

## DfE Expectations

## The Ellistown Way

Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.

Essential daily assignments:

- Maths
- English
- 1 Foundation Subject
- Phonics (R/Y1 only)
- Reading (This may not be a specific assignment but your child should read every day.)
- Mindfulness Time (This may be a list of suggestions rather than a specific daily assignment)

Primary schools should ensure pupils have three hours' work a day- KS1, four hours for KS2, on average, across the cohort.

- Suggested daily timetables will contain enough activities to fulfil the time requirements.
- Any Additional time can be used for PE, Physical Activity, Mindfulness, Additional Reading, Creative Activities, educational apps.

Provide frequent, clear explanations of new content, delivered by **a teacher or through high-quality curriculum** resources or videos.

- This does not need to be Ellistown staff delivering video lessons.
- WR Maths, Oak National Videos and other high quality resources will instead be used where they match our curriculum or teachers think they will be useful.

Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.

- Daily engagement registers are completed by teachers. Mrs Parker and Miss Brooks will make phone-calls where help or support is needed.

Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks.

Teachers will use a range of activities, including;

- Using class chats for quick retrieval quizzes
- Assessing work on SeeSaw or Tapestry
- Setting assignments on EdShed or QuizShed

Provide feedback, at least weekly, using "digitally facilitated or whole-class feedback where appropriate".

- Classroom support staff will add feedback for each child to keep them motivated.
- Teachers will provide 1 piece of more specific feedback per child per day.
- Teachers may record verbal feedback in Seesaw, rather than typing written feedback.

Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

- Differentiate where necessary to support and challenge pupils appropriately.
- Teachers will set Assignments daily rather than weekly to allow teachers to adapt as needed.
- Teachers may use content from previous years to support SEND (White Rose, Oak National etc can be used to provide video content.)
- Teachers may record audio instructions on SeeSaw to support pupils understanding.