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Year group:

Please read the 'Blended Learning Guidance' document before completing this table. For assistance with planning learning content, see overleaf for 'Top Tips - distance learning and universal provision'.

	Week	Staff	Area of Learning Experience	In-School Learning	Distance Learning (On-line & Paper-based)	Assessment	Links to CCSs & 4 Purposes
	29/06/20						
ck 2	to 03/07/20						
Block	06/07/20 to 10/07/20						
8 3	13/07/20 to 17/07/20						
Block	20/07/20 to 24/07/20						
Summer	27/07/20 to 31/08/20						

*Please note what, if any, additional support is required for CCS develop	me	ge	0	10	1	e	16	V	١	31	e	•	d	C		,	S	2		C	(	1	С	(	(	•	r	ľ		0	C	f	1		ł	d	1	9	·E	r	i	i	ı	u	U	ι	I	1	0	1	е	(	r	ľ	1		;	5	S	S	i	i		t	t	1	r	1	)	0	(	)	0	ľ	1	1	)	0	I	ı	u	ι	3	S	5	9		ı	١	9	2	i	١	n	ì	I	)	0	C	į	İ	t	t	i	i	Ì	۱	b	0	C	(	(	ı	ı	d	C	C	(	(	ľ	I	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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<sup>\*\*</sup>Please note any exam considerations:

<sup>\*\*\*</sup>Please note how learning undertaken at home to date can be recognised and celebrated:

# Top Tips – distance learning and universal provision

### Clear expectations

Frontload the lesson content with a clear visual 'to do' list. Important when multiple lessons of work are being set in one go.

Include these in the file, don't expect them to refer back to Workzone for instructions.

#### Include:

- · Due date
- · Clear lesson/tasks directions written in bullet points
- A short personal message words of encouragement!

#### Chunking

Shorter tasks promote a sense of achievement: bring these together to achieve a bigger piece of work. Benefits include easier communication when asking for help.

Chunk and signpost supporting information e.g. TASK 3 HELP SHEET. Even better incorporate the information into the question sheet removing the need to navigate between multiple files and lots of scrolling.

Large sections of information with questions at the end will be very difficult for some pupils to access.

#### Content

Please differentiate to an individuals cognitive ability.

As a guide here are the names of our HAFOD pupils. There will be other weak pupils whom you are aware of in your classes.

There have been some excellent examples of Universal Provision within our distance learning provision.

Here is a collation of examples which make lessons ALN friendly -these will help all pupils in your classes. Apply these to online learning and paper-based learning.

# WAGOLL

Use good examples, clear diagrams etc to help.



Visualise and personalise

Post a video of you explaining and clarifying more difficult concepts. Useful for auditory learners and learners with weak reading skills and visual processing difficulties.

## <u>Templates</u>

ALN and EAL pupils need structured work e.g. fill in the gaps and sentence starters.

The file "WIG10\_SecondTalk\_Narrative" (found in Teams – General – Files – ALN) has good examples of templates at the end of the document. Remember to leave ample space for learners to write in when the work is intended for paper-based learning.