

## Blended learning Plan Sharks

<b>Class</b>	Sharks
<b>Topic areas</b>	<ul style="list-style-type: none"> <li>• Primary curriculum.</li> <li>• Suggested daily timetable for each child to include full curriculum coverage over the week usually comprising of daily phonics, reading, RWI/literacy, numeracy and one other foundation stage subject per day. Science and ICT set weekly. Free online reading scheme recommended.</li> <li>• Familiar daily extra-curricular activities included which are normally part of daily routine in school (such as Wake Up Song, date and weather and movement breaks) with links.</li> <li>• Bespoke learning tasks designed for each child to suit their ability level. Emails, word docs to print off/work from screen. Guidance notes to accompany all set tasks along with links for teaching/parent videos for delivering activities such as phonics, ditty sheets in RWI. Links to online interactive activities and games to compliment set tasks often with alternative choice of activities for teaching same learning objective.</li> <li>• Classroom assistants send weekly makaton signs and videos, recorded story and a challenge of the week.</li> </ul>
<b>Methods of teaching</b>	<ul style="list-style-type: none"> <li>• In school face to face teaching.</li> <li>• SALT and OT video meetings for children who are currently receiving support at school.</li> <li>• Bespoke learning tasks designed for each child to suit their ability level. Emails, word docs to print off/work from screen. Guidance notes to accompany all set tasks along with links for teaching/parent videos for delivering activities such as phonics, ditty sheets in RWI.</li> <li>• Links to online interactive activities and games to compliment set tasks often with alternative choice of activities for teaching same learning objective.</li> <li>• Bespoke guidance and visuals such as task boards, reward charts, visual timetables for those children that need it.</li> <li>• Regular advice to include scripts given through email for behaviour management of children at home as their day progresses along with personalised emails to child having difficulty for encouragement and reminder of expectations for home learning.</li> <li>• For those parents who have shown a preference for learning packs to be sent through the post, bespoke activities with guidance are designed for their following the same timetable as those receiving emails.</li> </ul>
<b>Assessment/ Feedback</b>	<ul style="list-style-type: none"> <li>• In school face to face teaching assessing in class in line with marking policy</li> <li>• Telephone conversations with pupils and parents to support work.</li> <li>• Email feedback with parents and pupils to support work.</li> <li>• Verbal feedback on work completed or brought into school.</li> <li>• All parents asked to send photos of work completed enabling CT to assess pupil's progress in the usual way using public asset/plan for future learning.</li> </ul>
<b>Communication with parents.</b>	<ul style="list-style-type: none"> <li>• Telephone and email contact discussing work and any potential safeguarding issue.</li> <li>• Completing Welfare log of all calls and contact made to parents.</li> <li>• Conducting and organising of Annual Reviews remotely.</li> <li>• SALT and OT sessions video sessions.</li> <li>• All parents asked to send photos of work completed enabling CT to assess pupil's progress in the usual way using public asset/plan for future learning.</li> <li>• Wellbeing phone calls made and opportunity given to discuss home learning.</li> </ul>
<b>Interventions</b>	<ul style="list-style-type: none"> <li>• Forest School,</li> <li>• S+L and OT Therapy sessions (online and Face to Face).</li> <li>• Makaton email and online</li> </ul>