

Remote Education at Cophthorne Primary



High Quality Curriculum



Our intention remains to ensure that we deliver a high-quality curriculum so that pupils know more and remember more.

Remote Curriculum



Class Dojo is our chosen digital platform



Zoom for live lessons

Range of Tools

Deepening Understanding

Times Table Rockstars

Class Dojo

Physical materials such as story books,
stationery and writing tools

Recorded and Live videos

Printed learning packs

Accelerated Reader

Learning by Questions

BBC Bitesize

National Oak Academy

Spag.com

Curriculum Planning

- Aligned to the classroom curriculum as much as possible
- Carefully sequenced
- Ensures that pupils obtain the building blocks needed to move on
- Learning intentions are just as explicit as they would be in the classroom

KS1: Copthorne Curriculum Art and Design Coverage

Year Group	Year 1			Year 2		
Themes (Number of weeks)	Mondrian A2	London Skylines Sp2	Animal Prints, Collages and Sculptures S1	1960s – Pop Art Focus Autumn 1	Cape Town Spring 2	Seaside Topic Summer 2
Art and Design Threshold concepts/learning Objectives (BAD)	<p>Painting</p> <ul style="list-style-type: none"> • Use Primary colours • Mix primary colours to make secondary. • Create colour wheels. • Use thick and thin brushes <p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thicknesses. <p>Sculpture</p> <ul style="list-style-type: none"> • Use a combination of shapes. <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<p>Develop Ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. 	<p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p>Sculpture</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. <p>Printing</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints <p>Textiles</p> <ul style="list-style-type: none"> • Use dip dye techniques. 	<p>Develop Ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. <p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Create colour wheels. <p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Describe the work of notable artists, Artisans and designers. <p>Textiles</p> <ul style="list-style-type: none"> • Join materials using a stitch – this is done as part of our DT work on making puppets in Summer 2's 'Oh I Do Like To Be Beside The Seaside' 	<p>Develop Ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. <p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Use a wide range of tools to create different textures, lines, tones, colours and shapes. <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Describe the work of notable artists, Artisans and designers. 	<p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p>Textiles</p> <ul style="list-style-type: none"> • Use weaving to create a pattern • Use plaiting

Cognitive science



- Cophthorne Curriculum is designed based on Ebbinghaus Forgetting Curve, Cognitive Load Theory and Retrieval practice
- Teachers know that our brains don't learn differently using remote education, so everything we know about cognitive science and learning still applies
- Challenge Lead is leading research project on the impact of retrieval practice with high levels of cognitive challenge for more able learners



Learning Time

4 hours per day in KS2

3 hours per day in Key Stage 1

2 ½ hours in EYFS

2 live and 1 recorded session in Reception & Year 1

1 live lessons and 2 recorded lessons in Year 2

1 live lessons and 3 recorded lessons in KS2

Staggered times for parents with multiple children

- Weekly check in live session with the teacher
- Learning Mentor Weekly Zoom calls
- Weekly whole school assembly
- Weekly picture news assembly
- Weekly celebration assembly
- Weekly Arabic in KS2
- Music Teacher - Live lessons based on body percussion and cup games (and other rhythm exercises which can be performed at home)



Blended approach

Mixture of live (synchronous) and recorded (asynchronous) sessions.

Live lessons allow:

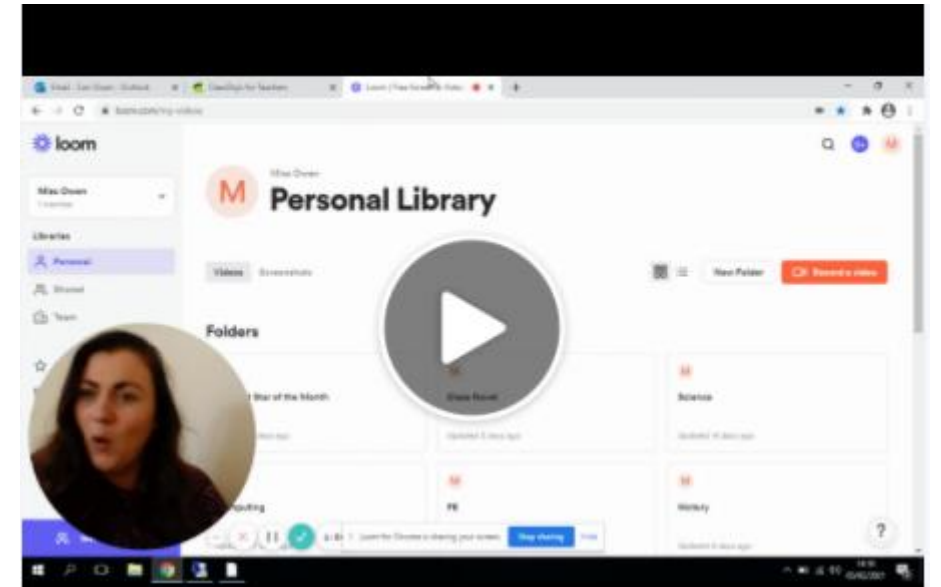
- Teachers to keep children on track
- Maintain pupils' attention
- Group feedback
- Check welfare

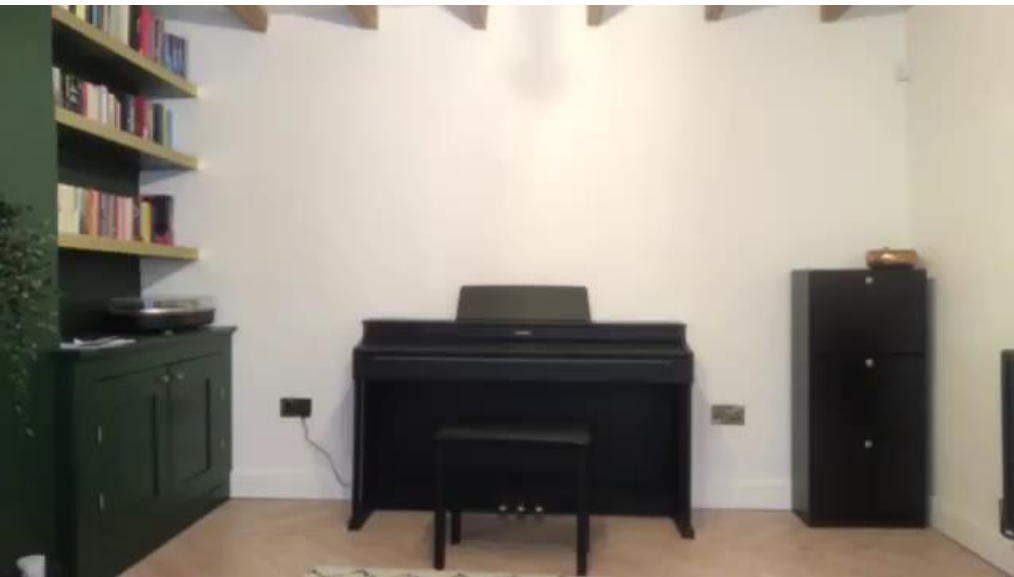


The image shows a screenshot of a Zoom meeting interface. At the top, there is a video player window displaying a video with a large play button in the center. The video content includes several colorful patterns and text prompts: "Which artwork do you like best? Why?", "Which artwork is your least favourite? Why?", and "Favourite [2] [4] [1] [3] Least favourite". Below the video player, there is a text box with the following content: "For our Copthorne Curriculum lesson today please start by watching this video. There are 2 activities to complete, they are both in your portfolio. This week we are creating some artwork." Below this text, there are "Like" and "Comment" buttons. At the bottom, there is a profile card for "Miss Heaton" from "2 Elm", posted "13 hours ago". The profile card contains the following text: "Good morning everyone. Please remember that on zoom lesson we expect children to be sat ready to be involved in the lesson. Please make sure there are no distractions, it is important that everyone listens and participates in the lesson. Today's zoom lesson at 10:30 is a maths lesson. Join Zoom Meeting <https://zoom.us/j/97889449758?pwd=akJrdXFycUhzT3qrbWIDUE5oUEJLQT09> Meeting ID: 978 8944 9758 Passcode: C2tH2".

Recorded Lessons

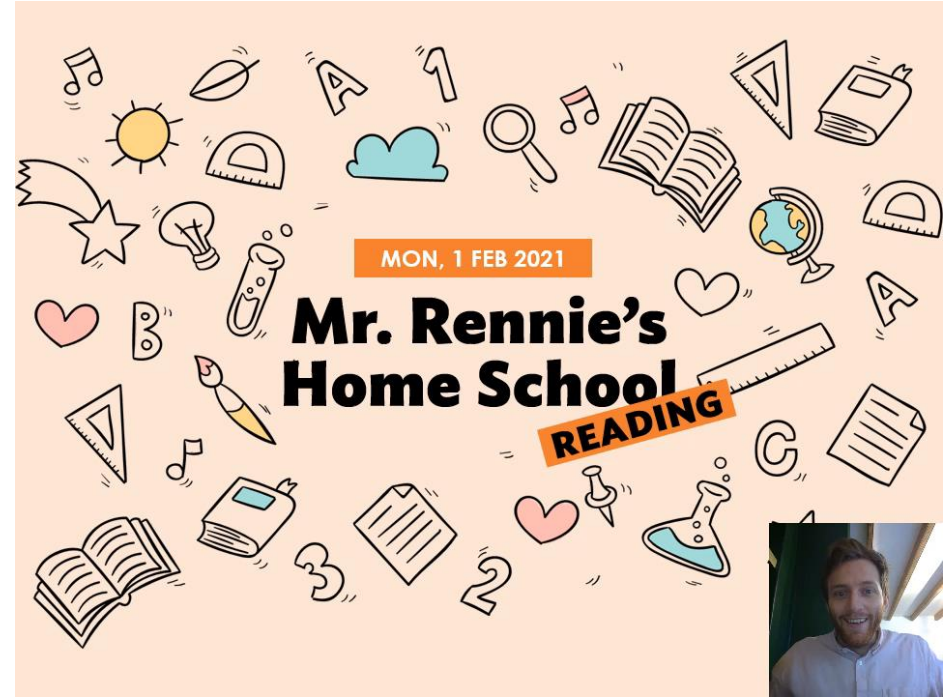
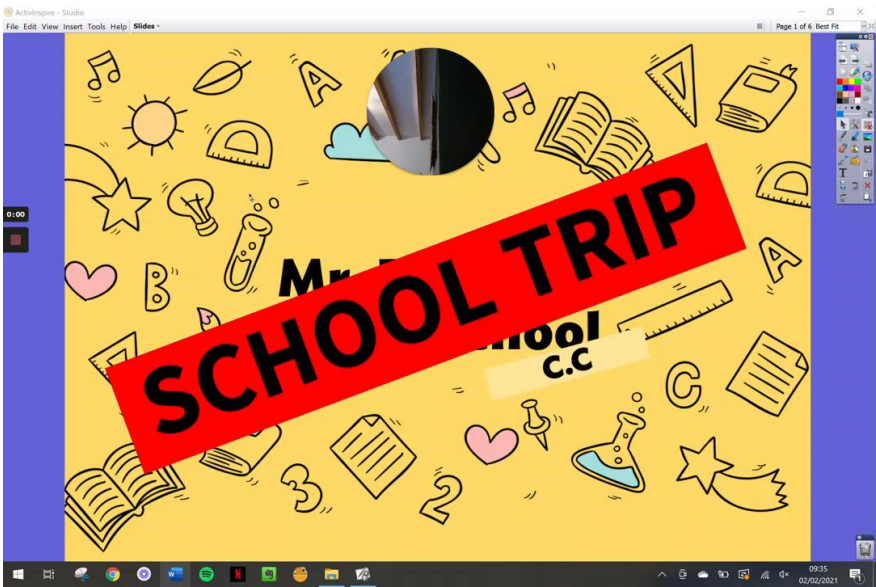
- In KS1 children receive 2 recordings per day
- In KS2 children receive 3 recordings per day
- When using recorded lessons, clarity of explanations are even more important as we can't as easily correct misunderstandings or misconceptions.





PE Sock Challenge

Virtual School Trip



Reading lesson

Sharing Stories



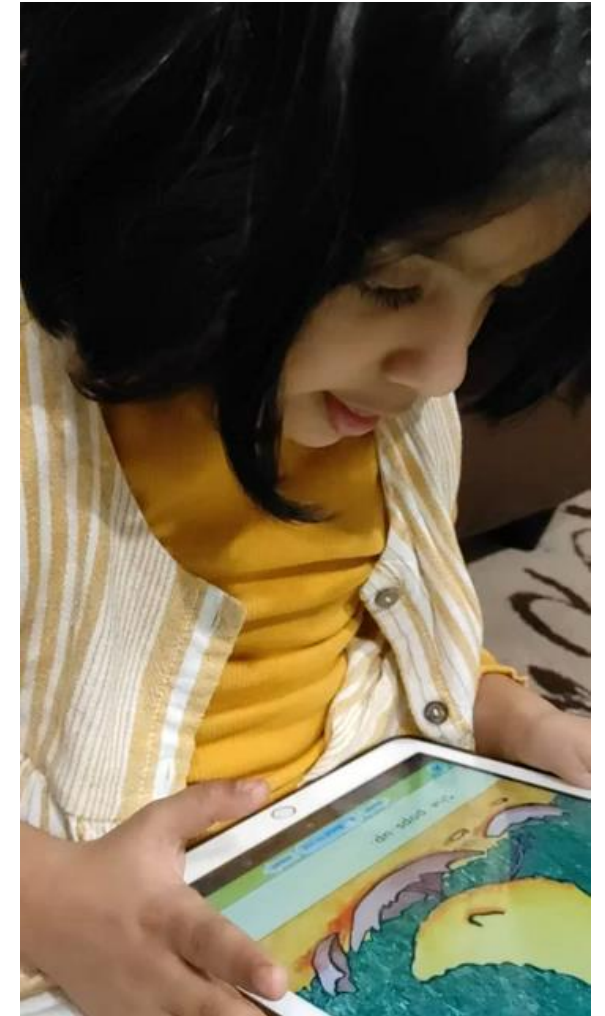
Effective lessons – Keep it simple

- Explanations of new content
- Interaction between children and staff
- Scaffolded practice
- Assessment
- Feedback
- Avoid overcomplicated resources with too many graphics that don't add to content



Portfolios

- Children submit work each day to their portfolio
- This could be a written piece of work, a video or a typed up activity
- Click on the photos to listen to the children



Year 1

The Fat Cat

I had a fat cat

Who was so fat
He could not even

sit on his mat.

Parents

- Phone calls home to support in setting up devices
- Information about the importance of routine
- Tutorial videos being created for the website



Concentration

- Concentration remains an issue
- Harder for pupils to concentrate when being taught remotely
- Divided content into smaller chunks
- Short presentations or modelling of new content, followed by exercises or retrieval practice

Focus on the basics

- Some adaptations have been needed due to topics being hard to teach remotely. When this is the case, we have focussed on the basics
- Avoid too much new subject matter at once
- Consider the most important knowledge or concepts pupils need to know. Focus on those.
- Worked examples and modelling



Feedback

Feedback is given in the following ways:

- Instant marking and feedback on Learning By Questions
- Formative assessment during live lessons –regular questioning
- Written comments twice a week
- Whole class live feedback
- Support staff authorise work and return incomplete tasks with a simple pre-set response e.g. ‘This work is incomplete. Please finish and resubmit.’

Assessment

- Low-stakes quizzes
- Written assignments submitted to portfolios
- Retrieval practice activities
- Warm up starters
- Learning by Questions



SEN

- Teachers set bespoke work for pupils with SEND as appropriate. Differentiated work
- Mixture of paper based and online learning. Teachers have delivered paper packs.
- Recently subscribed to Zoom – breakout rooms
- Phone calls to all parents of children with EHCPs to discuss support
- Online remote sessions with external therapists as such as S&L and teacher for the deaf coming in fortnightly
- Key support staff delivering online sessions e.g. daily physio and S&L sessions scheduled with Miss Kelly, our resident S&L specialist



Devices

- Pupils tend to spend longer accessing a remote lesson when they are using a laptop than when using a phone (tablets are in between)
- Electronic register of all children's access
- Laptops and Geobooks have been distributed .
- Paper work packs have been delivered to some children who struggle to access digital devices



Record Keeping

- Register is kept of attendance at live sessions and work completed in portfolios
- Support staff take a daily register and contact the PIW if children do not attend
- Phone calls home are made immediately
- SLT check the portfolio completion tracker and call home to address a lack of engagement

Safeguarding

- All concerns are reported in the same way – speaking to a DSL and recording on CPOMS
- Expectations have been shared with parents e.g. not in a bedroom
- Zoom settings have been shared with staff e.g. recording all lessons. A One Drive link has been sent to all teachers
- Online safety links shared with parents and the Online Safety section of the website updated
- School can access teacher messages to parents



Monitoring

- Exec Head and Head of School are connected to all classes and portfolios
- SLT attend live lessons
- Chair of governors attends live lessons
- All lessons are recorded – identify best practice & support safeguarding
- Phase leaders connected to their phases lessons