

FAQs for Distance Learning

We recognise that we are in a national emergency and our role as schools has changed. First and foremost, the vital role of schools is to safeguard our young people; support our community; ease pressures on the NHS and offer consistency and security for all our pupils. It is from this premise, and using DFE and professional bodies guidance, that we have written the CELT Guidelines of Distance Learning.

Why do we need to set work following a timetable?

Parental feedback from before Easter was that some families were feeling overwhelmed with so much work coming at one time. We understand that all families will have different circumstances and be juggling work, home schooling and family commitments. We need to lessen any stress and anxieties for our community as much as we can.

How did the suggested hours of pupil working each day come about?

Families were asking for advice on timings / how to structure home learning. Having thought about how much independent time is expected in each lesson (after teacher input, group work, discussion, etc.) these timings are most appropriate and are in line with other schools' suggestions within our Trust and nationally.

Will I have to teach new concepts or new learning at home?

No. The guidelines from the DFE and unions are very clear here. We all understand the varying experiences our young people will have of Distance Learning at home and trying to teach new content from afar will only widen gaps when we return to school. Learning should be a consolidation of prior knowledge, and deepening and practising content already taught. We know that this will mean your topics and curriculum for next year may not follow your overviews exactly, and this will be adapted as appropriate. The exception to this may be in Topic learning, when you can set research and fact-finding activities to new topics.

For Years 5 and 6 it may be that new content is absolutely necessary, particularly as there is currently no indication that 2021 SATS will be any different. As such, please think very carefully about how you teach this: vary the methods by which you explain; be very clear and repetitive in instruction. Most importantly, keep a list of names of any pupils who have struggled to engage and access this new content.

How do teaching staff communicate with pupils and give feedback?

Teachers should only communicate with pupils through the learning platform used by their setting (teams/eschools). This will be used to give feedback to learning set. Teachers will not engage in conversations on these platforms but will keep comments concise and appropriate to the task in question. These platforms will be checked regularly by the safeguarding team. Class dojo can be used to communicate with parents when appropriate.

It is impossible for teaching staff to know the circumstance and situation of each family. Some of our families are experiencing real challenges, worry and anxiety. A parent could receive a phone call, or more, each day from classroom teachers adding to existing pressures at home. Having said that, for reasons that reach far beyond exam results, it is important that our pupils are engaging with the curriculum and that we know they are safe. As such, if you have any concerns about a child, or they have not engaged for 2 weeks, teaching staff should contact the DSL or DDSL and wait for further advice.

Any contact regarding Free School Meal vouchers or the regular contact with vulnerable children and families will be done by your admin/safeguarding team and will sit separately to this.

Timetable for Distance Learning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading 2x10 min sessions	Reading 2x10 min sessions	Reading 2 x 10 min sessions	Reading 30 minutes	Reading 30 minutes	Reading 30 minutes	Reading 30 minutes
Writing 1 x 10 min session	Writing 1 x 10 min session	Writing 1x 10 min session	Writing - 20 minutes a day (1 extended writing piece set per week on a Monday)			
1x 15 min speed sounds session	1x 15 min speed sounds session	1x 15 min spelling / spag	SPaG/Spelling – 20 minutes	SPaG/Spelling – 20 minutes	SPaG/Spelling – 20 minutes	SPaG/Spelling – 20 minutes
1x 15 min maths	1x 15 min maths	1 x 15 min maths	Maths – 30 minutes	Maths – 30 minutes	Maths – 30 minutes	Maths – 30 minutes
Topic – One weekly task set						
Physical Activity	Physical Activity	Physical Activity	Physical activity	Physical activity	Physical activity	Physical activity