



Continuous Learning for my child...

How will my child's learning continue, if they are unable to attend school as a result of Covid-19?

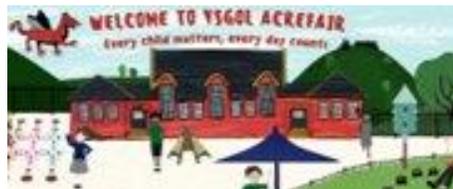
Covid-19 has dramatically changed our lives and for many months our education system was severely disrupted.

Now that the children have settled back into their classes, the time has come to turn our thoughts to ensuring that any future disruption is minimized and to developing a system which will allow children to continue learning, regardless of whether they are based at home or in school.

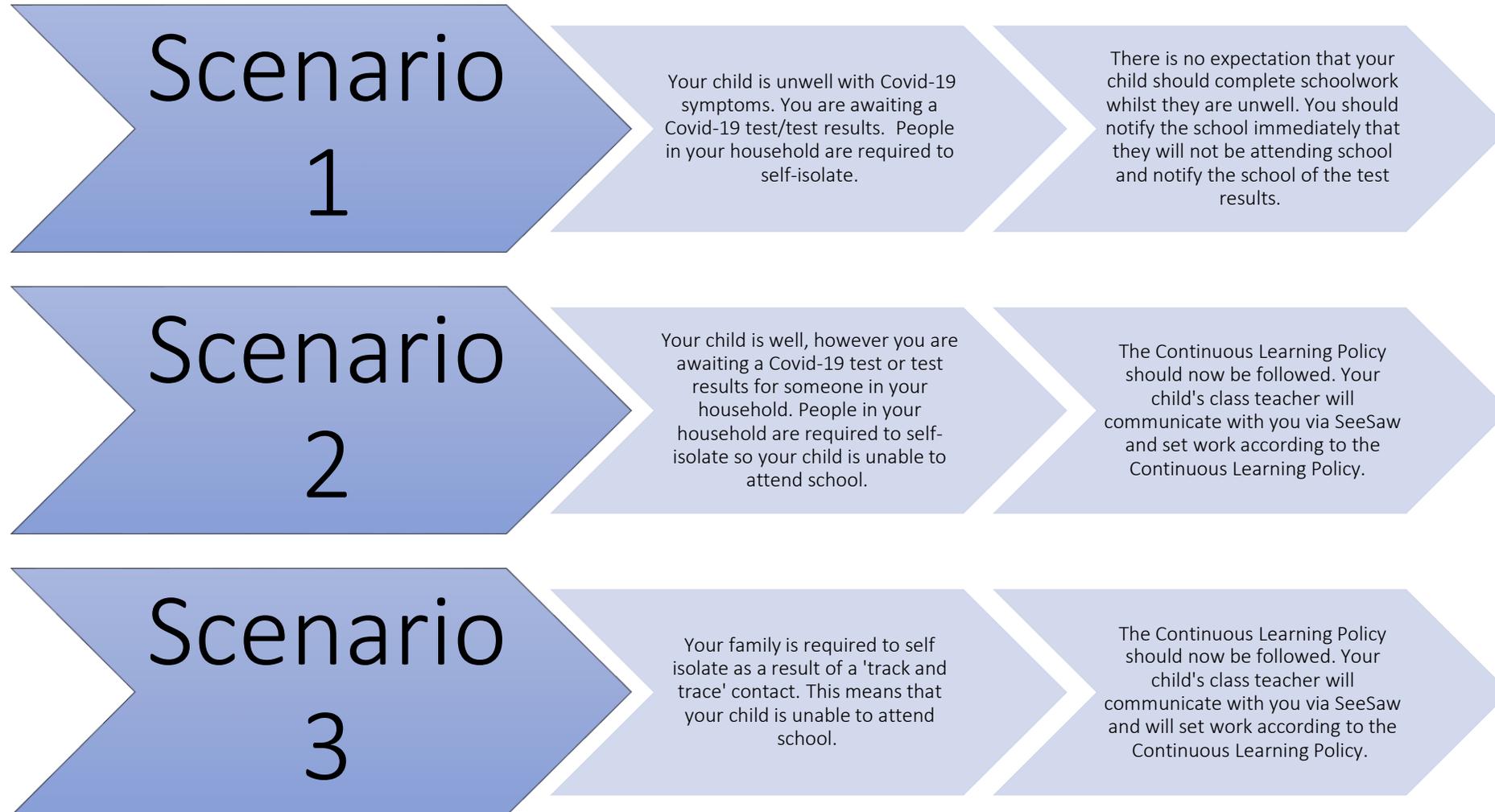
We are all increasingly aware that the coming months could bring times when children are unable to attend school due to having to self-isolate through family illness, displaying Covid symptoms or because of the track and trace system.

To ensure 'continuous learning' takes place in these cases, it is important that school and families work in partnership together- it is only by doing this that we can make sure that our children's education, which is of such importance, is not negatively affected.

For the purpose of this policy, the term 'Continuous Learning' means making sure that children's education does not stop, regardless of whether they are based at home or in school.



Our preferred method of teaching and learning is through face to face contact with the children however we recognise that with current circumstances, there could be periods of time where this is not possible and subsequently learning will need to be continued at home. Times when this may happen are outlined below:

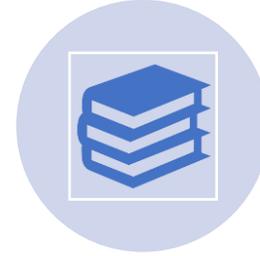


Approaches to Continuous Learning are flexible and will vary based on the age of your child.

We acknowledge that circumstances for each child and family are different. Clear learning actions will be developed in response to this to ensure that all children continue to achieve and make progress. The ways that learning activities will be set may include:



Online learning • Activities shared online, e.g., through HWB, Google Classroom and SeeSaw.



Use of textbooks and other physical resources to work at home.



Recommendations of activities to be completed at home.

Our Continuous Learning Policy reflects our school's core values: Inspire, Aspire, Nurture and Respect.

Continuous Learning can only be truly effective when the school and parents work in partnership together. There should be a common understanding that learning should continue regardless of where the child is based.

Children's health and wellbeing is at the forefront of our priorities, whether they are learning at home or in school. Learning should support learners' mental, emotional, physical and social well-being as well as recognising the importance of outdoor learning and play.

All learning should have a clear purpose in mind and should be focused on what is important for the learners right now and in the longer term.

All children should have access to education and equal opportunities to make progress in their learning. We continue to be aspirational for our learners and seek to support them in being the best that they can be.

Teachers will endeavor to provide support to all learners. Teachers will also assist parents in supporting their children wherever possible. Our expectation is that parents will engage and collaborate with the teacher, keeping in regular contact and supporting their children in completing the activities set.

Learners should have opportunities to develop skills in literacy, numeracy and digital competence and to apply these skills across the curriculum.

Learners should have learning experiences which span a broad curriculum and which includes opportunities to develop a breadth of understanding and a range of knowledge and skills. Learning should be purposeful and meaningful.

Advice and support will be available from the school ALNCo, to assist the parents of children with additional learning needs, so that all children are able to continue to make progress regardless of where they are working.

Pupils in the Foundation Phase

Year 1

- Parents to be sent an activity grid weekly via Seesaw with a range of activities aimed at developing specific skills across the curriculum. The activities will be based a book or topic depending on the current class focus. The grid will identify 'must do', 'should do' and 'could do' activities. The 'must dos' are the minimum your child is expected to complete over the week, the 'should dos' are activities which will further develop the focus skills and the 'could dos' are extra extension activitie
- Weekly tasks- Complete as many of the suggested activities as possible following your child's interests.
- Daily tasks-
 - Enjoy a story read to you by an adult.
 - Play a phonics game using your active learn login or a game which your teacher sets.
 - Practise counting beyond 20.
 - Practise writing your name and your high frequency words.
 - Practise reading your high frequency words.
 - Feedback- the class teacher will provide feedback to pupils through messages on Seesaw and face-to-face contact when they are back in school.

Year 2

- Parents to be sent an activity grid weekly via Seesaw with a range of activities aimed at developing specific skills across the curriculum. The activities will be based a book or topic depending on the current class focus. The grid will identify 'must do', 'should do' and 'could do' activities. The 'must dos' are the minimum your child is expected to complete over the week, the 'should dos' are activities which will further develop the focus skills and the 'could dos' are extra extension activities.
- Weekly tasks- Complete all the 'must do' activities on the grid and as many of the other activities as your child is able/willing.
- Daily tasks-
 - Enjoy a story read to you by an adult. Play a phonics game using your active learn login or a game which your teacher sets
 - Practise counting up to 100
 - Practise writing your high frequency words
 - Practise reading your high frequency words
 - Practise your times table
 - Feedback- the class teacher will provide feedback to pupils through messages on Seesaw and face-to-face contact when they are back in school.

Pupils in the Foundation Phase

Nursery

- Parents will be sent an activity grid weekly via Seesaw with a range of hands on, active activities aimed at developing specific skills across the curriculum. The activities will be based around a nursery rhyme, story or topic depending on the current class focus.
- Weekly tasks- Complete as many of the suggested activities as possible following your child's interests.
- Daily tasks-
 - Share a story book with an adult.
 - Practise recognising your name.
 - Practise aloud counting up and down from 10.
- Feedback- the class teacher will provide feedback to pupils through messages on Seesaw and face-to-face contact when they are back in school.

Reception

- Parents to be sent an activity grid weekly via Seesaw with a range of activities aimed at developing specific skills across the curriculum. The activities will be based a book or topic depending on the current class focus. The grid will identify 'must do', 'should do' and 'could do' activities. The 'must dos' are the minimum your child is expected to complete over the week, the 'should dos' are activities which will further develop the focus skills and the 'could dos' are extra extension activities.
- Weekly tasks- Complete all the 'must do' activities on the grid and as many of the other activities as your child is able/willing.
- Daily tasks-
 - Enjoy a story read to you by an adult.
 - Play a phonics game using your active learn login or a game which your teacher sets.
 - Practise counting to 20 forwards and backwards.
 - Practise writing your name.
 - Practise reading your high frequency words.
- Feedback- the class teacher will provide feedback to pupils through messages on Seesaw and face-to-face contact when they are back in school.

Years 3 and 4

Communication

- SeeSaw family app- used to share messages and information
- SeeSaw class app- used to share the work that should be completed. You can send work back using this app too.
- Work should be completed in the workbooks that have been provided by school. You may choose to send photographs of each piece of work via SeeSaw Class or return the book to school when you are back.

Weekly tasks

- A weekly spelling list
- A weekly mental maths task ie. Timestables to learn
- A weekly 'Rich Task'- a rich task is a task that the children use lots of different skills to complete, for example planning and preparing a family meal including working out the cost of ingredients and writing instructions for making the meal.

Daily tasks

- Maths activity daily
- Literacy activity daily

Feedback- the class teacher will provide feedback to pupils through messages on Seesaw and face-to-face contact when they are back in school.

Years 5 and 6

Communication

- SeeSaw family app- used to share messages and information
- SeeSaw class app- used to share the work that should be completed. You can send work back using this app too.
- Google classroom- we will set literacy tasks on Google Classroom. We will make sure that we make you aware when work has been set on here using SeeSaw.

Weekly tasks

- A weekly spelling list
- A weekly mental maths task ie. Timestables to learn
- A weekly 'Rich Task'- a rich task is a task that the children use lots of different skills to complete, for example planning and preparing a family meal including working out the cost of ingredients and writing instructions for making the meal. This work should be recorded in the book provided or using the SeeSaw class app.

Daily tasks

- Maths activity daily- this should be completed in the maths book provided and returned to school when your child is back in school.
- Literacy activity daily- were possible, this should be completed using Google Classroom so that your child's classteacher can feedback to them directly on their work. Alternatively, this can be completed in the book provided.

Feedback- the class teacher will provide feedback to pupils through messages on Seesaw and face-to-face contact when they are back in school.