

## **Expectations in Mathematics during Remote learning**

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

Mathematics/Numeracy at Villa Real promotes high standards of calculating, reasoning and problem solving, by ensuring learners are enabled to understand and make sense of the world they live in.

The Mathematics/Numeracy curriculum is progressive and sequenced. It builds upon prior knowledge with new skills and knowledge, ensuring all learners revisit and recall prior skills and understanding. This curriculum continues during Remote Learning.

During Remote Learning, all pupils/students will be set daily Numeracy/Mathematics 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. Through a variety of differentiated resources/tasks/expectations pupils/students will have the opportunity to improve their understanding and knowledge in any strand of Mathematics/Numeracy dependant on the flexible planning in place.

### **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 Number, Measure, Statistics and Geometry.

Each class manager will have an individualised curriculum for every learner. Daily Numeracy/Mathematics activities/tasks will be set for every pupil/student which is appropriate to their ability and appropriate to the learners circumstances. Devices are provided by the 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 beginning 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 the work at home.

Some of our pupils/students will be supported via a topic web approach with resources and activities provided. These may be paper based tasks maybe in communicate and print, or may be practical tasks to carry

out. Some Remote Learning will follow the traditional route of academic reinforcement through written tasks, Apps, worksheets or supporting with fluency and automatic recall of times tables or other calculation/number facts. For others, reinforcement of everyday life skills such as dressing, shopping, cooking, or completing physiotherapy or occupational therapy programmes may be more appropriate. Mathematically the focus here maybe on hearing number names or other mathematical language, exchanging items or completing tasks in a certain order.

Other ways to encourage Remote Learning may include; tasks to be carried out outside, on a walk, they could be sensory based with music or props or as part of an Attention Autism activity or Conductive Education task.

### **Resources/Websites**

Class managers will provide appropriate activities which are aimed at the learners being taught at home, therefore thinking about using items which could be found in most homes. Class managers are mindful of the flexibility here, and ensure there are a few options parents/carers can use if they are expected to find items to support the learning. These resources could include every day objects which most families would have at hand including; balloons, blocks, cups, plates, spoons, lego, basic musical instruments, balls, boxes/junk packaging, drawing materials, toy cars/trains, ingredients and utensils needed for baking and many more.

The following are a list of websites which can be accessed remotely by families. As with all online/national resources class managers are mindful here, to remember that as part of our extended curriculum learners may be working from worksheets or booklets that are written for mainstream learners and so parents/carers may need to be informed of exactly which level or activities are most suited to their learners so parents don't have the wrong expectations of their children.

Earwig - Class staff may upload learning activities to watch at home onto Earwig. These may be group work style teaching to watch. Attention Autism sessions linked the Mathematics or modelling of activities/tasks to try with your child.

<https://earwig.uk.com/profiles/users/login/>

Purple Mash – work can be set by class managers specifically for the user to access from home. Progress can be monitored, pupils can make comments on the work they have completed and class managers can respond with feedback/marking.

<https://www.purplemash.com/#tab/pm-home>

Education City – a range of activities, games and other learning aids can be accessed via this website. Work can also be set specifically for the user by the class manager. Progress made when using Education City can be monitored by class managers.

<https://go.educationcity.com/>

Oak National Academy – this website can be used to access lessons and activities which cover National Curriculum requirements from Reception to Year 11 in all subjects. Class managers may direct pupils/students to complete chosen lessons or activities.

<https://classroom.thenational.academy/>

White Rose Maths – this scheme is used within school to help deliver our Mathematics curriculum. Work books which can be downloaded and printed to be used from home are available via the link below.

<https://whiterosemaths.com/parent-workbooks/>

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

Feedback and assessment can take many forms and may not always mean extensive written comments for individual children.

Work may be submitted as photographs or videos (photographed written work) on Earwig by parents/carers and then observed by class staff and commented on. Staff are also able to give live feedback via Teams or even in rare occasions, face to face meetings, which are socially distanced. In addition, parents/carers may send completed work into school which will then be quarantined for the appropriate time period (72 hours) before being assessed.

Websites such as Purple Mash and Education City offer class managers the ability to track the progress of pupils who are completing activities from home.

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

Feedback and assessment can be given via the methods above. Also class staff will speak to parents/carers and pupils/students every week. Email feedback to parents/carers can also be given.

Class staff will monitor engagement daily and weekly. If there is an apparent issue with engagement, the relevant key stage leader will contact parents/carers to discuss possible barriers. Senior members of staff also monitor engagement and intervene as appropriate. The governing body quality assure the whole process and the impact on the pupils/students.

Class staff will engage with families to ensure they feel supported.

