprehensive training package for those schools who need it on the [Use of Google Educate Suite](#) resources. This will support teachers in meeting the requirements outlined in current DFE guidance on remote learning.

Training sessions will be advertised on www.SeftonEducation.UK

The first of these are shown below:

Google Classroom Set Up for Beginners

14th September 9.15 – 12.00

<http://www.seftoneducation.uk/Event/119516>

Google Classroom Set Up for Intermediate

21st September 9.15 -12.00

<http://www.seftoneducation.uk/Event/119523>

Please contact SchoolImprovementServices@sefton.gov.uk if you require any further information.

Appendix 1

Green Park Primary School

July 2020

Virtual Learning Case study

Jayne Hains, Headteacher

When schools were mandated to close in March 2020 due to COVID19 our biggest challenge was how to maintain a purposeful education for our pupils. As a school we have always embraced technology as such we purchased our own google domain approximately 8 years ago for \$10. This enabled us at the time to migrate fully to google within the safety of our own domain.

As part of this migration we removed IT suites and purchased Chrome Books, of which we now have 140 in school. The unit cost of a Chromebook is approximately a third of the cost of a laptop or iPad. Google products are free to all educational establishments and as such there has been no cost attached to the products and this continues to be the case. What we have achieved recently has borne no cost, pretty impressive!

All children are set up with a google account and email with the generic address name@greenparkschool.net. This gives them access to a cloud-based drive to store their work using google docs, google sheets, google slides and many other apps. The benefit of cloud-based working has been the ability for staff and children to login to their Gmail account from anywhere and gain full access to all the documents in their drive.

Google classroom is one of the apps available and has been used in school by key stage 2 staff for a number of years. Once lockdown was announced we were in a strong place to develop excellent virtual learning for our pupils. The IT lead at school set up a Green Park YouTube channel for us to store all the teaching videos we were about to start making.

Those staff who were less familiar with the technology were quickly skilled up by other staff. Within two working weeks of lock down children were provided with a structured day of teaching following our planned curriculum for all subjects. Children have continued with their music, art, computing, PE etc. throughout lockdown.

Staff plan a full day of learning. Lessons are posted on google classroom by 8 pm the day before they will be taught. This was in response to parents requesting some prior warning of the content so they could be prepared to fully support the home schooling the next day. Teaching your Year 3 child how to add fractions when you haven't done them for a while is challenging! The day is structured like a normal school day. As it is not live streamed parents are able to access the day's work around their own working from home schedule.

The key worker children in school accessed their work using our Chromebooks and were supported by teaching assistants. We have loaned IT devices to some families who have signed our acceptable usage policy.

Prior to the wider opening of schools on June 22nd teaching staff worked from home the majority of time planning for daily lessons which included them producing teaching videos to be posted in google classroom - some of which are amazing. Teaching assistants were deployed back in school to work with key worker children. All children received the same diet regardless of whether they were in school or at home.

Following the wider reopening of school 10 nursery children, 25 reception, 29 Year 1 and 26 Year 6 children returned on the Monday 22nd June. They have been in school full time ever since. Whilst the majority of our children were in school, we still wanted all children to receive the same education and as such made the decision to continue to plan using google classroom. For those in school this was displayed on the class white board and teaching assistants facilitated the day whilst the class teacher, who attends every day, continues to plan for the next day and weeks lessons.

During lock down teachers have continued to mark work which has been submitted electronically through google classroom. We have been able to monitor those children who log into the classroom and complete work. Where children haven't engaged, we have made follow up calls to families to ask if we can support in any way to get them back into the google classroom.

All year groups including our nursery pupils have received the same quality of education over the past few months. We have received incredible feedback from our parents and the children have continued to receive access to a full and rich curriculum throughout the lock down.

From September we are well placed should a COVID 19 case break out in a class and they need to isolate at home to just seamlessly pick up google classroom again and continue planning for high quality home learning.

Whilst we anticipate some gaps in learning for some children, we are confident from what we have seen in our returning year groups that children have maintained their progress and are well placed to start in their new year groups in September accessing the correct curriculum.

The above provides just a summary of what we have achieved working together as a team and embracing innovation. We have learned some great things through this process which we will carry forward into our practise. I have an amazing staff who share my can-do attitude, and this has been key to providing the best for our pupils.

If anyone would like to visit to observe first-hand the work that has gone on at the school, they would be very welcome and can arrange an appointment by contacting the school office.

Jayne Hains

Headteacher

Appendix 2

Redgate Community Primary School

July 2020

Home Learning Strategy

Gill Stratton Computing Lead and Year 5 teacher at Redgate Primary School

Redgate Primary is a one-form entry school with a nursery and a base for children with complex needs situated in Formby. Our cohort is diverse and we have a high level of mobility.

Since 2016 the use of Chromebooks across the school has developed. Innovative use of Google tools, in particular google classroom, meant that from the start of lockdown we were in a good position to continue our learning. Our staff and children were familiar with the use of [G Suite for Education](#), it was a way of working that was embedded across the school. We had invested time in preparing our staff and children to be digital learners, building resilience and independence, including the use of open-ended creative project work. Teachers knew how to deliver electronic learning and it was integrated into our lessons.

When the lockdown was announced, we were able to quickly adapt and use the tools we were all familiar with and create a plan that all teachers felt was manageable. ***We decided to keep it simple. Adapt and use the tools we had at our disposal. Keep it clear to staff, children and parents and teachers had to accept that we would be trying new things that may not always work.***

As children were not in school, we had to shift our focus from learning as the priority to engagement. If we did not attract the children then they were not going to access the learning. For those children who did not engage, we knew we had done everything we could to maintain learning. This went hand-in-hand with a well-being strategy in place to support all children and staff and connect with children and families who were not accessing learning. The principles we built our strategy around were ***‘engage, communicate, learn and celebrate’*** with the overarching aim of ***keeping our school community together.***

(Continued overleaf)

Provision by Key Stage (provided online with paperwork provided and delivered /collected if needed - all activities set and monitored by the class teacher)

	daily	weekly
EYFS	Joe Wicks/Shonette Bason 'Dough Disco'/ Yoga Maths and English activity Continuous provision (eg nature art) Reading and Phonics activities spellings (Rec)	Spelling Quiz (Rec)
KS1	Maths activity Phonics activity English activity Reading	Spelling test Cross-curricular learning activity x2 p/w
KS2	Times Table practice Project-based learning Reading	Spelling test LBQ Reading Comprehension with live feedback x1 LBQ Spag activity with live feedback x1 LBQ Maths x2 with live feedback Science lesson (live - video-led or live feedback given) x1 Writing task x1 Well-being/active task x1
The Pines complex needs base	Phonics Bingo Challenges Maths Bingo Challenges Literacy challenge (KS2) one cross-curricular learning Challenge Reading Online activity from website and app activities from list sent Shonette Bason Dough Disco/Joe Wicks	To be accessed daily when appropriate for each child. Supplemented by staff 1-1 teaching and well-being checks weekly, supported by SENDCO and Headteacher where possible.

Whole School Provision

- Monday smile - online version of Monday mile [Google meet](#) whole class and teacher focus well-being
- Fun Time Friday - Google Meet with whole class and teachers focus on fun
- [Website](#) developed by computing lead to include learning across the curriculum to support our daily/weekly offer links to online safety and digital wellbeing resources created by digital leaders. Idea of this was to be used as a resource hub to supplement our online learning.
<https://sites.google.com/redgateprimary.com/redgate-primary/home-learning>
- Weekly school challenge - focus on fun and well-being and aim of keeping our school community together and our spirits up. Organised by the computing lead, videos of each challenge were created and shared via Twitter and on the [Redgate At Home webpage](#) for everyone to enjoy.
- Digital leaders, working with computing lead, organised whole-school events such as [whole-school watch-alongs via Google meet](#) where parents and children gathered to watch a short film or cartoon together and just enjoyed sharing a sense of togetherness.
- Whole-school English project - organised by computing lead, a book was shared with the children by the headteacher and all classes completed [activities related to the whole-school text](#). This supported parents at home who had children in different classes and brought a sense of everyone being together also helped to share good practice across classes in terms of activity delivery and content.
- Children's work [celebrated on Twitter](#)
- Well-being checks/phone calls/ Google meets, particularly for vulnerable pupils.

Provision Delivery

- A Chromebook loan scheme was set up so children could access work at home.
- Work set on [Google Classroom](#).
- The Google [class stream](#) was a social space for the children to chat, discuss, share work, ideas and celebrate each other's work ([a learning Facebook](#)).
- [Video recordings particularly to introduce learning](#). Ideally less than 5 minutes. Instruction/learning on demand. Teacher support was then available through the class stream and over time, through Google meet.
- Live lessons were offered to children when manageable in KS2 eg Science experiments or maths tutorials/challenges eg beat the teacher/ times tables practise etc
- In KS2 children used [Learning By Questions \(LBQ\)](#) teachers and children were already using this in-school teacher could monitor progress through a question set, feedback and short tutorials explaining areas of difficulty as children progressed through the question set integrated into Google class stream
- [Project learning](#) - spread over a week and an element of choice allowed children to engage in a way that interested them and gave them a sense of ownership
- Parents supported via [Class Dojo messaging](#) during school hours (each parent directly linked to the child's teacher)
- Parents of SEND children signposted/referred to outside agency support eg. aiming high/MASH
- Packs/physical resources and workbooks sent out/delivered where needed

What we learnt

- Someone is needed to lead remote learning
- Google Classroom offers a social space for children invaluable when not together in school
- Communication became a three-way process (school to student and parent) and it helped to have parents and pupils on separate communication platforms.
- High-quality original teacher content tailored to our own pupils is most effective
- Children need to be encouraged to take responsibility for their own learning.
- Staff need to be realistic about what they can do and when but get them to accept more responsibility for their learning.
- Important to praise their independence and effort for them to remain motivated
- Ask for feedback from parents and children at each stage.
- Accept not all children will access the learning if it is optional

What we would do differently

- Training videos/technical support for parents in hand in hand with well-being support. This would be a particular benefit for younger children
- Have a system in place to monitor for consistency
- Devise ways for students to support their own learning by helping each other/ peer assessing/teacher as overseer role explored
- Acting quicker to find out what barriers were stopping children accessing learning and resolve them ASAP
- Blending more seamlessly home and school (bubble) learning

Recommendations

- Local Authority/DfE provide laptops/chromebooks for each child (at least consider a trial of this with specific schools/classes using technology effectively to see benefits of any future rolling out of 1-1 Chromebook programme).
- Digital competence, including early exposure to technology, makes students more familiar with technology bridge digital divide by funding for devices from EYFS.
- A local resource hub similar to the Redgate at Home learning page with extension activities and guidance for parents.
- Local government funding so that schools in the borough can be reached and supported and good practice shared easily for the benefit of all learners, bridging the divide between schools
- Network put together support for schools how to use google classroom - electronic learner-led studies etc - for the benefit of students, teachers, heads, parents
- Training or support for parents - children were often better than parents - computer literacy problems among less-skilled.

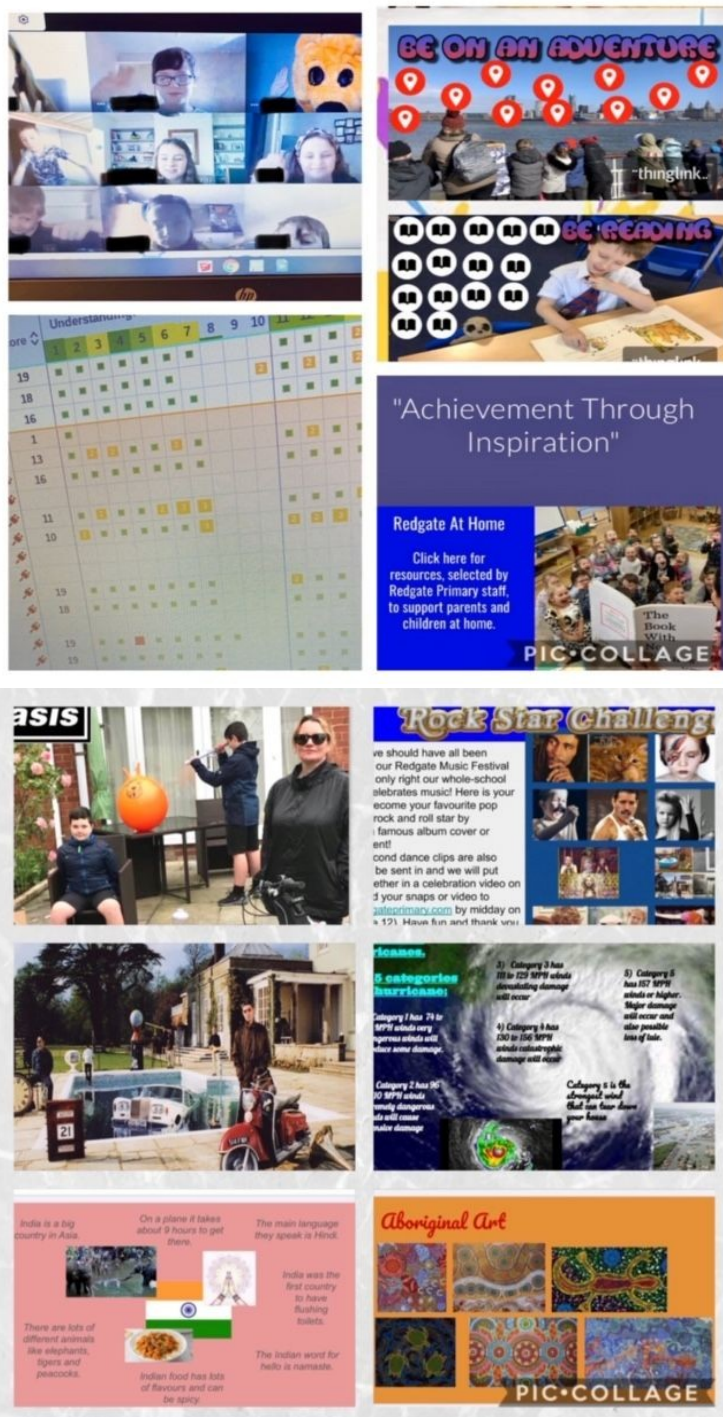
What Redgate Home Learning Looked Like Visit the Redgate Primary Home Learning Webpage:

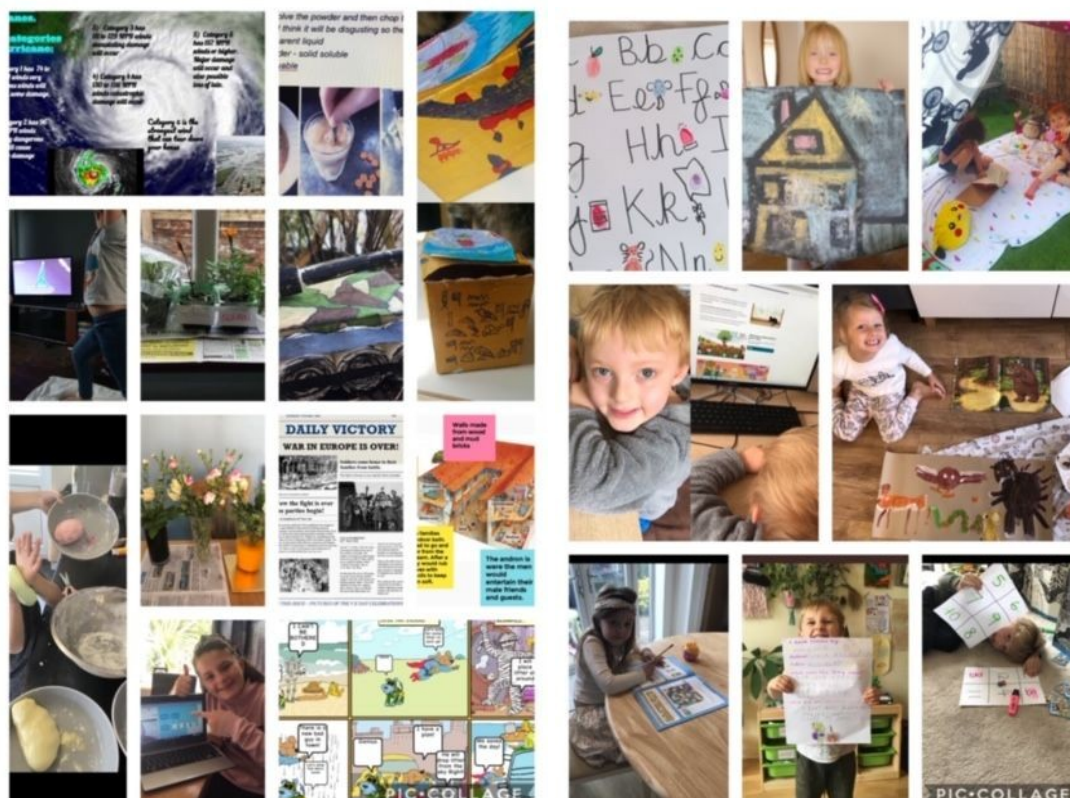
<https://sites.google.com/redgateprimary.com/redgate-primary/home-learning>

@Redgate_Primary

@Y5Redgate

further information: strattong@redgateprimary.com





Links to videos of home learning:

Rockstar challenge video:

https://drive.google.com/file/d/11_6fQdu-blg7qFxxab5bKpLXleMzTDgG/view?usp=sharing

Share a story genius hour example of project-based learning task setter video

<https://drive.google.com/file/d/1GvhbCkr4ADXYAITzwJr3alycg-vKW11r/view?usp=sharing>

Example of collaborative class project video

<https://drive.google.com/file/d/1lZ8q61HUVzJWe7UCEPYbUD8obXzITpnm/view?usp=sharing>

Parent Views

“Communication has been great. She is a lovely soul who cares for the children has come across in how work has been set, the way she conducts herself towards the children in her pre-recorded class instruction videos. Really lovely.”

“All three teachers have been amazing. They have really helped to keep a sense of normality and calmness through their communications. It is clear what work is expected to be done and then there are extra activities in the website to keep busy.”

“Google hangout has been great and the use of video teaching has been a highlight for my daughter. “

“Through class dojo and Google classroom they have been available to help and support both kids with any problems/ questions during the pandemic.”

“The constant being there and being so much fun when they’ve delivered their lessons online and hangout. Communication from school to home has been excellent and we have felt informed throughout.”

Appendix 3

English Martyrs Catholic Primary School

July 2020

A Case Study of Online Learning: Google Classroom for older children, Google Sites for younger learners

Lewis Dinsdale, Headteacher

English Martyrs Catholic Primary, was already using Google Classroom (part of G Suite for Education) with Years 5 & 6 before schools had to close, so moving to remote learning was relatively easy. The school plans to continue using the platform when schools reopen.

KS2 - Google Classroom:

We feel that this platform works best for pupils who can work independently. Teachers have used it to:

- Assign lesson activities to pupils to complete each day (in the 'Classwork' section), for:
 - Maths - White Rose hub videos & worksheets (Q & A) uploaded and shared;
 - English - range of writing activities linked to themes/topics e.g. Chester Zoo/Conservation projects
 - Provide one other curriculum activity daily from Science or across foundation subjects, art, DT, geography, history, MFL (Spanish) etc.
- Set pupils questions to answer (you can set these to be self-marking). Pupils tick 'Hand in' or 'Done' when they have completed an activity, and the teacher gets a notification email.
- Schedule work for pupils in advance, to appear in the 'Classwork' section on a specific date, so pupils don't finish all their work too quickly. We have asked pupils to log in daily, and complete their directed learning during the timetabled lesson time.
- All work submitted has received feedback from the class teacher. Some staff have trialled the use of "Mote" a voice note plugin for Google Chrome that allows staff to leave feedback verbally as an audio recording that the children can listen to. It offers a voice to text conversion facility, although this has proven to be fairly inaccurate at times. (We decided to avoid the use of Zoom/Meet/Teams for video lessons, for safeguarding reasons as well as scheduling difficulties for staff with young families & parents not having enough devices to support this within households).

Google Sites for Early Years & KS1:

For these younger pupils, we have used Google Sites (also part of G Suite for Education) to create simple websites from which families can download home learning resources for each day. These are

curated links and have been uploaded/shared with families weekly. You can see our Nursery Home Learning Hub here: <https://sites.google.com/englishmartyrs.co.uk/nursery-home-learning-hub/home>

Because Google Sites are effectively static web pages, not dynamic platforms like Google Classroom, the families have been encouraged to submit work back to us via the Class Dojo app (free platform) where all children have a personal portfolio area. Also, families have shared photos and great home learning by submitting it to our newsletter email address and this has featured in our fortnightly newsletters in “News from Home” which has covered the whole school and learning beyond the curriculum.

Key Learning:

- Staff training and development is vital - if there is an expectation that you will undertake these platforms as a whole school approach, there needs to be clear guidance and understanding by staff on how to use the platform, the drawbacks of them and any potential safeguarding issues.
- Google Classroom chat facility - this can be muted for all children (this is useful!) otherwise the main Class “stream” becomes quickly clogged with children chatting to one another about irrelevant issues and makes it harder for everyone to see the work that is set. This still allows staff to communicate to children when they submit work.
- Unless every child is provided with a device, don’t expect 100% take up: Although we communicated to all parents through email, SMS, in-app message and Class Dojo about the way in which we were using Google Classroom & Google Sites, there was not a large take up initially. We took to calling families directly to offer over the phone setup and technical support which helped with some families. There was a proportion that indicated that they either didn’t have enough devices or they were too small e.g. phones and therefore difficult for the children to work on them. To that end, we lent a number of school owned devices out (iPads/chromebooks) to families we knew needed them the most. As a result, we are investing in more Chromebooks for KS2 children ahead of September.

Appendix 4

St Phillip's CE Primary School, Southport

July 2020

Unlocking Lockdown Learning!

Mrs Sandie Edward, Headteacher

It is my great pleasure to provide an overview of our remote learning package across the many weeks of lockdown.

As a school we had very few key workers and were able to manage this across both term time and holiday time on a staff rota. We worked across our staff team to ensure that we had a Designated Lead, paediatric first aider and Senior Leader on site at all times. We were inventive about how we used all of our staff including site, welfare and Teachers, T.A's, supply, Governors, church leaders and office staff and I think it would be fair to say that staff gained experience of roles and age groups of children that they would not have been exposed to under normal circumstances.

Lockdown was a time of immense growth at St Philip's, it brought many challenges but more importantly so many opportunities. There are many changes that we made that we will keep, opportunities to improve learning experiences, homework approaches for the future, staffing alterations, leadership opportunities, improved remote communications and so much more.

We are a one form entry primary school and already had fabulous relationships with our school families, lockdown has been an intense time for them all and I am delighted to say that we have had such amazing feedback, we've been able to support with both practical and emotional help and more importantly live out our school mission ... Christ in everything we do.

Rather than put together an overview, staff have detailed their own year group adventures over the last few months – I felt that this would make it a more personal, real, meaningful and powerful overview. I haven't specified a style so each year group is different but it really gives you a flavour of how we unlocked learning for our whole school family.

Sandie Edward – Head Teacher



St Philip's Lockdown Learning 2020 – Year 1

Since 20th March 2020, the familiarity of school has been very different for teachers, school staff, pupils and their families, right around the UK. Thankfully, at St Philip's we had developed our plan of action for what would happen in the likely event of a school closure, in the weeks leading up to this. Little did we know however, just how long these changes would be in place for.

This is HOW we did it in Year 1

- A class plan with our usual timetable and a list of useful websites and activity suggestions suitable for Year 1 was provided to parents.
- The class website was updated daily with work for each subject on our timetable that day. Purple Mash, White Rose Maths and Twinkl had excellent resources which was used alongside our usual 'medium term' planning.
- Individual work packs were provided for children unable to access the work online, with provision made for SEN, EAL, FSM, LAC and PP children. Packs were delivered to the homes of children, where necessary.
- A class blog was introduced on Purple Mash for children to share news and keep in contact with their friends and teacher.
- Staff music videos sent to the children.
- A risk assessment and individual 'welcome back support pack' was put together to support a child who requires 1:1 support. This was shared with her mother via email and discussed over the phone.
- For our Beatles topic the children were invited to take part in a music video of 'The Beatles – All You Need is Love'. This was opened up to the whole school with children and teachers submitting videos of them playing, singing and dancing along to the song.
- Key worker and vulnerable children from Year 1 attended school throughout the whole of lockdown.

This is WHY we did it

To fulfil our school's mission - **"Christ in Everything we do!"**

- To cater for the needs of our children and their families who come from a wide variety of backgrounds. We wanted to assist with the educational, financial and emotional needs of our families.
- To reduce the widening of gaps in education and mental health that are inevitable during such a time.

This is WHAT our feedback was

- The parents and children frequently sent work and activities they had done, which was shared on our website page. Each email and piece of work submitted online was responded to.
- Many parents contacted me to express their "joy" and "appreciation" of the staff music videos. They lifted spirits and I was told by one parent, "Word on the WhatsApp chat was how great it was and some had been moved to tears." The parents responded with a video of the children.
- Since some children returned to school on 22nd June, parents continue to thank us for everything that we have provided since March.
- Daily contact is still made with those children who have been unable to return to school.

Look What We've Been Doing!



French - Andrew's Rainbow



Music - Beatles Song Review



Alice's Beatles Poster



Art and Design - Yellow Submarine



Art - Dotty Sunshine Painting



Edith has been busy writing!



Edith has been busy writing!



Art - Dotty Sunshine Painting



Yummy Baking



Feeling brave! 😊



Fun in the sun!



Working Hard and Keeping Fit!

Lockdown Learning at St Philips Year 2

Year 2 Home Learning routine

I really wanted all the children and parents to be able to access all the work set, easily and without any confusion, so each day I created a task sheet for English and Maths. This seemed to work well and parents reported back that the task sheets were clear and thorough.

In order to prepare the children for Year 3, I followed the curriculum as much as was feasibly possible.

Variety of tasks set to maintain interest.

- Educational computer games
- Purple Mash
- BBC Bitesize
- NCETM (Maths Mastery videos)
- White Rose Maths
- Literacy Shed videos
- Picture books on YouTube
- Kahoot
- Pobble
- Creative recording methods



Keeping in touch

Saying good-bye to the children as we went into lockdown was an emotional experience but never for one minute did I think it would be for so long. I have tried to keep in touch with the children and their families so we all still feel connected.

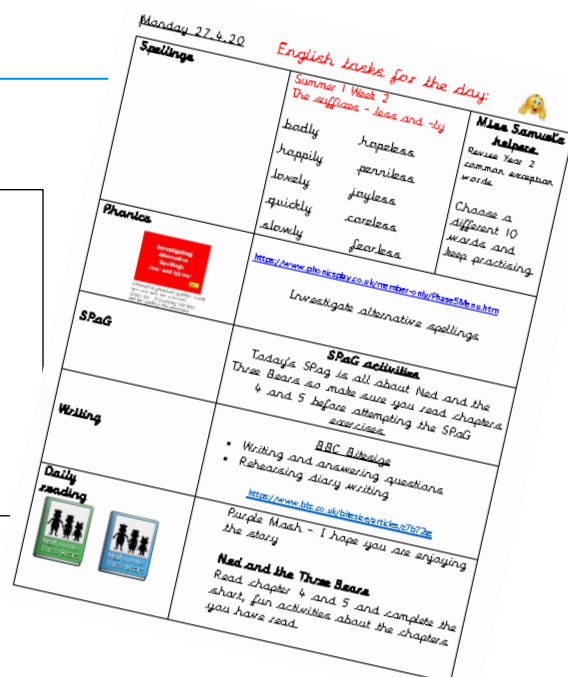
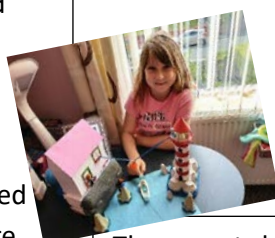
I have always replied to emails from parents promptly.

We have a class blog where the children can add photographs of their work or news.

I have phoned families who may need more support, for example with printed resources, text books, exercise books. I also regularly phoned the parents of SEN children so that I could ensure appropriate work was provided as necessary.

Marking on Purple Mash has proved useful as there is an opportunity to write personal comments to the children. Also, parents have reported that their children have loved receiving rewards on Purple Mash and this has helped them to remain motivated.

Messages from me to the children on the home learning page just to say hi and have a chat.



Highlights

Year 2 children created beautiful pictures of hearts and flowers to decorate the Respiratory Ward at Southport hospital. Children became immersed in topic work and went the extra mile.

For example:

During our local history topic about the Eliza Fernley disaster, a child used his daily exercise to visit the cemetery where the memorial is situated. Our science topic about plants inspired lots of children to have a go at growing flowers and vegetables from seeds and some replicated plant experiments I had photographed and put on the home learning page.

Fabulous models to illustrate one of our texts – The Lighthouse Keeper's Lunch – were created. The beautiful work created as part of the 'My Life in Lockdown' project was amazing and a fascinating insight into how the children will remember these unusual times. I have attached a couple of examples below.

The parents have been incredibly supportive throughout.

Some of the lovely messages from our amazing parents:

"Thanks for everything you're doing. You're making it much easier for me to be organised and Eleanor's really enjoying all the different work and all the fun stuff too."

"Forgot to mention all the hard work and amazing job all the teachers are doing in supplying the work, keeping in touch with the children and encouraging them to continue learning during this difficult time...thank you!! Xx"

"Thank You for all your continued hard work supporting the children."

A different way of learning

Here are a few examples of how learning was made fun at home.



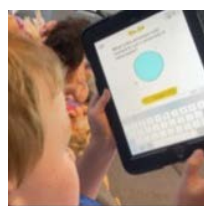
The children created posters to consolidate learning about how Easter symbols remind us of the Easter story.



Science – Lots of growing plants from seeds took place during the beautiful weather.



Practising maths through games.



Lots of reading to be done.



Chalk spellings.



Let's be creative

We made Aboriginal rain sticks when learning about Australia.

We created models of the cottage and lighthouse when using The Lighthouse Keeper's Lunch in English.



Working remotely from home has been a very different experience for us all. I have enjoyed the opportunity to greatly improve my ICT skills and think creatively about the curriculum but have missed the daily contact with the children terribly. My home work station seemed very quiet and lonely in comparison to the hustle and bustle of a busy Year 2 classroom. I have been so proud of the children who have managed to stay motivated and keep learning throughout. Also, thanks to the parents, without their support all of this would not have been possible.

‘My Life in Lockdown’ Project – Example of amazing work

DO NOT OPEN UNTIL 2050!!!!

To 37 year old Tyler Murphy,

This is a letter from 7-year-old you. It is Spring 2020 and we are in lockdown because of the corona virus. I wonder what job you have? Are you rich? Are you still handsome? Are you still doing your year 2 work?

Everyone is feeling scared but mostly older people. if they get the virus it can be very bad. Lots of people have sadly died but the NHS are trying their best to save them. Boris Johnson is the Prime Minister and he has said that we all need to stay at home to stop spreading the virus. He said that we all need to stay 2m apart from other people if we go outside so we should cross the road if people are walking towards us. Boris has closed the shops and restaurants and the parks and worst of all he's closed McDonalds!!! This makes me very sad. So, go and get a happy meal if they are open! I wonder what toys they have?

We can only go shopping for food and we can go for a walk or bike ride. We see lots of people wearing masks on their faces when were out and it is very quiet. When we get home, we need to wash our hands and sing happy birthday. Boris has closed the schools too. Only key worker children can go. I have been to school a few times while Mummy goes to work, she is a school dinner lady. School is very different. Only a few of my friends are there and not many teachers. It is fun and we get to wear our own clothes. On the other days we stay at home and our teachers send us work to do but I just want to play my video games and play in the garden. It is really good that we can stay in our pyjamas to do it and eat snacks at any time of the day. I like doing my work on the computer because I don't like writing. When we finished our work we get to do lots of fun things like baking, bike rides, family walks, helping to cook, movie nights, games (Cluedo is my favourite) and mummy has a special treat box full of chocolate for us if were good (I hope I get one for this letter) I like staying at home because I can have extra sleep and I can play power rangers with my brother. I am normally the red one and always win. If we could see the virus we could both defeat it with our powers and it would be gone forever.

We were supposed to fly to Lanzarote to see Grandma and Grandad and meet our new baby cousin Lia and our other baby cousin Lexie but Boris said we weren't allowed. I am missing them lots and lots but we can speak to them on the phone whenever we want. They are in lockdown too but they are not allowed out at all only for food shopping. They are not allowed out for exercise or anything. I wish we can fly again soon for a big cuddle.

I can't wait for Boris to open the parks and airport. Especially McDonalds. I want to see my friends and go back to football and swimming lessons.

I hope you have saved a lot of money and bought a big mansion to live in with a swimming pool. I hope corona virus has disappeared. I hope you have seen your family lots and lots. I hope you drive a super cool car and you have a private jet plane!

Lots of love

A really cool and funny younger version of you
7-year-old Tyler Murphy xxx



Now people don't walk on the pier, but we don't fear. We have people to look after us, Our loved ones always near.

Bethany Woodley
Year 2, St. Philips



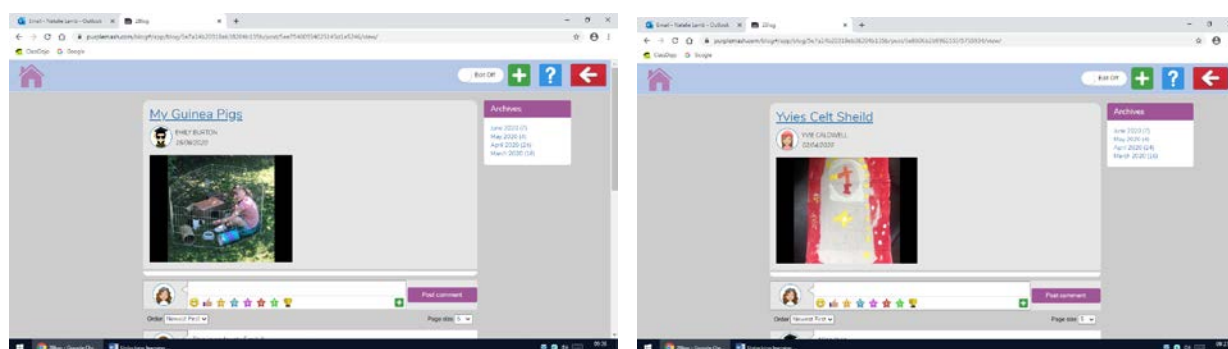
My Life in Lockdown



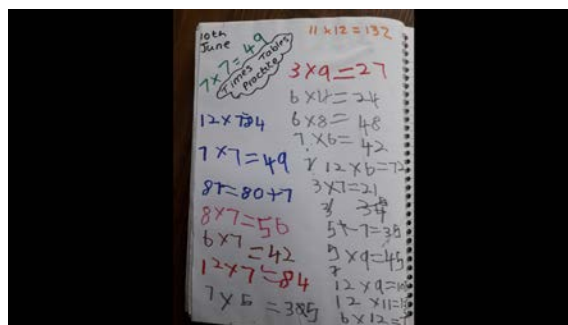
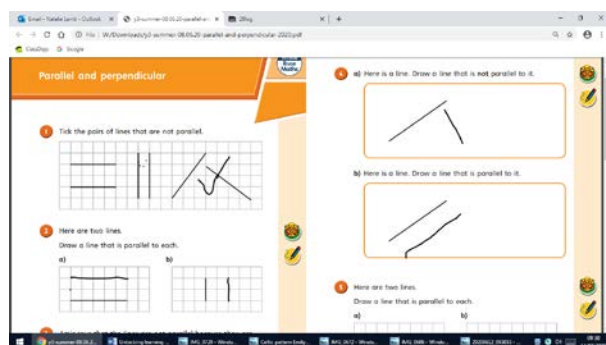
Home Learning in Year 3

There are 30 children in Year 3 (20 boys and 10 girls). 10% of the children are Pupil Premium and 6.7% FSM. 2 children are on the SEN register and have their own support plans. There are two teachers that job share in Year 3 doing approximately 0.5 each, who have worked together during the period of lockdown to ensure progression and continuity of learning following the class long term and medium-term plans. Due to a range of different family circumstances a range of activities have been planned to ensure access for all. These have been online and work packs that have been collected from school.

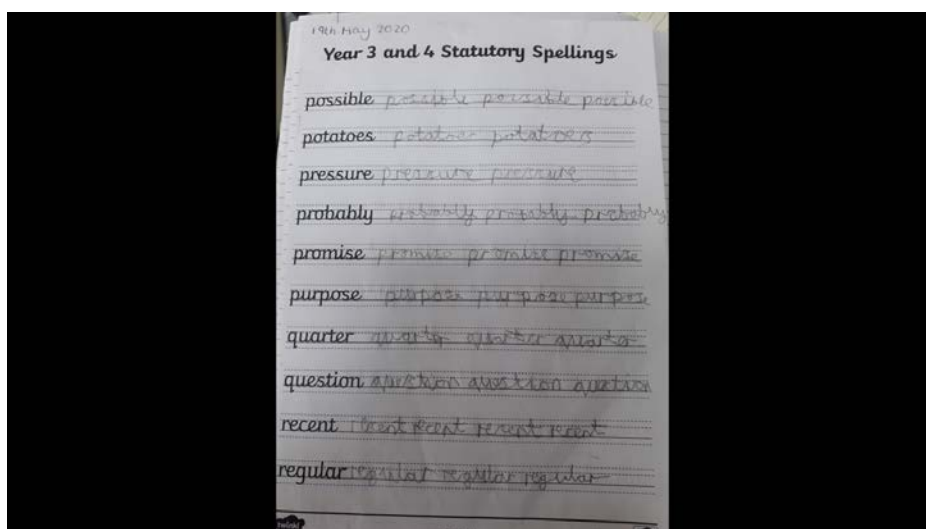
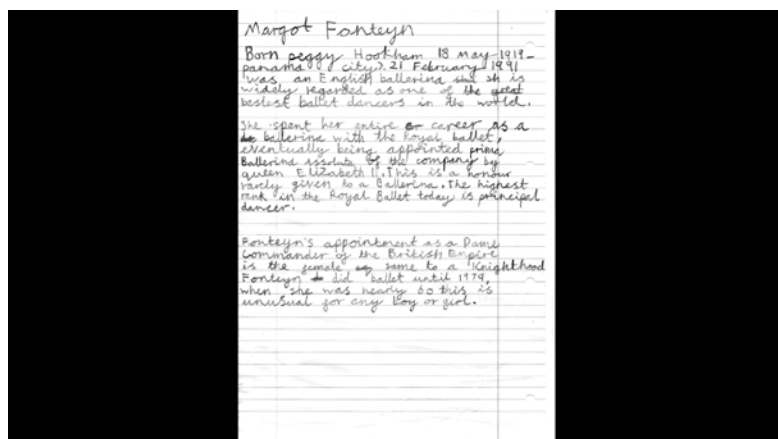
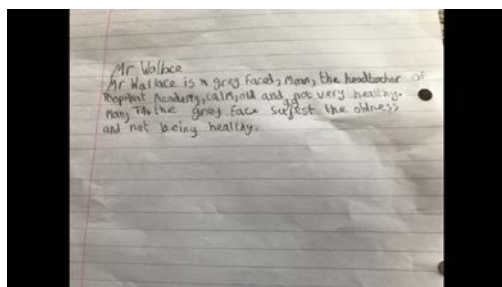
The use of Purple Mash has been successful to engage a large proportion of the children. It has been used across the subjects as enables children to communicate with the teachers by sending short messages to accompany work and receive feedback from the teachers about what went well on a task and what they could do to improve. Children have also been able to complete quizzes and games that give them instant feedback on their success, which has helped the children active online to practise their basic skills, such as times tables and spelling. These could easily be differentiated to allow for children needing additional support or challenge. Children can also receive awards for super effort or great work! A class blog was also set up on the platform where children have a safe place to share their news and pictures. Staff have also been able to post thoughts and comments, which has allowed the class to remain connected.



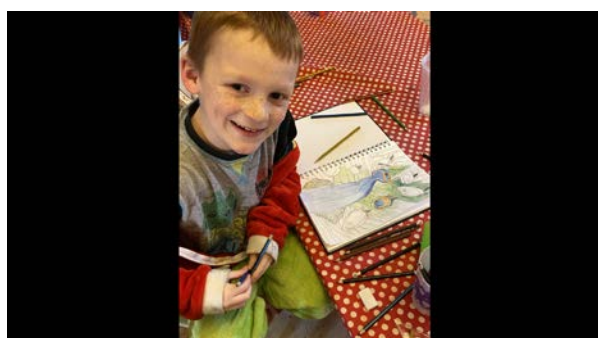
Running alongside Purple Mash, the class homework page has an area for each subject (Core and Foundation subjects). Weekly activities (daily for Maths) for each subject were posted here and along with additional resources, video clips and practical fun activities. Children were often given a choice of a paper-based activity they could print off or something to complete online. E-mails were welcomed to share their work and to receive feedback if not completed on Purple Mash.



For English children have been set a mixture of Purple Mash writing tasks linked to their curriculum learning or writing tasks that parents have photographed and emailed. All of the children have access to differentiated vocabulary and writing mats to enable them to write at their level. We have followed, where possible, the curriculum map for the time of year keeping their English and writing focus as consistent as possible.



Children particularly liked short projects, such as the VE day celebration work. It was lovely to see some of the children really enjoying learning about past family members with their families and it became more of a family task to enjoy together. They also, enjoyed the Greek history project, Greek art and the Lockdown writing project. Children have also enjoyed various art activities during their time at home.



'I have designed a PowerPoint presentation with the help from my Mum about my Great Grandpa who was captured near Dunkirk in WWII and held in a POW camp in Poland. I have found it interesting to learn about him and my own Grandpa (it was his dad) found me lots of photos which showed me pictures of my Great Grandpa there.

I hope you enjoy watching it as much as I have enjoyed doing it!' (Parent)

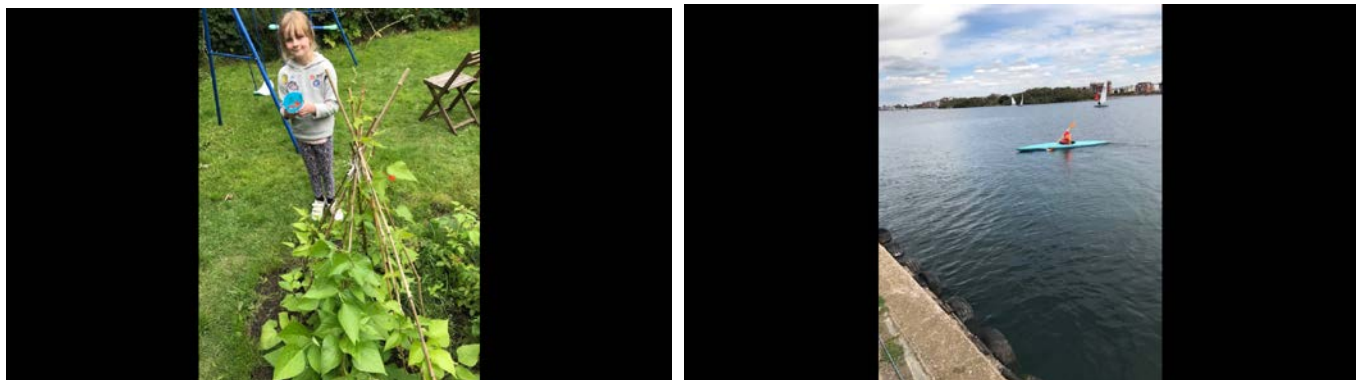
'Attached is x's Greek project. Apologies this is late. We also have a photo of x dressed in a toga, but will send that separately.

x has written a biography about her brother in her homework book and will be writing about a famous person next.

We have also been finding angles in the house and garden - we will send some photos on a separate email.' (Parent)

In subjects like Music and PE, children were encouraged to take part in activities with their families. Learning songs together and competing in challenges. Something for each subject was planned each week. Staff (and children) also took part in the Sports Cubed challenges to encourage children to remain active during lockdown. Children have also been given access to Real PE at home. It includes an online programme which supports families to be active, play and learn together. For children in Key Stage 2 there are carefully selected personal best challenges, skills and games designed for the home and garden.

PSCHE was an important subject over lockdown to support the children's mental health. Weekly activities were posted for the children to share with their families or to complete independently.



Pupils were emailed regularly and encouraged to email back. Those children that did not email or communicate through Purple Mash were telephoned to ensure they were coping with their home learning. Some children, who did not have access to Purple Mash or struggled with the online learning were given packs of work to complete. These were differentiated depending on the level of the child. SEN support plans were updated and sent to the parents to allow them to continue to support their targets.

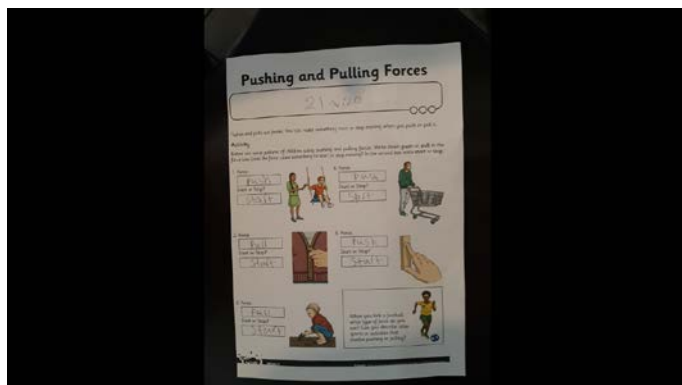
'I hope you are both ok? x loved getting your emails back the other day and hearing about what his teachers had been getting up to with your children.' (Parent)

'I hope that you and your families are all well. Thank you so much for the cheery song you sent to us all. It was so lovely. Of course, I won't be the only mum to have shed a tear.

We are all ok and I am pleased that x is settling back into a new learning routine as best we can offer. Attached are some examples of work from last week. We have made a start on the Greek project and will be doing science later today.

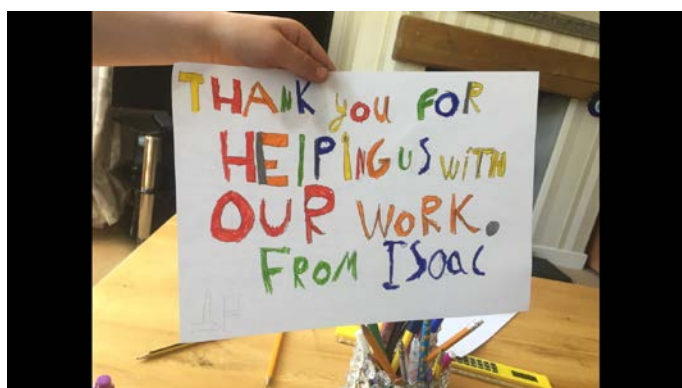
A loves the musical tunes tables - thank you' (Parent)

A large proportion of the children in Year 3 have actively enjoyed tasks that have been set on Purple Mash and on the class homework page. Regular emails and conversations have helped to maintain children's motivation for learning and enthusiasm.



Emails have been sent weekly not just to parents but addressed specifically to the children so that they can respond and have an ongoing rapport with their teachers. The children have been given a small insight in to the home lives of their teachers with updates on how their children have been engaging with home learning too.

x and I were talking about the jobs that everyone is doing at the moment and being thankful for those working so hard. When it came to you and Mrs P he said "so they have to do the online work, then go into school and also look after their own children? Wow, they must actually cut themselves in half!" So, there's a big thank you from x too. (parent)



Online Learning in Year 4 at St Philip's

Leaving School

We said goodbye on the 20th March, for an unprecedented break in classroom learning to move to online provision. We shared our plan with pupils and parents for continuing our learning via the school website and the platform Purple Mash. I reassured the children – including two Pupil Premium children, two Looked

After Children, one child with an ECHP and a number of children with additional needs – that I would be just at the end of an email and thinking of them every day.



"I just want to say a huge thank you for everything that you are doing! --- has been amazing at doing her schoolwork."

Year 4 Remote Learning

The Year 4 "Homework" page on the School Website became the main place for pupils to access their learning, with relevant links, videos, tasks, instructions and inspiration posted there. The existing Medium-Term Plan was followed as much as feasible, by adapting the topics for online access and following a simplified timetable. Aiming for consistency from day to day, websites used regularly in school like White Rose Maths, Purple Mash and 1Decision continued to be prominent in our online offer.

Offering Alternatives

Year 4 pupils had varying levels of access at home, from differing technology to physical needs. Some pupils required paper packs of work at the start of online learning, whereas others began using paper packs later on as a way to physically 'hold' and 'see' their progress. Some pupils were printing worksheets out, others were completing on a computer, others were using a tablet, some were just writing what they needed to in an exercise book. One child with limited mobility used the program Clicker to access his learning. With an EHCP, he required additional differentiation for written or drawing tasks. Every lesson needed to have an option that could work across all platforms and allow pupils to learn in their own preferred way.



Highlights included:

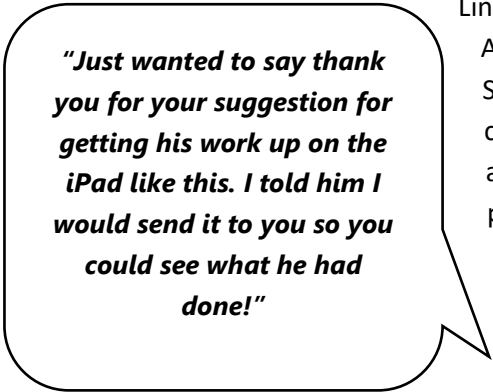


- Videos of learning sent in from parents, e.g. of Science experiments tried at home, including a fiery volcano and an explosive rocket launch.
- Creating a grounding 'coping skills' box.
- Receiving blog messages on Purple Mash.
- Animations made in Computing inspired by Wallace and Gromit.
- Viking crafts at home, including wooden shields and longboats.
- Making musical instruments for our Science 'Sound' unit.
- Lockdown writing competition.

How have I helped?

Emails and phone calls have been brilliant for keeping in touch with families across the school closure, offering both schoolwork and emotional support. I gave regular encouragement and feedback to pupils for their hard work, and I knew that sometimes something as simple as a 'well done!' GIF would brighten my pupils' days and let them know I was still there for them.

One pupil was moving to a new house during lockdown and requested a paper pack of work while their internet might be unreliable. I continued to provide work for an additional two weeks to ease the strain of getting settled. Other pupils struggled to find their rhythm and needed some help to settle into a way of working that suited them and their family's needs, including navigating sharing devices across siblings.



"Just wanted to say thank you for your suggestion for getting his work up on the iPad like this. I told him I would send it to you so you could see what he had done!"

Linking to bigger initiatives and projects such as Mental Health Awareness Week, VE celebrations, National Sports Week and the Summer Reading Challenge has given pupils the opportunity to connect with their wider community virtually and stay motivated and engaged. I offered additional activities for pupils who were particularly interested in a topic, for example extra 'exciting experiments' for my budding scientists to try themselves. I would like to thank parents here too as their time, effort and support in our online learning offer must also be recognised.

Lockdown learning in Year 5

There are 28 children in Year 5 (17 boys and 11 girls). 18 % are Pupil Premium and 14 % are FSM. 6 children are on the SEND register, including 1 with an EHCP and 4 with their own support plans.

Learning for Year 5 has been uploaded daily to our class web page- including a daily picture and message from me to the children. I have used a combination of Purple Maths (great for monitoring who is completing tasks and giving instant feedback), White Rose Maths, Twinkl, BBC Bitesize resources and my own planning and resources to ensure a variety of tasks to keep the children engaged. Differentiated packs were created for my Lower ability children- all emailed or printed out.

'Thanks for all the info and work sheets.... Thanks again for all your support'

One of the most popular English tasks was to write a letter to me, persuading me and my family to watch their favourite film! The best letter was chosen by my children and I and then we watched their recommended film.



Project work has also been a success- for example, The Victorians. This project involved looking at our local area, taking photos, writing a chapter project about life in Victorian times and including a word art on their front cover.

Throughout lockdown I was keen to ensure that the children stayed connected to each other and I also wanted to be in regular contact with them. To help with this, I uploaded any work and photos (which were emailed to me) to our class web page. I set up a blog on Purple Mash, which the children really enjoyed adding comments to -some even went

on to start their own blogs-adding animation work, art work and photos of what they had been doing.

I also sent personal emails to each child and phoned parents- those with particular needs I contacted more regularly. These phone calls and emails were vital for me to know how the children were coping with the school work and, more importantly, coping mentally with the challenges of lockdown. Further support could then be specifically directed to those who needed it. Praise postcards were sent out to those working particularly well and quick feedback was given when work was sent to me.

Parents were really appreciative:

'... the support the school has provided so far (Praise also to Mrs Cooper) has been excellent with easy to follow tasks and responsiveness of Mrs Cooper'

'Thank you for all the hard work you're all putting in.....your efforts are appreciated.'



Other Lockdown highlights – 'Victory' Easter art work-one of my children painted a scene on her window! Another used salt dough. Another week we looked at the story of Saul becoming Paul- one sent me a movie she made to retell the story using lego figures!

In Science our topic was 'Changing materials'- I set the task of an Escape rooms challenge, where the children had to solve the Science clues to get codes to escape the kitchen! I also set some simple home experiments linked to our topic and one of my children sent a video in of her carrying out the experiment in her

kitchen!



Final highlights- Mental Health week, VE day, Sports week, Easter theme challenges ('In another place'- to create a cross out of any materials in their home), June kindness challenge and Pentecost art work.

Lockdown was a challenge and we all had to swiftly adapt to teaching, and learning, in this new way. I am proud of the way my children, and their families, responded to this. The emails and messages I received have shown that the parents were very grateful for all my help and support.



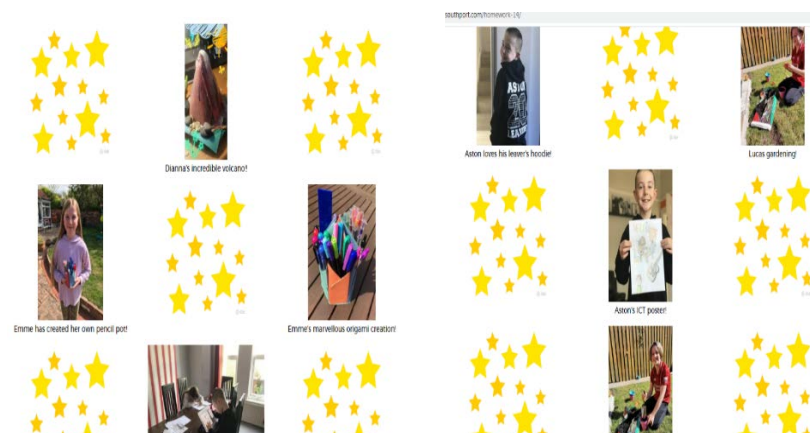
'Thank you for all you are doing and have done over this difficult time. I know you have been working extremely hard and it is much appreciated.'

Year 6 learning in Lockdown

English

In English, I have been setting creative writing tasks each week around a visual text or a specific genre where children have had ppts for their inputs as they would in school along with planning templates and success criteria's etc. Children have also been given SPAG lessons and comprehension tasks. Sometimes their learning linked closely to the Oak National Academy virtual learning site that allowed children to also have a virtual input. Parents fed back that the variety of learning approaches worked well for their children and the diverse approaches helped stimulate learning at home. Purplemash has been fantastic to set daily comprehension tasks and activities along with daily spelling tasks. Purplemash has also allowed us to check on who is logging on and who is not. I have been emailing the children individually to check in and see how they are all doing.

Our 'Year 6 Wall of Stars' over lockdown!



Hello Mrs Warham,
Just wanted to say a huge thank you for all you have done for us as parents and for the children. Thank you for all the work you have uploaded (with answers) making our lives a lot easier. Thank you for always being there to answer any questions or simply just being there for us. I know we possibly won't see you as you are likely to be shielding but we wish you all the best and pray everything goes well for you. We have had our email from Mrs Cooper and our son is excited about Monday. I know this is not a goodbye but just wanted to say the above before Monday comes. Thank you again for all your hard work and best wishes Rehana.

Maths

In Year 6, we have stuck to our normal timetable as much as possible from our start of the day tasks being Maths key skills on Mondays and Thursday to SPAG activities. We then have followed the White Rose Maths materials along with the Maths Meetings materials. We also use the website: <https://www.khanacademy.org/> that has videos and tutorials explaining maths concepts to help children. This has meant that our topics have continued in order as they would in school (without the SATs revision)!

Foundation subjects

Mrs Afford sets her French and Art work every Thursday as this is when she would take Year 6 for PPA and Mrs Lund has been setting an ongoing History and Geography projects full of various creative opportunities.

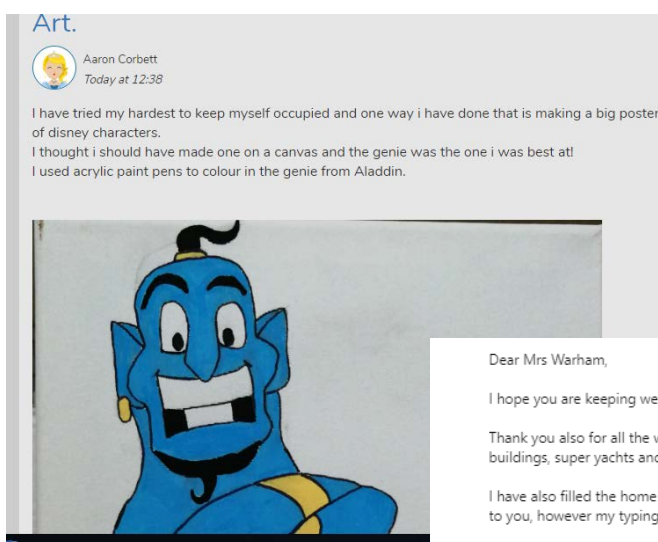
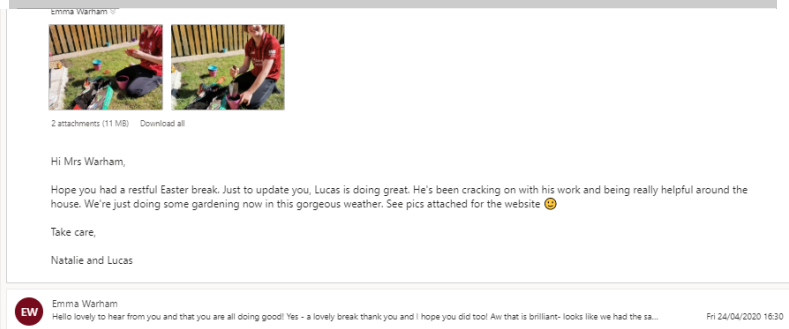
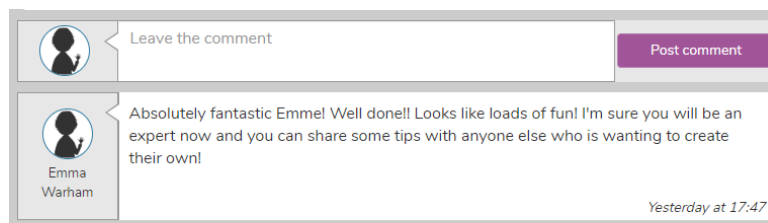
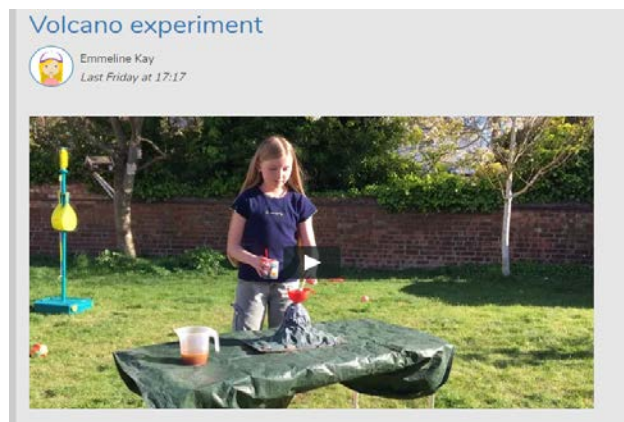
The class overview allowed us to also include further tasks to topics. For example: we have had fantastic photos of children creating their Maya masks linked to History. Children have also been creating their own active volcano models linked to our last topic in Geography following the links we have given them.

RE has been continuing on to our topics: 'Ascension and Pentecost', 'People of Faith' and 'Ideas About God' and children have had their lessons set every Monday- again with worship song links on YouTube and ppts with resources to use.

Class worship has been carried out using the links by Tabz and Hettie:
<https://www.youtube.com/watch?v=G7PGF2ezslg> using their YouTube links.

ICT has followed the links given by Mrs Lamb: <https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/8-10s/>

Year 6 blog and some examples of emails from parents:



Dear Mrs Warham,

I hope you are keeping well and thank you for the fun Be Happy video!

Thank you also for all the work you have been setting. As you know, I have also been learning Chinese every day on Duolingo as well as building lots of buildings, super yachts and a replica of our school on Minecraft!

I have also filled the home school book, you gave us, with my own Alex Rider story. I have continued my story in a second book and I am typing it up to send to you, however my typing is quite slow!

My dad's friend, who is a Computer Scientist, has given me a great computing programme, which I am using to learn a programming language called Python. I have already completed lots of the lessons. I am using Khan academy to do lots of algebra as well as the angles work, which I am really enjoying.

Yesterday, we were celebrating Emily's 8th birthday with Zoom parties and a Treasure Hunt. I was the camera man recording Emily's progress as she answered the clues from family and friends to find her presents!

On Friday evening, we camped in our garden, which was fun, except for when we heard cracking noises! We got up and out of the tent to investigate. We could see our neighbours were having a small fire outside as we could see the flames reflecting off their windows.

I hope you are keeping well.

Thank you again,

Henry

Sent from my iPhone

I've just shown Aston and Eva the video that you and the other teachers have done for the kids, it's fab, you have definitely put a smile on their faces 😊 x
Sent from my iPhone



Emma Warham
aw bless them! Glad it made them smile! Mission accomplished there!!!!😊

Mon 27/04/2020 10:43

Year 6 transition and Leavers' arrangements

Year 6 pupils went back to school on 22nd June. To plan for this, we had and still have weekly zoom meetings with all the Year 6 team involved. Both bubbles have carried out the same activities, covering our usual timetabled lessons. Children have also had transition lessons built into their day using the 'GO BIG, GO AWESOME' resources. Children have over the 4 weeks in school carried out transition activities that has been collated into their very own leavers' packs ready to present to them on their last day alongside their autograph books, certificates and key ring souvenirs.

To ensure that all children receive their autograph book as usual, we changed the format and children used the ICT suite to type their comments for their peers ready or the Year 6 teachers to print and hand to each individual. What was also so lovely was that all staff were able to add their comments for each child too! This was lovely as all children still working from home have also been included in all lessons and end of year activities.

Hi! Thank you that is such a lovely idea for the children!

All children at home have been in contact with Mrs Warham daily via email and have been given the same tasks virtually online via our class web page each day.



Wednesday 24th June
Good morning Year 6!
Today you are going to be starting your day with page 4 of your Leavers' book: 'My Proudest Moments'. We are then going to get creative and use ICT to create our own word art (see the examples and 'how to' guide attached below).
For Maths, visit the Maths page for your next calculator crunch challenges.
This afternoon, we are getting creative and doing some lovely artwork to add to our lovely Leavers' books so see our Art page.
Remember, our timetable is now different to what we are used to so each day, there will be one or two lessons that may be slightly different so we can fit in lots of our lovely transition activities!
Have a lovely day Year 6.
Love, Mrs Warham

ICT WORD ART LESSON:
How to create Word art pictures.docx

Examples of some of our Year 6's work they have completed yesterday in school for some inspiration!



For our end of Year 6 celebration, we are inviting all of Year 6 back on the very last day for the afternoon to celebrate in their bubbles. Parents will be able to join in the leavers' presentation by logging into Zoom!

Children will be able to celebrate outside, bringing in their own picnic lunch with the 'outside disco' music experience.

Reception Class

Goodbye

On the 20th March we said a tearful goodbye to our classes, we would now be learning remotely from home during the pandemic.

With a high percentage of summer birthdays, 5 EAL children and 1 Pupil Premium child we naively promised

Reception Remote Learning

The “Homework” page of “Reception” on the School Website became the hub of learning.

Phonics continued daily with phonic videos focussing on a sound a day. Links were added to maintain the consistency of learning and routines

Teaching as never before

Children received weekly videos of their teacher reading stories, performing puppet shows to retell a story, releasing butterflies as well videos to show tricky maths concepts like doubling and halving.

This provided a much-needed link between home and school and motivated the children to keep learning at home.



Highlights included:

Fantastic story writing

Videos of learning sent from parents e.g. a stick puppet show by one little girl of Little Red Riding Hood.

Plant growing and updates on growth using measurements

Baking bread and cakes from learning about The Little Red Hen

How have I helped?

Frequent emails and phone calls have allowed me to stay in touch with families – particularly those who may have found Lockdown to be particularly challenging. Those interactions informed me that some families needed IT resources or individual packs to be printed out to enable learning. In fact, the simplest form of communication had a profoundly motivating and reassuring effect on parents and children. They knew that I cared.

Taking part in Mental Health Awareness Week, VE celebrations, Sports Week and innovative ways to address “Differences” in relation to the current climate all allowed us to share experiences during this time. Children were also encouraged to complete simple “school trips” with their families like “The Reception Bridge Trip” to investigate the size, shape and materials used in bridges.

Lockdown has been a learning curve for all of us. I am incredibly proud of the children in Reception for the resilience, inventiveness and dedication that they have shown over this time in completing projects, persevering with difficult tasks and staying highly engaged. The children are a huge credit to their parents who have worked so hard to keep them on task and motivated using our resources. A big thank you to them too.