



Peafield lane Academy home Learning offer

Years 1 – 6

The school works closely with our partners at Flying high Multi Academy Trust. The Trust has a robust system of advising, supporting and monitoring the educational provision in each of its schools. The systems at Peafield Lane have been developed by taking on board the best practice of other schools within the trust as well as adding some features of our own. As a result, children receive structured and well-planned lessons and activities from a range of sources and tools to support their learning.

Rather than adopting a 'one size fits all' approach, teachers will blend together a range of media, methods and systems so that the right tool is used to deliver the various elements of our full and rich curriculum.

Whilst learning is teacher-led, there are some elements that require parental support; namely in ensuring children are ready, engaging in the activities we set and promoting an environment and a work ethic that is conducive to successful learning.

These are some of the tools we are using to ensure your children's learning continues, no matter where it takes place.

eSchools Learning Platform

A Learning Platform is the 'go-to' place for every child to access their lessons, send in their work and receive feedback and recognition for their efforts. The learning platform we use is called **eSchools**. It is a high-end, purposefully designed learning platform specially designed for primary-aged pupils that allows staff and children to plan, deliver and engage in learning activities. It is accessed through a secure, web based portal and works on all types of digital device, including phones, tablets and laptop computers. It is compatible with all browsers and systems including iOS, windows, Android and Linux based systems.



Every child has their own unique login to their class portal, giving them access to class lessons, personal messaging systems, face-to-face conferences and much more. Every aspect of this 'closed' system is protected from external access whilst everything a child does and sees can be viewed by system

administrators, such as class teachers and school leaders.

Using our Learning platform, children access:

A 'home' page which includes:

A clear, structured and well-balanced timetable of activities. The regularly updated weekly timetable provides an overview of that weeks' lessons along with reminders of activities that should take place every day.

Easy access to commonly used resources with references to prior learning and other materials to aid in their learning.

Access to a personalised, class or group work set by the teacher on a daily basis.

This is organised in the learning platform in the form of a daily "Project" which is an online personal organiser, filled with activities and lessons that have been set by the teacher.

Instructions for each day's activities are provided via a daily 'page' (seen running down the left hand side of this document) which is created by the staff team ahead of time and filled with that day's lesson content.

Whilst there is a recommended order of activities, children can work through the vast majority in any order they wish and at whichever time suits their home/personal circumstances. It is only the face-to-face group meetings that are prearranged for a set time.

A typical day will consist of a range of activities using a variety of tools and teaching methods, such as:

Being provided with simple **written instructions to carry out a basic task** and upload a picture, using the eSchool Learning Platform messaging system to show that it has been completed.

Monday Overview Page

Guided Reading
Inside your work pack (or on the file to the side), you will find the opening Chapter to 'The Iron Man' by Ted Hughes. We would like you to read this chapter. Could you then look at the opening description of the Iron Man when he arrives on the cliff. Your task is to retrieve the information about what the Iron Man looks like and try to draw a picture based on the description. You will need this picture to support your English work.

English
You will need to complete your Guided Reading activity before you complete this! Using your picture of the Iron Man from Chapter 1, we would like you to try and annotate (label) it using expanded noun phrases. Remember that an expanded noun phrase is made up of a determiner, adjective and a noun. You can improve these by adding prepositional phrases at the end. Watch the video at the side to help you if you're unsure as it will recap what expanded noun phrases are and how to create them. Remember to upload your work to the English Homework page when you have finished.

Spellings
Your new spellings can be found on the class homepage. I have also set up the assignments on Spelling Shed so you can practise. The files at the side are some possible activities that could be done at home to help (they are what we use in the mornings sometimes so you will be used to seeing them). Practise throughout the week and we will have a 'test' on Friday as normal.

Maths
Year 3
Year 3s are looking at dividing by 2, 4, 5 and 10 today. This is a practical activity where you will need to follow the video to complete the activities practically. This is a really important task to help you with the work throughout the week. If you don't have any equipment at home, you can use anything that you can find around the house (a brilliant example is to use pasta to make the groups!). You can even draw the representations if you wish. When you have finished, take a photo of what you have been making or drawing to show you that you have participated and upload it to the Maths Homework page in the project. Here are some support videos for a couple of the questions at the end of the worksheet. They work through the answers to show you how to calculate the answers. Have a look if you want to check your work or are feeling a little stuck.

Year 4
Year 4s are building on their division work from last week. Click on the file below to view the task or look in your work pack from school. Remember to watch the first first as it will really help you in your understanding - don't be tempted to just dive in with the tasks! When you have finished, take a photo of your work and upload it to the Maths Homework page in the project.

Humanities
You have all week for this activity! We are moving away from volcanoes and starting to look at Earthquakes this week. We would like you to do some background reading on what earthquakes are and how they happen. Click on the pictures below to go to some child friendly websites to read about what they are. When you have done that, look at the presentation video below which explains a couple of the key points. Pause this video throughout to help you complete the task. Task: Complete the activity sheet (found in the file below or in your workpack), which looks at some key tectonic plate boundaries. You will need to explain what tectonic plates are, what the different type of plate movements are and how an earthquake happens. Remember to take a picture of your work and upload it to the Humanities homework page (you will only be able to do this on Friday).

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Earthquakes

LO: to be able to explain what an earthquake is and how they happen



SMART Notebook®
— basic version —
Created by SMART Technologies, Inc.

Humanities task sheet pptx

Humanities task sheet pdf



Arts and Movement

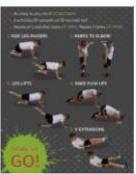


You have 2 days for this task

Click on the video above to play a piece of music called 'William Tell Overture: The Storm' by Rossini. Listen to the piece of classical music and look at the pictures that follow through the video.

Task: Can you write down how the music starts and why it makes you think of the peaceful images. Then think about how the music changes throughout the piece and how does the music make you feel like you're in a storm (when it hits). Think about the dynamics of the music (the volume of the music) and the tempo (how fast the music is).

Write your answers in your book and upload a picture to the Music Homework page or type your answers straight onto the Music Homework page in the box available. You will



We would like you to try and keep active through these difficult times so have an activity each day this week that you can do inside your home or in the garden. Have a look at the picture to the side and see how many of each exercise you can complete.

The Sciences

You will have all week to complete this task and upload on Friday. This week, we are starting our work on grouping and classifying animals. Look through the presentation and watch the support video at the side to develop your understanding of the 7 life processes and introducing the idea of animal grouping and classification.

Your task is to create a poster about the 7 life processes: Aim to include what each process is, an example of the process (what does it mean?) and a picture.

Your second task is to look at the pictures of the animals below. Can you try and sort them into the appropriate spaces on the Carroll diagram and also on the Venn diagram. You will find these diagrams in your pack or in the file at the side.



Sciences lesson presentation pptx

Science task pdf

Science task docx

Sciences_lesson_presentation.pdf

Guided activities where a teacher provides pre-recorded input.

In the example shown, the class teacher reads along with a written text, pausing to highlight significant features. This allows pupils of a range of abilities to access the text that will be the basis of e.g. a comprehension exercise.



The teacher then guides pupils through the learning activity. An advantage of having pre-recorded teaching in this way is that pupils receive exactly the same guidance as they would in a classroom except they can pause, rewind and repeat instructions as they work through the activity at their own pace. It also means that there is greater flexibility for families to plan their day according to their personal situations, for example, if children are sharing devices or if parents are balancing working from home, caring for younger siblings and supporting children's learning.

Children have the opportunity to ask questions using the built-in messaging app or wait until their face-to-face meeting if they need anything clarifying.



Externally Produced Guided Input

This is where a subject expert provides pre-recorded content to run alongside a worksheet or activity. This is usually when the guidance provided by e.g. Oak Academy, White Rose or other specialised content developer is deemed as good, if not better than anything that class teacher could provide.



Links to activities on commonly used subscription sites.

These are specially selected sites that provide learning activities – usually with a personalised subscription for each pupil. For example, Spelling Shed – with games, activities and quizzes that align with the school's spelling policy.



Face to face group sessions.

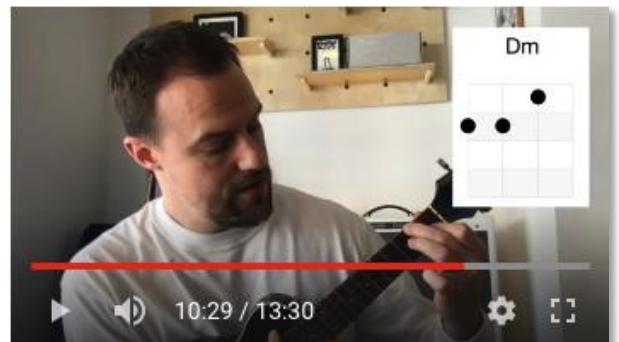


There is a misconception that ‘live lessons’ are a gold standard that will replicate the classroom and allow parents to sit their children in front of their computer whilst a teacher delivers a lesson then sits at their screen watching 30 tiny boxes of children carry out their maths homework. It doesn’t work with young children and in households where devices are shared or where the timings of the lessons don’t suit. However, there are some huge benefits to regular live meetings. The ability to embed zoom meetings into eSchools, allows each child who is not attending school to have regular face-to-face meetings with their teacher and classmates. These

meetings are tightly controlled by the class teacher and include a wide range of content ranging from assessment and feedback, subject plenaries and general catchups. The advantage of these sessions is that it allows for live interaction between staff and pupils in small group settings. They don’t work as well where group sizes are too large to provide opportunities for meaningful dialogue between participants or where lesson input is better suited to pre-recorded content.

Pre-recorded ‘join in’ activities.

These are lesson where pupils are expected to watch and ‘join in’ with the activities being modelled by the class teacher or external content provider. These activities are most commonly used to provide PE lessons and with younger children.



Pre-recorded story time.

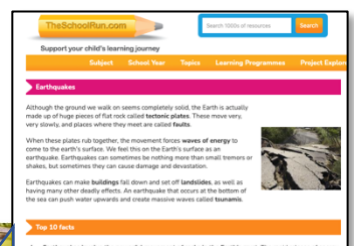


Teachers record themselves reading a book (or a chapter of a longer story) that is shared with the children, just as they would have in class. Often this will be enhanced with graphics from the digital version of the story (where it is available), in a ‘Jackanory’ style. A downloadable, MP3 file sits alongside the story for families who wish to download the content for use offline. The school is exploring avenues to allow smart devices to be able to access the content via a free subscription service such as

Audible. This would mean children could, for example, command “Alexa, read my class story,” or similar.

Research based activities, with supporting web links.

Typically, these activities centre around the humanities and are intended to encourage children to develop their independence whilst providing opportunities for deeper learning. These activities mirror the



Click here for infor...

same opportunities presented to children in the classroom. It is important to add that children are directed towards specific, appropriate websites to carry out their research through hyperlinks placed by the teacher as opposed to being given a theme and being told to use a web browser to search for sites themselves.

Work Packs

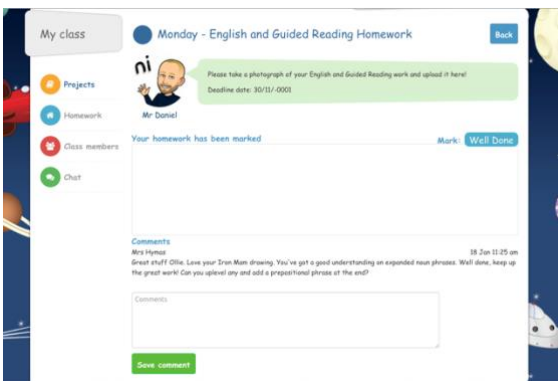


Every worksheet, quiz, maths lesson, etc. That requires children to download or write upon, can be obtained in a number of ways. Some activities can be completed directly on the child’s device, some can be downloaded for printing out with an accompanying .PDF that sits alongside the related activity. These documents are also made available in the form of a physical work pack that is created by teachers and made available for collection from the Friday before that week’s work is due to begin. Where families are isolating, the school arranges for packs to be delivered.

These work packs include paper versions of every activity planned on the eSchools platform, including a copy of the weekly timetable. We also publish a ‘documents to download’ page every Monday where every worksheet for that week can be seen in one place for families who prefer to print out the worksheets ahead of time and don’t want to wait for the daily project page to open before they can print out any resources they may need.

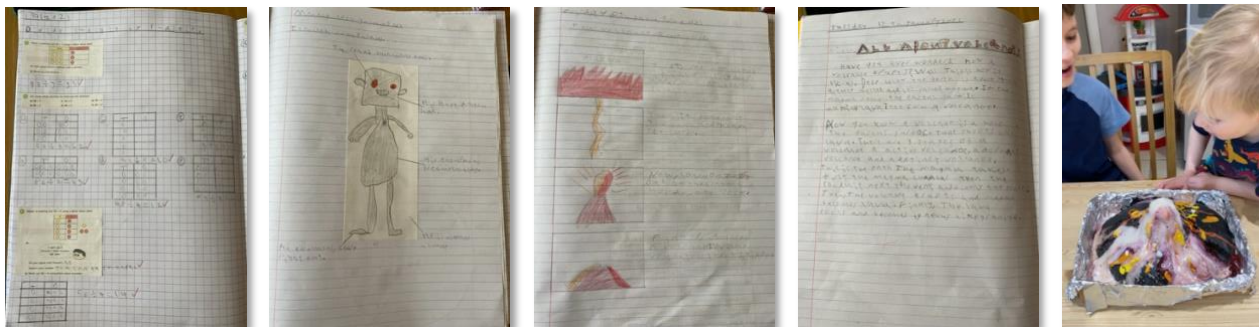


Submitting completed work, marking and feedback.



Each activity on the daily project page has an accompanying ‘Homework’ tool that pupils use to send their completed work back to the teacher for marking and feedback. Whilst some activities allow for children to type their work directly into the homework tool, the majority are completed offline, in exercise books or in their weekly worksheet packs. Children upload a readable photograph (or scanned image) of their work which the teacher marks and provides written feedback on. Pupils have the opportunity to comment further in response to the teacher’s suggested improvements. The bi-daily small group briefings and assessment sessions provide

further opportunities for feedback.



(examples of work above all come from Ollie – a reluctant writer who typically struggles to engage in class lessons)

Monitoring engagement, effort and quality of work.

The eSchools platform records every pupil's level of interaction, from the number of times they log in per day/week, etc. as well as providing teacher with a live log of which homework activities have been completed by every child in the class.

<input type="checkbox"/>		E		Marked	
<input type="checkbox"/>		W		Marked	Excell
<input type="checkbox"/>		K		Marked	
<input type="checkbox"/>		A		Marked	Supp
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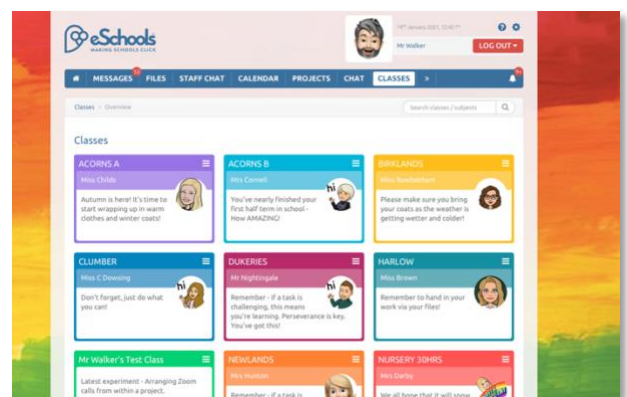
Teachers are tasked with monitoring the amount and quality of pupil engagement and, where they feel pupils are not performing or engaging as much as they could, they make direct contact. Initially this will be with the pupil through the messaging system, or the face-to-face small group briefings. Where this does not have the desired effect, they will make contact with parents through Dojo or by phone. If concerns persist, phase leaders and ultimately. Senior leaders will contact parents.

The school works with parents to overcome any specific barriers that might be affecting pupils' ability to fully engage.

System Leadership

Senior leaders have access to all classes and can 'drop in' to oversee any and each aspect of work at any time. They can see which children/classes are engaging and scrutinise individual pieces of work or lessons should they wish. They have complete access to everything that takes place within the eSchools platform.

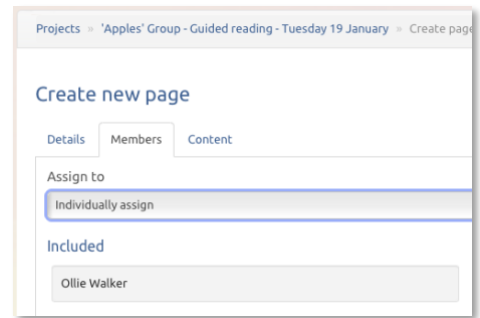
Phase leaders meet with their teams on a regular basis to identify any pupils causing concern and a plan of action is generated.



Special educational needs

All children with a EHCP are invited to take part in school-based learning.

For other groups of children, with less significant needs, a layered approach to learning support is provided. This will range from having texts supported with a clip of the teacher reading through in pre-recorded sessions, to differentiated activities targeted to individual pupils. The eSchools platform allows for activities and projects to be personalised in such a way that each child only sees the work targeted to them, unlike in a typical classroom where they may see the rest of the class doing one activity and be aware that they are doing something 'different'. One member of staff in each phase team is designated to have an overview and to 'champion' the engagement and productivity of pupils with low level special needs. These children will also have more regular face-to-face zoom briefings, sometimes targeted towards the start of the day so talk through the activities coming up (pre-teaching sessions).



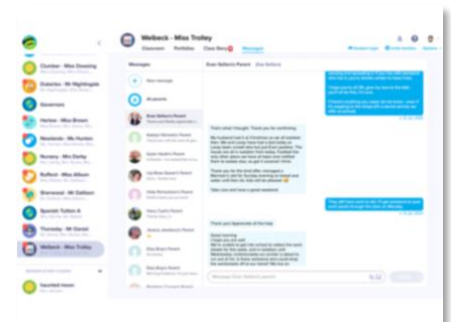
Key worker and vulnerable children in school.

The remote learning curriculum offers a broad, rich and deep learning experience for pupils with the underlying philosophy that it should be as full a curriculum as possible, regardless of where it is being accessed.

Pupils in school access exactly the same curriculum at the same time as pupils working remotely – their timetable and activities are the same except that some of their instruction and all of their marking is provided by a member of staff in school. This may be a class teacher or a teaching assistant who is following the guidance provided by teachers on the learning platform. This provides a clear continuity when children may be in school for. Some days and working from home at other times, depending upon key worker shift patterns, isolation periods or other circumstances that might otherwise affect the flow of learning. There is no advantage or disadvantage to any pupil engaging in learning whether they are at home or in school.

Supporting Families

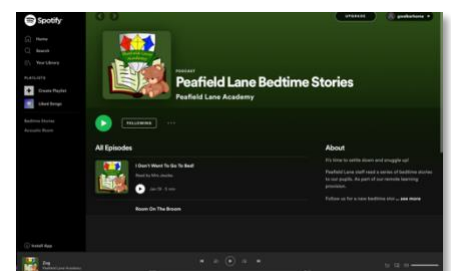
The school provides practical support for families who are isolating. Doorstep delivery of devices and workpacks take place on the day we hear of families going into isolation. The Class Dojo, messaging system has become a key forum for messaging between individual parents and staff, including the headteacher who communicate directly with up to twenty individual parents per day, checking on wellbeing, answering questions and providing guidance and support on all matters. 2420 messages were passed between parents and school staff during the week beginning 11 January on the Dojo system alone.



At the end of the day

“Peafield Lane Bedtime Stories” podcast is available on Spotify, Amazon Music, Google podcasts and Apple Music.

A new episode comes available each evening in which a member of the school staff reads a favourite bedtime story, edited with a soft, musical underscore. The podcast opens with the words, “It’s time to settle down and snuggle up...” and ends with “... Goodnight everyone.”



Nursery and Foundation

The same philosophy and approach to remote learning that we use in upper school is also adopted with our Early Years children. The key difference is that the platform through which lessons and activities are presented is more tailored to the needs of parents and carers working with younger children.

In Early Years, work is provided on a platform called 'Class Dojo'. We have different platforms for different key stages due to the nature of contact we have with our families at different ages.



The eSchools platform used in years 1-6 is designed for teachers to work directly with pupils, (with some capacity, being introduced later in the year, for direct teacher-parent communication)

Class Dojo Platform is primarily designed for teachers to communicate via parents (with some limited capacity for direct pupil engagement)

	Monday 18 th	Tuesday 19 th	Wednesday 20 th	Thursday 21 st	Friday 22 nd	Weekly Challenges	
Literacy	Writing task - Write about your favourite part of the story.	Watch the video of our new sound 'v' Writing Task	Watch the video of our new sound 'y' Writing Task	Watch the video of our new sound 'y' Writing Task	Watch the video of our new sound 'y' Writing Task		
Maths	3d shape - cylinder Draw a cylinder 3 faces - 2 flat circles and 1 curved 2 edges	New number - 7 Write number 7 Show children and count out the correct number of objects to match the number. Practice formation	How many colours can you see in the picture? Can you point to a colour with 7 colours?	Task Frame - provide children with a range of objects (spoons, forks, knives, plates, etc.) Count & object with the Frame and then with a timer. How many can you spot with your objects?	Provide your teacher with a half of page. Ask the children to put the page on the table and to explain how the number '7' can be partitioned in different ways and recorded to see how many different ways.		
Communication & Listening	Listen to Miss Child read The Grumpy Marmalade Answer the 3 questions	Play characters with your family	Learn the number of your house and the name of your street	Choose an object to represent your mood and talk about why	Play 'I spy'		
Physical Development	Walk along a tightrope on the floor using a coat or something similar	Dance along with Cat in her Under the sea adventure	Practice your juggling skills	Can you draw an any geometric shape?	Walk Brown dance routine.		
Personal, Social, Emotional Development	Sing a song with actions in your family	Draw around your hand. Use each finger to write an idea of how to be kind	Practice a healthy meal plan	Send a message to a friend telling them why you like them	Friday Five Highs		
Understanding the World	How does the world's movement differ from where we live?	Octonauts sea creature quiz	Have a look at different world's around the world. Where would you like to visit one day?	Bubbling and floating. Use a bowl of water. Find things around your house that might sink or float.	Can you find and name 3 types of fish you might find in the ocean? Record your answers.		
Expressive Arts and Design	Make up fish pictures	Learn how to draw a mermaid	Practice the baby shark song for your family	Make a water paper fish (optional) on your house window (optional)	Just Dance - Under the sea (sing along if you can)		
3 times a week	Read for 20 minutes - British TV News						

At the beginning of the week staff provide a weekly overview of tasks set.

The school is an 'early adopter' of the new Early Years framework and all of the activities are carefully linked to the various early learning goals set out in the new framework.

The timetable provides parents with a clear picture of the range of activities coming up

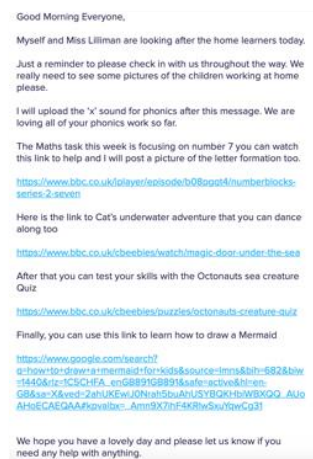
throughout the week and is designed in such a way that, whilst there is an expectation that each task is carried out in with a structured progression, it also allows them the flexibility to support children with tasks at a time that is most suitable for themselves and their children.

Activities are a mixture of guided, independent, written and practical to support the EYFS curriculum and ethos. We then elaborate with a detailed post on class story each morning which contains instructions

and any photos or links



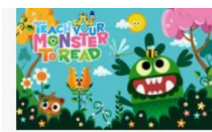
At the beginning of the week, a pre-recorded story, read by a class teacher is used to set the theme. This mirrors the learning approach that would be taken on any typical week in school.



Throughout the week parents are provided with detailed guidance on the activities listed in the weekly timetable.

As is the case in upper school, the guidance provided by the teacher is presented in a range of formats, tailored to the nature of the specific activity, such as:

- Pre-recorded lessons by class teachers, where children move onto curriculum-based activities.
- Externally produced guided input where children move onto curriculum-based activities.
- Live, face-to-face MS Teams meetings with small groups of children.
- Pre-recorded videos where the children can watch, listen and join in with a teacher led activity, such as a story time or dance activity.
- Links to activities on commonly used subscription sites that would normally be used in school, with educational games linked to our curriculum



Work is submitted into each child's Class Dojo Portfolio, usually in the form of a photograph or a video for class teachers to see and provide personalised feedback. Parents are also able to respond to these comments and as part of the feedback cycle.



The early years team work together to ensure the Dojo system is supervised throughout the school day to ensure they can respond to comments, questions and requests as they arise.

Teachers can see clearly which children are engaging and deal with any concerns or issues in a timely fashion.

This document is intended as a guide, reflecting what parents can expect of the school offer whilst operating under typical lockdown circumstances. There may be times, due to unforeseen circumstances when some aspects of what we would like to offer become unviable, for example, if the staff:pupil ratios change to such an extent where the extra workload involved in running a dual system (school-based lessons for critical worker families alongside remote learning support for home learning heroes) becomes untenable. The information is accurate as of 25 Jan 2021. The school and our partners at Flying High Trust are constantly looking at new systems and tools that can help us to improve our offer even further.