

## Case Study of how Remote Learning worked at NHA from January 2020 to 8<sup>th</sup> March 2020

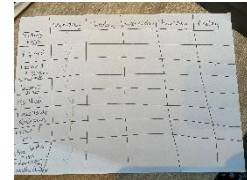
Pupil: Mia, age 6, year 1

Device: iPad (5<sup>th</sup> generation bought in 2018) and we record her Flipgrid reading on our phone.

Before we start our day....

### Tick list

We make a timetable for the week so Mia can tick off the activities- she loves a list! Every day we try to stick to the same routine. This works with me because I know when to plan in work calls and schedule tasks for myself which need more intense focus.



### We set the rules...

I am not a year 1 teacher and I never have been. I am happy to let them lead the way and I work alongside Mia and keep an eye to make sure she isn't parading the cat in front of the screen or picking her nose! At the end of each call Mia has work to complete which has been explained to her by the teacher. On occasion where I wasn't sure of the task, we looked back at the lesson recording. Tasks typically take between 10 and 20 minutes to complete and I try and block that time to support her.

### Stylus to the rescue!

We also invested in a stylus that works on an iPad- I contacted Mrs Kendal and I bought the same one they use in school. It has made such a difference! Mia struggled to write on a touch screen with her finger.



### Less screen time for down time

Temporarily our home routine has changed- amongst other things (like the endless supplies of snacks or washing to do!) we have had to cut down on Mia going online or watching TV for 'down time'. It's just too much sitting in front of a screen if she gets all of her work done then also plays on it. Yes at first this was met with some resistance from Mia, but she is now making proper time to play with her lego, doing some artwork and playmobile, and I must say, it's a very welcome change. She's interacting more with her sister (2 years) who is watching her every move.

## Our Day



We always start with Reading Eggs at 9am. She loves this program. It is tailored to her level of ability and the activities are short and pacy with a book to read at the end of each lesson. Mia loves collecting the eggs to amend her avatar and buy furniture for her 'house'. She can also spend eggs on games.

At the end of the lesson we record Mia reading her book from Reading Eggs for her Flipgrid daily reading. Two tasks merged and the books are the perfect





length to fit in the 5 minute slot. Sometimes we don't finish the book and end up talking about new words or what's on the pages instead and that is absolutely fine. Mia gets feedback from her teaching assistant and this has built up to be a lovely dialogue away from school.

### Session 1: Phonics at 9:30am

Mia enjoys her phonics sessions which typically start with a recap/ learning of sounds before looking at vocabulary and doing a book talk task. After the session, there is usually a comprehension task or some reading practise to do. Her teacher is online until 10:30 to help if Mia gets stuck. Mia enjoys receiving dojos for taking part or completing the tasks set (she knows that she can choose dinner on the evening of a dojo certificate being awarded!).

Break Time! By this time, Mia and her sister (who is very tired of being a quiet toddler by this point!) takes a break for a snack. On warmer days or snow days they like to play outside, but usually they play with toys or draw.



### Session 2: Maths at 11am

Maths is the first session where Mia can see all of her classmates so she often joins early for a catch up at the start. She loves the start of maths where they sing songs, play some maths games or enjoy a quick quiz. As they are keeping in line with the maths they would be doing at school, I know Mia needs to be on the call and keep up with the

work.

After maths, Mia spends a few minutes on Times Table Rock Stars- a new addition to the Year 1 collection. She loves it! She's mastered the 10's and is now learning the 5's. She's had no past experience of the 5's so we write them down before going on it and she can use her 'cheat sheet' to help with them. She's already started remembering a couple of them without having to look.



We stop for a break about 11:45 and I make sure I switch off for half an hour too.

Mia starts the afternoon at 12:45 and does her spelling practice on Spelling shed and a task set on Education City (usually science). These are quick and fun challenges. She likes to have everything except the last lesson ticked off her list before the last lesson (so do I!)



### Session 3: English at 1pm

Our final part to tick off for the day. Mia has her pen and paper ready to write in the lesson. Again I can see Mia being introduced to new learning (imperative verbs this week!) and she loves to show her teacher her writing during the lesson. After the live call, there is usually a writing task to follow up what they have looked at in the session.

Usually we are done and dusted by 2pm and I can focus on my work while Mia plays either in the garden, with her toys or drawing etc.