



## **Expectations in Literacy/English during Remote Learning**

### **Curriculum Intent during Remote Learning- the reason for learning remotely**

Literacy/English at Villa Real School promotes high standards of language, communication and literacy, by equipping pupils with the very best command of the spoken/augmentative/alternate and written word.

The Literacy/English curriculum is progressive and sequenced, building upon prior knowledge with new skills and knowledge, whilst ensuring pupils/students revisit and recall prior skills and understanding. This curriculum continues during Remote Learning.

The need to express ourselves is a human right. We feel that all pupils/students have the desire to mark make/write and should have daily opportunities to do so. Through a number of differentiated resources, pupils/students will improve the mechanics of their writing, develop functional writing skills and allowed to write as an expression of their own identity and personality.

During Remote Learning, all pupils/students will be set daily Literacy/English lessons. These lessons will follow the scheme of work, and be sequential in their content and planning. The type of learning and timings will be agreed with parents/carers on an individual basis.

### **What will remote learning look like in the subject**

Villa Real School offers a holistic approach to learning, aiming to develop pupils/ students in all areas of Reading, Writing and Communication.

Each class manager will have an individualised approach for every learner. Daily Literacy/English activities will be set for every pupil/student which is appropriate to their ability and appropriate to the learner's circumstances. Devices are provided by school appropriate to the needs of the pupil/student including laptops, switches and access to Apps as required.

Staff will ensure that work is set and made available at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to pupils/students, and their parents/carers via electronic means to allow them to carry out this work at home.

Some of our younger pupils will be supported via a Topic web approach with resources and activities provided in Communicate in Print. Whilst some Remote Learning may follow the traditional route of academic reinforcement through reading books, spellings or worksheets. For some pupils/ students, reinforcement of everyday life skills such as dressing, shopping or physiotherapy tasks may be more appropriate. These tasks will focus on communication.

### **Resources**

Each class manager provides clear activities and learning objectives for each day. These may be paper based, or via an on-line platform.

<https://literacytrust.org.uk/>

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Lexia

Purple Mash

Vooks

Epic Books

AQA

Oak Academy for more able

BBC

BBC Bite size

<https://library.thenational.academy>

<https://www.phonicsplay.co.uk>

### **How will work be assessed?**

Feedback and assessment can take many forms and may not always mean extensive written comments for individual children. All work set via on-line platforms can be assessed and clear feedback given to pupils/students and their parents/carers. Paper activities can be reorded on Earwig for staff to give feedback, or sent in to school (72 hours quarentine required). Practical activites can be uploaded onto 'To Email' or via Earwig or sent ot the school secure email address. Staff are also able to give live feedback via TEAMS and face to face in rare occasions (socially distanced).

### **How will feedback been given to pupils/students and parents/carers?**

Written feedback can be given via the methods above. Also class staff speak to parents and pupils/students (where able) every week. Email feedback to parents will also be given.

Class staff will monitor engagement daily and record weekly. If there is an apparent issue with engagement, the relevant Key Stage Leader will

contact parents to discuss possible barriers. Senior members of staff monitor engagement and intervene as appropriate. The governing body quality assure the whole process and the impact on the pupils/students. Class staff will provide feedback to parents/carers via calls, emails, Earwig and on rare occasion face to face (socially distanced) to ensure families are supported.