

## Specific Guidance Document: Teaching and Learning

### CURRICULUM FOR SCHOOL BASED PROVISION

**RULES, ROUTINES AND SAFE HYGIENE PRACTICE TO SUPPORT THE SAFETY OF THE BUBBLE MUST BE ESTABLISHED AS A PRIORITY FROM THE FIRST DAY THE BUBBLE BEGINS TO OPERATE. REMEMBER TO 'HOLD ROUTINES GENTLY' - Be gentle on the child but firm on expectation!**

Teachers and Early Years Educators in all year group bubbles will ensure that the initial focus for learning is to establish health and self-care routines, restore and/or develop caring relationships within each individual bubble group, determine the emotional needs of the children and to assess the learning needs of the children they are working with. There will be a great emphasis on listening to the 'children's voice'; supporting them in dealing with any anxiety they might be feeling and using their interests to provide the context for learning activities. Greater attention will need to be given to the need for sensory breaks/activities. There will also be a great emphasis initially on the children learning how to operate safely and taking responsibility to preserve the bubble they are operating in. Required hygiene measures (as set out in the Risk Assessment) and routines will be planned by the teacher and explicitly modelled, taught and secured by the staff within each bubble. **Ensure that visible prompts (eg. visual timetables, handwashing posters etc.) are available and referred to often.**

At an appropriate point based on their assessment of the needs of the children, teachers will use the Hitherfield curriculum (which incorporates the National Curriculum) to consolidate prior learning and engage children in developing further concepts and skills. Teachers will be mindful of the principles of the Solo Taxonomy in order to deepen the understanding of all pupils, no matter what stage of learning they have reached. Deeper learning can be achieved by all children and this must be facilitated by all staff, particularly where concepts are seen as key to a child's learning development within a subject area. Great attention should be paid to finding ways to teach curricular concepts through sensory stimulating activities.

Once the children have successfully settled back at school, particular attention will then be paid to preparing children to make the transition to the next phase in their learning. Staff working in these bubbles will provide feedback to the children they are working with based on the Visible Learning principles of effective feedback. Children should understand the objective of the work they are undertaking and have a clear idea of the outcome they are hoping to produce. In short, both the objective and the criteria for success must be made 'visible' to them. This must be the context for any feedback given to the learner and feedback should be provided throughout the sessions as the children are working at the activities set for them. Therefore, there should be little or no 'distance marking' of children's work.

Children in the EYFS will be taught how to appreciate and ask questions about the work of their peers using the Tapestry platform. Children in the Primary phase will be taught to provide appropriate feedback (ie. that which supports learning) and ask relevant questions about the work of their peers using the Seesaw platform. They will also be taught to 'virtually collaborate' with other children (ie. to be able to work with others to complete a set task) using this platform. These must become part of the daily classroom experience for all year groups in order to support effective learning during lockdown periods.

### HOME LEARNING PROVISION:

Teachers will continue to provide home learning activities for the children in their classes following the policy for that year group (see Home Learning Policy in the Teaching and Learning Policy). The organisation of this will be overseen by the Year Group Leader. Teachers should use the

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Seesaw or Tapestry platform to engage children and families in home learning. Children in the Primary phase (Years 1-6) will be given a book in which to record responses to home learning if they wish but they will need to practise uploading pictures of their responses to the Seesaw platform. Children in the EYFS will use their Special Books (scrapbooks) as they have done in the past but their parents/carers will be encouraged to upload pictures of new content using the Tapestry platform. Families and teachers will need to become very familiar with all aspects of these platforms so that they can be used to support effective learning in any future 'lock down' periods.

#### **VIRTUAL SCHOOL:**

The Virtual School will begin to operate during periods that year groups are quarantined or during periods that the school community is involved in a lock down period.

The operation of the Virtual School is described in the Virtual School Strategy. Please ensure that you are familiar with this document.