

## Remote Learning Guidance 2020: English

The HIAS English team has developed the following resource to support teachers should class-based learning need to be blended with remote learning for an individual, a class or a bubble.

It is our intention to support you to:

- identify materials and resources to use as an initial two-day emergency plan for each learning journey / unit of work  
**This emergency plan can be used alongside similar plans available from HIAS Mathematics and the 2-day HIAS primary curriculum projects available on Moodle+**
- convert existing plans, when required, into a structured remote teaching sequence to ensure continuity of curriculum learning

### First 2 days – emergency plan

As part of medium-term planning, schools might identify school-based or online resources which support **a relevant key skill or aspect of knowledge in each unit of work which could support learning for two days**. The two-day window created by these resources allows time for the remaining class-based learning sequence to be adapted to suit remote learning practices. This prepared resource could help reduce the initial workload demands on teachers.

Key sites recommended for remote learning sequences are:

- BBC Bitesize <https://www.bbc.co.uk/bitesize>
- BBC Teach <https://www.bbc.co.uk/teach>
- Oak National Academy <https://www.thenational.academy/oaks-curricula>

It is important that pupils are engaged in relevant learning in the initial two days of an isolation.

1. Plan a key skill for each learning journey considering what will be a useful focus for all pupils that reinforces an important aspect of the whole learning journey
2. Choose a linked available remote teaching resource that includes relevant activities that will support pupils key learning or identify a school specific task that will be available for use, if required
3. Consider the needs of the range of learners in your group/class and how previous learning will be revisited/consolidated.
4. Ensure all pupils have access to remote learning resources they need e.g. internet access if required. If this is not possible, consider how pupils with limited or no access to the internet will access materials during any isolation from school.

A year group, half termly, emergency plan overview for autumn 1 might look like this:

Year 4 Half term plan Autumn 1 2020		Learning Journey 1 2 weeks	Learning Journey 2 3 weeks	Learning Journey 3 2 weeks
Writing outcome		Setting description	Narrative	Information
2 days	Key skill focus	<ul style="list-style-type: none"> <li>expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>adverbials for time / place / manner</li> </ul>	<ul style="list-style-type: none"> <li>coordinating and subordinating conjunctions</li> </ul>
	Focus for application of a previous skill	compound sentence structure coordinating conjunctions	expanded noun phrases	adverbials
	Linked remote learning resources including relevant activities	<a href="http://www.bbc.co.uk/bitesize/articles/znpgwx">www.bbc.co.uk/bitesize/articles/znpgwx</a> and/or specific school planned activity	<a href="http://www.bbc.co.uk/bitesize/articles/zv73bdm">www.bbc.co.uk/bitesize/articles/zv73bdm</a> and/or specific school planned activity	<a href="http://www.bbc.co.uk/bitesize/articles/zrn796f">www.bbc.co.uk/bitesize/articles/zrn796f</a> and/or specific school planned activity
	Accessibility Support e.g. SEND	As appropriate to need and focus	As appropriate to need and focus	As appropriate to need and focus

During these initial 2 days, pupils can be sent home with instructions to complete the remote activities as listed, or as appropriate to pupil needs.

During this initial day (or two) of activities drawn from English, mathematics and foundation emergency curriculum planning (See Moodle+ for further resources), teachers should plan to adapt the planning from classroom based to remote delivery. This will use the school's preferred approach to remote teaching, in accordance with the relevant expectations in DfE guidance.

Specific and detailed guidance for the re-planning of English curriculum content for remote delivery follows:

1. 5 step planning process for adapting from classroom to remote delivery
2. Applying effective strategies supporting recall of learning identified through cognitive psychology research
3. Converting between class-based learning and remote learning
4. Worked examples from year 1, year 4 and year 6

## Remote learning sequence guide

A five-step remote learning sequence has been developed to support you in converting a ‘typical’ teaching sequence into blended / remote learning (8/9 days after initial 1/2 days). These are not “fill-in” tasks but should be planned to provide for appropriate curriculum coverage and progress in key skills. The five-steps suggest a focus for some essential key tasks and activities for a unit of work. This is intended as a prompt for re-shaping the purpose of each lesson or sequence of lessons **at the point of the need for remote learning**. A suggested sequence of planned learning steps is as follows: introduction; getting started; practice; moving forwards and challenge.

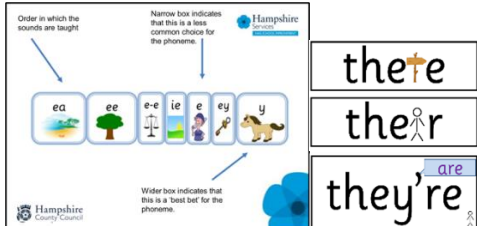
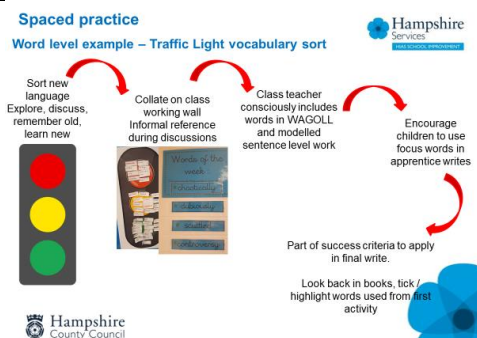
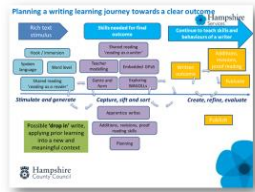
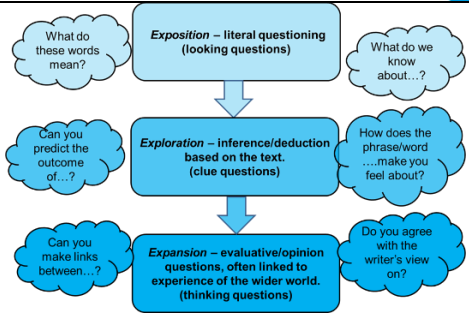


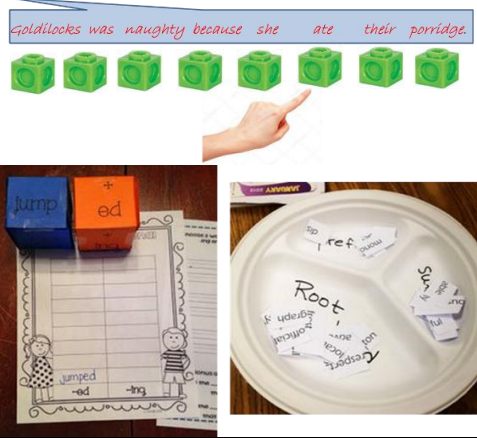
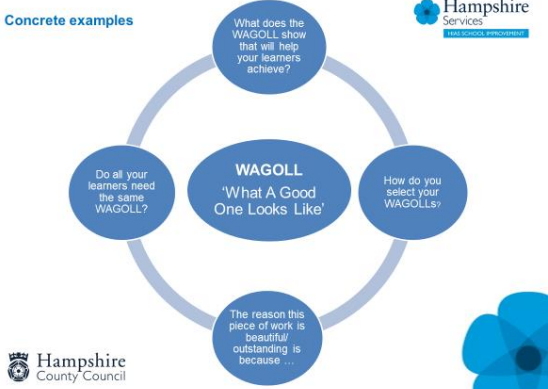
A typical learning journey / unit of work is often composed of a sequence of key tasks developing both subject knowledge and fluency. The amount of time for each step is determined in response to the needs of learners. The order of steps and which might be included will vary according to needs of learners and point in the learning journey when remote learning is needed.

It is important that children are prompted to access their memories of prior teaching and learned knowledge during periods of remote teaching. Effective strategies supporting recall of learning identified through cognitive psychology research have been included. These are, of course, relevant to all planning whether class-based or remote.

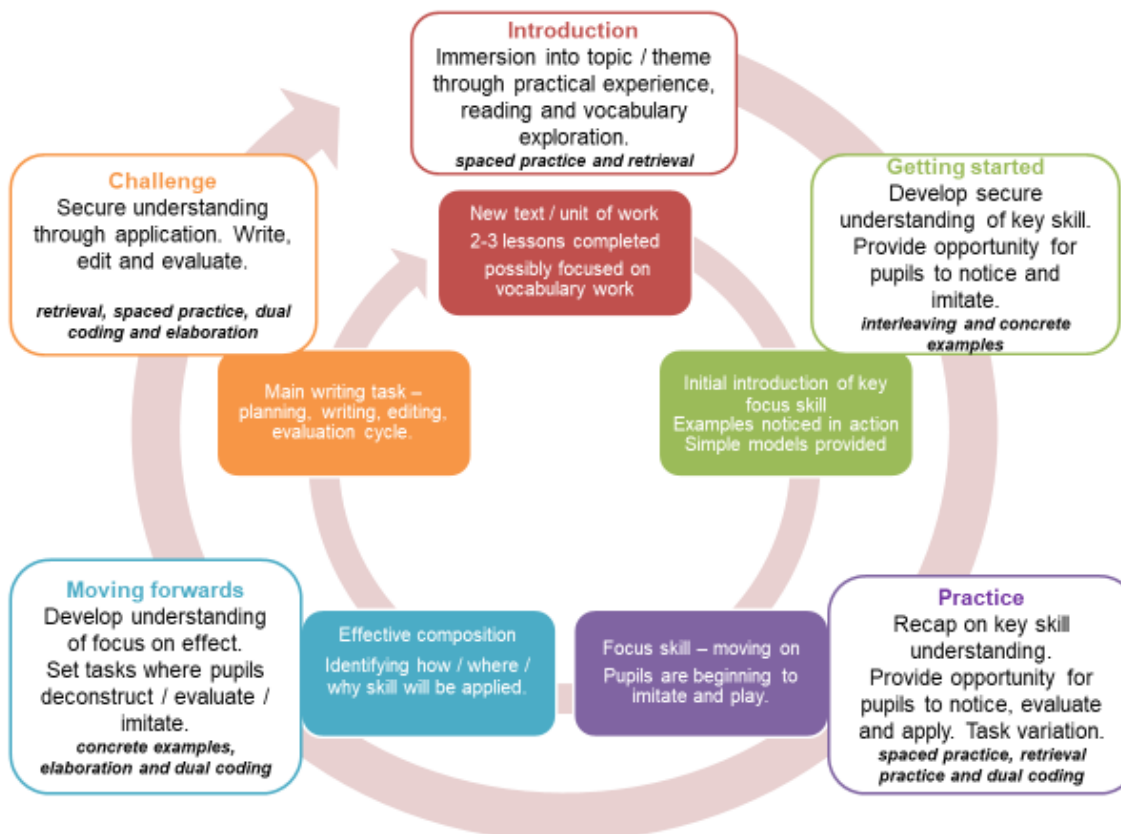
The overlapping and linked strategies are; retrieval practice, spaced practice and interleaving, elaboration, concrete examples and dual coding (Weinstein, Sumeracki and Caviglioli, 2019)

These strategies can be used to inform the purpose of the tasks set during periods of remote teaching (learning when in isolation). The following chart summarises these key cognitive strategies and gives examples of their application.

Strategy	Definition	Example
Retrieval practice	Retrieval practice is the act of actively trying to recall information (using visual, audial, concrete prompts perhaps) a strategy in which calling information to mind subsequently enhances and boost learning- spiral curriculum Recall is not a 'test' necessarily. Tasks promoting collaboration and saying / doing will re-stimulate neural pathways.	
Spaced practice	Pupils review material over a long period of time. This gives their minds time to form connections between the ideas and concepts so knowledge can be built upon and easily recalled later. They repeatedly come back to acquire learning in multiple short sessions over time.	<p><b>Spaced practice</b> Word level example – Traffic Light vocabulary sort</p> 
Interleaving	Interleaving is a process where pupils mix, or interleave, multiple subjects or topics while they study. Pupils revisit previously acquired concepts to bring them to mind.	<p><b>Interleaving:</b></p> <ul style="list-style-type: none"> <li>– revisit previously acquired concepts to bring them to mind</li> <li>– switching between topics</li> <li>– recall from longer ago</li> <li>– spiral curriculum</li> <li>– learning journeys</li> </ul> 
Elaboration	Elaboration is the development of an existing idea by incorporating new information to augment the idea. It can be used as a method of memory retention by making a memory or idea with greater detail to remember it accurately. Elaboration concerns going deeper, mastery, asking how and why.	

<p>Dual coding</p>	<p>Dual coding can be thought of more than one representation of the same idea or concrete, pictorial, abstract (CPA). It is often helpful to show verbal and visual information together.</p>	
<p>Concrete examples</p>	<p>Pupils use concrete resources and real-life contexts to explore abstract ideas Using actual examples in a simple form and then building the complexity towards more abstract ideas will help secure firm conceptual foundations.</p>	<p>Concrete examples</p>  <p>Hampshire County Council</p>

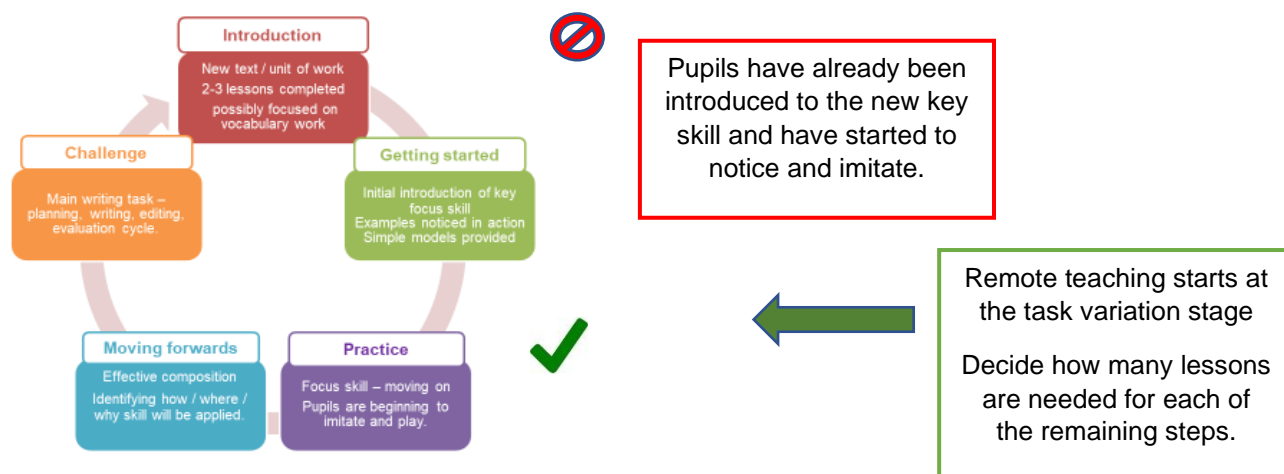
Applying cognitive strategies into five steps of remote curriculum planning:





## Converting between class-based learning and remote learning

Teachers can use the diagram to identify the correct starting point within the learning journey sequence and shape remote learning provision accordingly. An isolation period could be needed at any point of the learning journey, e.g. – when remote learning is required 5 days into a teaching sequence.




The following additional guidance contains worked examples for Year 1, Year 4 and Year 6.

Across the three examples we have recognised the possibility of an isolation period starting at any point and the need for remote learning at different starting points within a learning journey or to bridge the end of one learning journey and the beginning of another e.g.

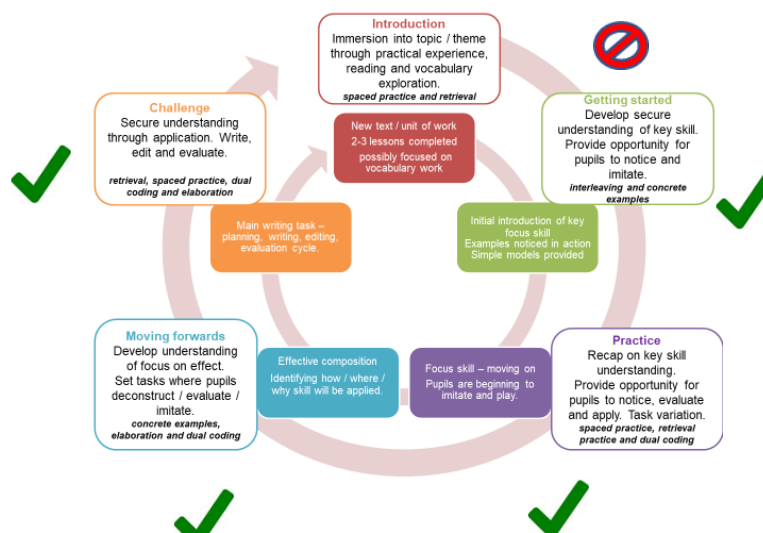
Remote learning sequence guide that bridges two different units Identify the correct starting point after your initial 2 days of emergency tasks and shape provision accordingly			
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Resources check</li> <li>Key vocabulary</li> <li>Stimulate / generate</li> </ul>	Already completed in class prior to isolation starting	<div>...and starts work on the next unit</div>
<b>Getting started</b>	<ul style="list-style-type: none"> <li>Recap on key skill introduction.</li> <li>Provide opportunity for pupils to notice and imitate.</li> </ul>	<div>Implement 2-day emergency plan</div>	
<b>Practice</b>	<ul style="list-style-type: none"> <li>Recap on key skill understanding.</li> <li>Provide opportunity for pupils to notice, evaluate and apply.</li> </ul>	<div>Remote plan completes re-planned sequence of linked lessons...</div>	Return to class-based learning
<b>Moving forward</b>	<ul style="list-style-type: none"> <li>Focus on effect.</li> <li>Deepening task (moving on)</li> <li>Set tasks where pupils deconstruct / evaluate / imitate.</li> </ul>		
<b>Challenge</b>	<ul style="list-style-type: none"> <li>Planning for writing</li> <li>Main task with modelling</li> <li>Writing, editing, evaluation cycle</li> </ul>		

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Writing/Learning Goals	Use This For	Key Writing Strategies	
<p><b>Objective:</b> Write a list of equipment for the help's journey.</p> <p><b>Response:</b> Write a list of equipment for the help's journey for the journey.</p> <p><b>Audience:</b> C2/Poems 5</p> <p><b>Genre:</b> A List</p> <p><b>Source:</b> School program exploration and discovering them on the story</p>	 <p>Q Poems 5 by Nick Butterworth</p>	<ul style="list-style-type: none"> <li>Use simple words which helps to convey information, ideas, e.g., story or topic related vocabulary</li> <li>Spell words using known phonemes</li> <li>Use simple noun phrases (subject + noun)</li> <li>Sequence sentences to form short narratives</li> <li>Repeat words to make them stick in memory</li> </ul>	
		<p><b>Positive Learning Use Items</b></p> <ul style="list-style-type: none"> <li>Make explicit information</li> </ul>	
			<p>Use simple words which helps to convey information, ideas, e.g., story or topic related vocabulary</p>
		<p><b>Overview of Learning Goals (12-16 Session)</b></p>	<p>Use simple words which helps to convey information, ideas, e.g., story or topic related vocabulary</p>
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Lessons		Year 1 Learning Journey / Unit: Narrative Example of existing school planning	Remote Learning Plan developed at the point of isolation period, using school's own remote teaching approaches
1	Stimulate generate	Develop vocabulary Make simple inferences	Some class-based learning has already introduced key skill
2		Make predictions	2 days emergency planning Use CBBC QPootle 5 episode 1 as stimulus with follow up home based activities and teacher designed tasks.
3		Ask questions and express opinions	
4	Capture, sift and sort	Spell words using known phonemes List nouns Identify adjectives Create simple noun phrases (adjective + noun)	3 lessons* To include a daily phonic recap on focus phoneme/s. Practice reading words containing focus phonemes that link to reading / writing topic.
5			
6			
7			Use BBC Bitesize resources to recap on key skill understanding. Provide opportunity for pupils to notice, evaluate and apply.
8		Simple sentence \ / ____ . List of equipment (adjective + noun) Apprentice write – letter / list	3 lessons* To include a daily phonic recap on focus phoneme/s. Practice writing words containing focus phonemes that link to reading / writing topic.
9			
10			
11	Create, refine, evaluate	Develop vocabulary Spell words using known phonemes Create simple noun phrases (adjective + noun) List equipment Final write – letter to include a simple sentence and list	Provide teacher designed tasks to recap learning and address any errors / misconceptions emerging.  Set tasks where pupils deconstruct / evaluate / imitate.
12		2 lessons* To include a daily phonic recap on focus phoneme/s. Practice reading / writing words containing focus phonemes that link to topic.	
13			
14		Planning for writing Writing, editing, evaluation cycle	
15			Return to class-based learning to complete learning journey

**\*Use live teaching / pre-recorded videos to model and explain tasks when possible.**



## Year 4 example (Hampshire Learning Journey): Remote learning starts mid-way through a learning journey

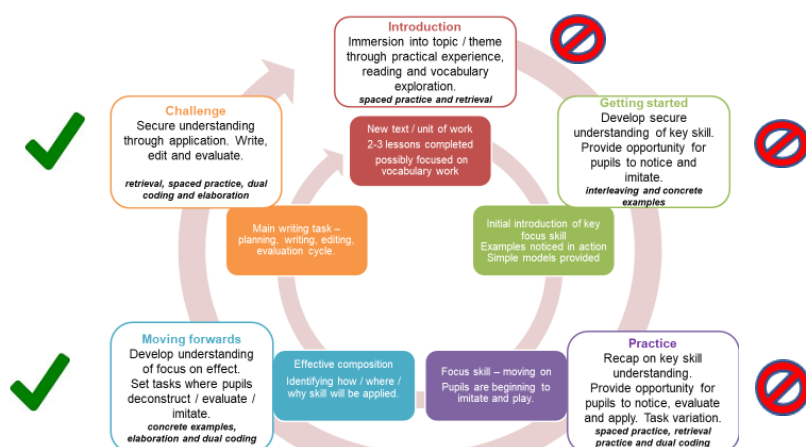
<b>Year 4</b> <b>English Learning Journey</b> <b>Outcome:</b> <b>Purpose:</b> To explain and apologise <b>Audience:</b> The old lady <b>Form:</b> A letter	<b>Text Driver</b> <i>The Promise</i> by Nicola Davies and Laura Carlin 	<b>Key Writing Statements:</b> <ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Use an increasing range of sentence length and structure</li> <li>Use figurative language such as simile, alliteration to build a picture in the readers head</li> <li>Plan their writing by discussing and recording ideas</li> </ul> <b>Key Reading Statements:</b> <ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters</li> <li>Infer underlying themes and ideas</li> </ul> <b>Possible Link Guided Reading Texts</b> <i>The flowers</i> by John Light, <i>The Tin Forest</i> by Helen Ward.
<b>Stimulate and generate</b> <b>Li: Justify opinions</b> Place the pictures of the urban and rural landscapes on the walls and ask the pupils to stand near the picture they would rather live. Take initial thoughts from pupils as to their reasoning. Model extending this to justifications. Use video and discussion to build pupil knowledge about each setting and use pupil experts who have experience of each. As class compose a + and - table for living in each setting. Model creating sentences with justification. Pupils complete underneath a chosen picture. Foundation: sentence stems e.g. I lived in _____ I could... I would like to live _____ because... Enrich: teacher-led group: comparison using further conjunctions, "Although the countryside has cleaner air - ", "Even though the city has more parks - " and extending to justification. <b>Li: Discuss themes in texts</b> Explore the endpapers of the book alongside the front cover. What is the book going to be about? What might the theme of the book be? Remind pupils of the term "theme". What evidence do we have in front of us? In groups pupils write "I wonder..." statements about the images (could be on sugar paper) and relate their thinking to the previous lesson. Groups present wonderings to the class. Read up to "slowly, slowly, slowly shoots of green began to show." Have any of their wonderings been addressed? Can we see a theme emerging in the book? Capture ideas as a class, add to sugar paper, photograph for books. <b>Li: Identify and discuss contrasting words and phrases</b> Finish the book and respond authentically as readers. Who enjoyed the text? Why? What was your favourite part of the book? Extend discussion to themes -		
<b>Overview of Learning Journey</b> <b>Capture, sift and sort</b> <b>Li: Identify how language and structure contributes to meaning</b> Introduce the writing outcome to pupils. A letter from the planter to the old lady in the story. Discuss the idea of writing to someone even though we don't know where, or even who, they are. These letters are often written to organise a person's thoughts and feelings rather than to elicit a response. Drawing on the previous stage, confirm the PAF for such a letter. Explore a WAGOLL letter of apology and explanation, note its structure and the language. Use the Duman grid as a class with pupils identifying examples as an independent task with support as required. Use this to generate success criteria. How could we apologise and explain our change of heart and subsequent actions to the old lady? <b>Li: Use figurative language</b> Return to the figurative language and devices from the text captured in the previous phase. Explore the use of alliteration and simile and directly teach as required. Metaphor could also be explored. Following modelling, pupils should create examples in sentences that could be used by the planter in her letter explaining what she was like before and after the promise was made.		
<b>Create, refine, evaluate</b> <b>Li: Plan writing by discussing and recording ideas</b> Following modelling, pupils plan their writing following an agreed structure. For example: • Introduction - why I am writing • What the city was like before the promise • What I was like before • How I changed and what the city is like now • What I am like now and a thank you • Conclusion - my plans for the future <b>Li: Write a letter to explain and apologise</b> Pupils write their draft according to planning and agreed success criteria, referring back to the language and structures taught in the learning journey so far. Pupils should incorporate elements of their experience write. Guided groups as required.		

Lessons		Year 4 Learning Journey / Unit: Narrative		Blended Learning	
1	Stimulate generate	Justify opinions		Class-based learning has already introduced the key skill (step 1) and pupils have been noticing and imitating (step 2). They have had some opportunity to notice, evaluate and apply	
2		Identify themes in texts			
3		Identify and discuss contrasting words and phrases Infer characters thoughts and feelings			
4	Capture, sift and sort	Identify how language and structure contribute to meaning		2 days emergency planning <a href="https://www.bbc.co.uk/bitesize/articles/z6n6dp3">https://www.bbc.co.uk/bitesize/articles/z6n6dp3</a> imagery and figurative language	
5		Revisit figurative language and devices			
6		Explore the use of alliteration and simile and directly teach as required			
7		Explore metaphor			
8		Use a range of sentence length and structures			4 lessons* Focus on effect. Deepening task (moving on) Set tasks where pupils deconstruct / evaluate / imitate.
9					
10					
11					
12	Create, refine, evaluate	Plan writing by discussing and recording ideas		4 lessons* Planning for writing Main task with modelling Writing, editing, evaluation cycle	
13		Following modelling, pupils plan their writing following an agreed structure.			
14					
15					

\*Use live teaching / pre-recorded videos to model and explain tasks when possible.



indicates that this step has already been covered in class-based teaching





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[illegible]

Lessons		Year 6 Learning Journey / Unit: Narrative		Blended Learning
1	Stimulate generate	Pre-teach key vocabulary		Class-based learning has already made significant progress through the “Narrative” learning journey. Remote learning is used to complete the Challenge step (5) to secure understanding through application (write, edit and evaluate)
2		Develop understanding through speculating, hypothesising, imagining and exploring ideas		
3		Make predictions		
4		Draw inferences by inferring characters thoughts and motives		
5	Capture, sift and sort	Ask questions to deepen thinking		Remote learning now turns to introducing the new learning journey (step 1) and getting started (step 2) before returning to class teaching.
6		Explore sentence length choices for meaning and impact		
7		Use of multi clause structures (compound / complex sentences)		
8		Explore character and narrator viewpoint – link to vocabulary choice		
9		Develop understanding of story structure and manipulate accordingly		
10	Create, refine, evaluate	Plan effectively making author’s choices linked to key skills		2 days emergency planning
11		Guide children to step 1 editing – secretarial skills that can be completed independently / non negotiables.		
12		Use peer response partners to edit and proofread narratives		
13		From initial scan of children’s writing outcomes, determine breakaway groups with focus for step 2 editing – up levelling		3 lessons* Main task with modelling Writing, editing, evaluation cycle
14				
15				
		Year 6 Learning Journey / Unit: Poetry		
1	Stimulate generate	Immersion into the theme		3 lessons* Key vocabulary instruction Stimulate / generate Use online resources to introduce the poem – pupils to watch the animations and listen to the poem being read aloud
2		Pre-teach unfamiliar vocabulary		
3		Use knowledge of morphology and etymology in spelling Use clues to deduce who the main characters might be making informed judgements about the main character by considering evidence		
4	Capture, sift and sort	Revisit figurative language		3 lessons* Recap on key skill introduction. Provide opportunity for pupils to notice and imitate.
5		Select appropriate vocabulary, understanding how such choices can change and enhance meaning		
6		Imitate and create own verse for the next part of the story		
7				
				Return to class-based learning

**\*Use live teaching / pre-recorded videos to model and explain tasks when possible.**



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		Learning Journey 1	Learning Journey 2	Learning Journey 3
<b>Writing outcome</b>				
<b>2 days Emergency Plan</b> 	<b>Focus key skill</b>	•	•	•
	<b>Remote learning Resources</b>	•	•	•
	<b>Previous Skill Application</b>			
<b>Remote learning sequence guide</b> <b>Identify the correct starting point after your initial 2 days and shape provision accordingly</b>				
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Resources check</li> <li>Key vocabulary</li> <li>Stimulate / generate</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b>		
<b>Getting started</b>	<ul style="list-style-type: none"> <li>Recap on key skill introduction</li> <li>Provide opportunity for pupils to notice and imitate</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b> <b>Support with online resources eg BBC bitesize / BBC Teach</b>		
<b>Practice</b>	<ul style="list-style-type: none"> <li>Recap on key skill understanding.</li> <li>Provide opportunity for pupils to notice, evaluate and apply</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b>		
<b>Moving forward</b>	<ul style="list-style-type: none"> <li>Focus on effect</li> <li>Deepening task (moving on)</li> <li>Set tasks where pupils deconstruct / evaluate / imitate</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b> <b>Support with online resources eg extracts from <a href="http://loveread4kids.co.uk">loveread4kids.co.uk</a></b>		
<b>Challenge</b>	<ul style="list-style-type: none"> <li>Planning for writing</li> <li>Main task with modelling</li> <li>Writing, editing, evaluation cycle</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b>		