



# Remote Learning Policy

## Mr L Corns

Date Approved	January 2022 (Response to Omicron Variant)
Review Date	
Approved by which committee	
Chair of Committee Signature	

<u>Admin use only</u>	
Location	
Website	
Learning Platform	
Policies File	
Staff room	
Headteacher's File	
Policies Log updated	





# Loxdale Primary School Remote Education Policy

## Statement of School Philosophy/Rationale

Loxdale Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this. Our strategy is based on the DfE Guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> particularly regarding remote education support and DfE Remote Education best practice guidelines <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>.

## Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who are not in school through use of quality online and offline resources and teaching videos, including 'live' lessons where appropriate.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as to offer support in terms of motivation, health and wellbeing and parent support.
- Support effective communication between the school and families and support attendance.

## Scope

This policy aims to support learners and their families in the following circumstances:

- **In the unlikely event of a new National Lockdown**

Under these circumstances, the curriculum opportunities delivered at school and for home learning will be the same. The children will be provided with, as a minimum:

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day on average across the cohort

Children will access remote education in the following ways:

- Children to attend a daily 'check in' register with their class teacher via Microsoft Teams, where learning expectations for the day we will be shared. It is expected that all children attend these sessions. Any child who is unable to attend will be contacted separately by



the class teachers to support their attendance at these meetings. Should school teaching staff be unable to make contact, this will be referred to the Emotional Health and Well-being Team within school and, if needed, the Education Welfare Officer or Strengthening Families teams for additional safe and well checks to be undertaken.

- Two 'real time' lessons delivered weekly via a Microsoft Teams invite. One 'Picture News' session and one other subject.
  - Under National Lockdown circumstances, the children who are in school as 'keyworkers or children classed as 'vulnerable' will access the same teaching as children who are at home.
  - Learning will be through a range of resources such as Oak National Academy, White Rose Maths, Literacy Shed and Talk for Writing. 'Additional Extras' will be provided on the home school learning grid should the children wish to engage with enhancement learning activities.
  - Through access to the school remote learning grid, containing links to pre-recorded videos on White Rose Maths, Oak Academy, and the Ruth Miskin portal where necessary.
  - Access to class emails for daily feedback.
  - A weekly quiz to assess learning to be completed by the children at the end of each week.
- **If a child is absent because they are awaiting test results but not unwell**
    - They will be expected to complete their weekly online homework or termly project homework tasks whilst awaiting results
    - The child will be contacted by the EHWP team after 48 hours if school have not been notified of any results to ensure the child is safe and well and confirm that work is being completed. If the child continues to remain absent from school, then additional work will be provided online. Staff will continue to check in with the child during any isolation period to ensure remote learning is being completed.

**If a child has COVID and the rest of their class are attending school, being taught as normal.**

Under these circumstances, children will be sent the remote learning that they are to complete to their individual school email address.

### Nursery:

- Access to a range of activities that will be sent to their individual school email address.
- Access to scheduled daily check-ins (where appropriate). These check-ins will be scheduled by Nursery staff and will provide an opportunity to inform the child of their learning for the day and to address any issues that may arise with regards to 'online learning'. Children will be invited accordingly to these daily check-ins via Teams.
- Access to the same learning objectives and skills that are being taught in school.

### Reception and KS1:

- Access to their remote learning that will be sent to their individual school email address.
- Access to the school remote learning grid (weekly timetable), containing links to pre-recorded videos on White Rose Maths, Oak Academy, the Ruth Miskin portal where



necessary and any other additional resources as deemed appropriate by staff. These will all be sent to the child's individual school email address.

- Access to scheduled daily check-ins, where appropriate. These check-ins will be scheduled by Reception and KS1 staff and will provide an opportunity to inform the child of their learning for the day and to address any issues that may arise with regards to 'online learning'. Children will be invited to these daily check-ins via Teams.
- Access to the same learning objectives and skills that are being taught in school.

### **KS2:**

- Where appropriate, children will have access to 'real time' lessons that will be being delivered to the children who are in school. Children learning from home will have to dial in to these lessons at the times that they have been provided with by their class teacher. Teaching staff will send invitations to these lessons via Teams.
  - Access to their remote learning that will be sent to their individual school email address.
  - Access to scheduled daily check-ins, where appropriate. These check-ins will be scheduled by KS2 staff and will provide an opportunity to inform the child of their learning for the day and to address any issues that may arise with regards to 'online learning'. Children will be invited to these daily check-ins via Teams.
  - Access to the same learning objectives and skills that are being taught in school. Children who are learning from home will be able to follow the same timetable as children who are being taught in school.
- **If the local authority or Public Health advise school that a child's whole class is not permitted to attend school or if a whole class is required to learn from home due to significant and unmanageable staff shortages.**

Under these circumstances, children will access remote education in the following ways:

- A daily 'check in' with their class teacher via Microsoft Teams, where learning expectations for the day we will be shared.
- 'Real time' lessons to be delivered daily via a Microsoft Teams invite.
- Learning will be through a range of resources such as Oak National Academy, White Rose Maths, Literacy Shed and Talk for Writing. Additional resources will also be used/provided as appropriate.
- Through access to the school remote learning grid, containing links to pre-recorded videos on White Rose Maths, Oak Academy, and the Ruth Miskin portal where necessary.
- A daily 'Here to Help' session will be scheduled with a member of staff for pupils to seek support with regards to their learning.
- Teaching and support staff will be accessible via class emails to address any queries or concerns with regards to online learning.



- **A member of staff is absent.**

Under these circumstances:

The children will be taught their planned lessons by a member of school staff or a supply teacher.

## Content and Tools to Deliver This Remote Education Plan

Microsoft Teams is the principal tool used to deliver remote education. This will be supported by:

- Online tools for EYFS KS1 KS2 (for example, Education City/Times Table Rockstars, SPAG.com, Literacy Shed, Grammasaurus etc.).
- Use of recorded video (or live video if used) and instructional videos.
- Phone calls home.
- Printed learning packs.
- Physical materials such as story books and writing tools.
- Use of BBC Bitesize, White Rose Maths and Oak Academy.

## Home and School Partnership

Loxdale Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families to suit their individual needs.

Loxdale Primary School will provide resources for parents/carers on how to use Microsoft Teams and where possible, provide personalised resources.

A 'Parental Access to ICT' survey has been completed for all the children in school. This has informed school of what digital and online access children have at home. All staff have been informed of which children in their class have no remote digital or online access and these children will be prioritised to be provided with a government-funded laptop or wireless router depending on their needs. Before these devices are handed over, parents or carers will need to sign a 'Device Loan Agreement' so that they can be held responsible for the equipment that they are loaning. Initially, children who are classed as 'disadvantaged' by the government will be prioritised with regards to the allocation of digital devices. All children in KS2 currently have their own personal laptops provided by school that could be allocated immediately should they be required. Additional laptops are available for EYFS and KS1 children who may need them.

Correspondence has been sent out by school informing parents of how their children can access their remote learning through a range of devices, including PlayStation and Xbox One.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Loxdale Primary School would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to study and, to the best of their ability, support pupils with work, encouraging them to work with good levels of concentration.



Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

In line with Loxdale Primary School's Online Safety Policy and learner AUPs, we would encourage parents to follow the ['digital 5 a day' framework](#) which provides practical steps to support a healthy and balanced digital diet.

### Online Safety/Safeguarding Considerations

This policy supports the school's Online Safety Policy, particularly the section related to Remote Education/Online Learning. It also refers to DfE Guidance set out in Teaching during coronavirus (COVID-19), particularly Safeguarding and remote education during coronavirus (COVID-19) - <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

All learners have signed an Acceptable Use Policy that they will have to do adhere to whilst learning remotely. Before using Microsoft Teams children and parents/carers have been advised on how to use this software safely via the school website (<https://www.loxdaleprimaryschool.co.uk/safeguarding>) and through individual remote learning letters sent to parents. These documents clearly articulate expectations for safe, respectful, and appropriate use and sanctions which might be taken in the event of misuse. Parents/carers will also be made aware of the following disclaimer that has been put into place by school before any 'real time' sessions are recorded:

**Parents/carers of children attending any of our Teams meetings and lessons should be aware that all live lessons, boosters and 1:1 interventions will be recorded by school, stored on our remote secure area, and then deleted within twelve months of the recording. To ensure appropriate safeguarding, any images or recordings must not be shared on any other platform by any other party as attendees at the meeting may also be visible on these recordings.**

By joining 'real time' sessions, parents/carers will be agreeing to adhere to the disclaimer set out above and will therefore be held accountable should this be violated.

All resources made available through Microsoft Teams, particularly video resources, will have been thoroughly checked before use. If using a YouTube video, this will be displayed using a service such as <https://safeyoutube.net/> or <https://safeshare.tv/>.

The school has considered the safeguarding implications of delivering 'real time' or recorded lessons and has detailed the steps required to ensure the safety of all involved. These are detailed in the AUPs for remote learning for staff, pupils, and parents.

These include:

- For school staff:
  - The clear safeguarding guidance that they have been provided with needs to be followed for all online learning sessions.
  - The school has made the decision to enable all learners' webcams and microphones during recorded 'real time' lessons. Video recordings of 1:1 teaching sessions will be



archived on Microsoft Teams, in files that will only be accessible to school staff. Recordings of 'whole-class teaching sessions will also be uploaded onto Microsoft Teams, into files that will be accessible to the children who are in that year group. Staff will need to move these recordings to an archived 'Recordings' folder that is only accessible to school staff after one week so that they can still be retrieved if necessary.

- All 'real time' lessons will be part of a planned schedule and will have been agreed with SLT.
  - All 'real time' lessons have additional staff supervisory membership as a safeguard.
  - Before any live lesson takes place, parents/carers will have been notified and agreed.
  - All 'real time' lessons will take place within the agreed school platform i.e., Microsoft Teams.
  - Expected levels of professionalism will be maintained at all times - this includes the setting (backgrounds will be blurred or changed if possible), and attire. No member of staff's family will be visible on screen when delivering a 'real time' lesson.
  - Behaviour expectations will be reiterated at the beginning of any 'real time' lesson - no behaviour which contravenes expectations will be tolerated.
  - Any concerns will be reported immediately to the DSL - if required, the 'real time' lesson will be stopped or paused to address any issues.
  - No recording (other than official recording of the lesson via the platform) will take place - no pictures/screen shots will be taken. Nothing will be shared on social media without agreement of SLT, who will make any decisions in line with school policy.
  - Recorded lessons will have been checked/edited by a member of the SLT before being made available online.
- For children and families:
    - Children and parents/carers will have read and understood the AUP and disclaimer before any live lesson takes place. It will be made clear, through letters, text messages and website updates that by accessing the software they will be automatically agreeing to the AUP and the disclaimer.
    - Parents/carers will ensure that expectations in the AUP are upheld - these include behaviour, dress code and a suitable learning environment free from noise (bedrooms are not suitable) in which the lesson can be overheard. Backgrounds will be blurred wherever possible.
    - Only children in the class should be visible on screen. However, we do understand at times children may need some support with technology. If parents/carers need to help, the camera should be temporarily turned off and turned back on again.
    - No one will record or take a screen shot of the live lesson - at no point will anything relating to the live lesson be posted or referred to on social media.
    - Any concerns will be reported immediately and officially to the DSL.



## Accessibility and inclusion Roles and responsibilities

**Digital Technology Lead:** Mr Lee Corns

**School Business Manager:** Mr Simon Brooke

**Remote Learning Delivery Lead:** Mrs Emma Wright-Jones (Deputy Headteacher)

Mr. Corns will be responsible for the technological aspects of the remote learning offer and for ensuring staff are appropriately skilled to deliver a high-quality curriculum. Mr. Brooke is responsible for ensuring appropriate hardware is procured to secure a high standard of hardware is available. Mrs. Wright-Jones has the overall responsibility for regular and rigorous monitoring of the remote learning curriculum offer to pupils, which will be reported to governors on a termly basis through the Curriculum Committee.

### Teachers

*The suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and most of the class are in school.*

Loxdale Primary School will provide a refresher training session and induction for new staff on how to use Microsoft Teams.

When providing remote learning, teachers must be available 9:00 - 3:30pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

#### Setting work:

- Teachers will be expected to 'check-in' with children daily to explain the work expectations for the day
- All teachers will set work (either links to resources or assignments with linked resources which will vary in type and duration depending on the class/year group) using Microsoft Teams.
- Children with additional learning needs, who may need extra support to engage with the learning, will be provided with differentiated support work on Education City at their appropriate level. Parents will be notified that their child has been allocated this work. Support staff may also support these children through targeted intervention lessons via 'Teams' and the children will be invited to these sessions.
- Teachers will set appropriate work for the pupils in their classes.



- The work set should follow the usual timetable for the class had they been in school, wherever possible.

### Providing feedback on work:

- All completed reading, writing and maths work that is submitted via Teams Assignments by 1pm is to have a guaranteed teacher response before the next lesson.
- All curriculum tasks to be submitted via Teams Assignments by 3.30pm and teachers will comment before the next lesson.
- Children will complete and submit a weekly 'Quiz' on Teams which will form the basis of teacher assessment for engagement in the weekly home learning.

### Keeping in touch with pupils who aren't in school and their parents:

- Staff will keep a log of daily pupil engagement on Teams and this log will be monitored by Mrs Wright-Jones to ensure appropriate engagement.
- If there is a concern around the level of engagement of a pupil(s) parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school office email or the specific class email set for remote learning (this should not be the member of staff's normal school email).
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL.

### Teaching Assistants

Teaching assistants must be available 9:00 - 3:30pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistants must support the learning of the children in their class, either directly in school or via Teams intervention and support lessons.

Teaching assistants will also complete additional tasks as directed by the class teacher or a member of the SLT.

### Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school including daily monitoring of engagement.

Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.



Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

### **Technical support**

Technical support is responsible for:

- Managing and addressing technical issues in Microsoft Teams.
- Supporting staff with any technical issues.

### **The SENDCO**

Liaising with the Technical Support to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, although all children with an EHCP are strongly encouraged to attend school during any lockdown.

Liaising with the head teacher and other organisations to make any alternative arrangements for pupils with EHC plans and IEPs.

Identifying the level of support required for individual children.

### **The School Business Manager**

Ensuring value for money when arranging the procurement of equipment or technology.

Ensuring that the school has adequate insurance to cover all remote working/learning arrangements.

### **Pupils and parents**

Staff can expect pupils learning remotely to:

- Attend the daily check-in sessions and the 'real-time lessons' delivered by staff
- Complete work to the deadline set by teachers.
- Seek help from school staff if they need it via Teams Chat or during check-in.
- Alert teachers if they are not able to complete work.

Staff can expect parents with children learning remotely to:

- Try to ensure their children attend the daily 'check-in' every day if possible
- Try to ensure their children complete their home learning daily
- Try to ensure that the children attend the 'real-time lessons' that they are invited to attend with their class



Make the school aware if their child is sick or otherwise cannot complete work.

Seek help from the school if they need it via email or telephone call to the school office.

Be respectful when making any complaints or concerns known to staff and use the correct channels, not Facebook to discuss any issues.

### **Governing Board**

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Ensuring the Remote Education policy is fit for purpose and fulfils requirements set out in DfE guidance - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>.

### **Links with other policies and development plans**

This policy is linked to, and should be read in conjunction with, the following policies:

Safeguarding & Child Protection

Behaviour

Data protection policy and privacy notices

Online Safety Policy and Acceptable Use policies (specific to remote education)

Digital Development Planning

End User Agreements for Google Classroom/Teams etc. e.g., [https://gsuite.google.com/intl/en-GB/terms/education\\_terms.html](https://gsuite.google.com/intl/en-GB/terms/education_terms.html)



Example KS1 &KS2 daily remote education schedules (during a National or Local Lockdown):

Timetable for Home and School Learning - Year 1-Year 5					
		Maths	Literacy	Reading	Foundation subjects
Mon	PE Joe Wickes	<a href="#">Area of rectangles - recap</a>	<a href="#">identify features of a non chron report</a>	Read your reading book - record on Go Read	Science
Tues		<a href="#">Area of compound shapes</a>	<a href="#">Identify letter strings -fer</a>	<a href="#">Reading for pleasure lesson</a>	Picture news assembly - Real time lesson: Invite will be sent via email address for TEAMS
Wed	PE Joe Wickes	<a href="#">Area of irregular shapes</a>	<a href="#">Relative clauses</a>	Read your reading book - record on Go Read	Topic - Geography
Thurs		<a href="#">Recap multiply 2digit by 1 digit</a>	<a href="#">Subject specific vocab</a>	<a href="#">Reading for pleasure recommendations</a>	Topic - History
Fri	PE Joe Wickes	<a href="#">Recap multiply 3digits by 1 digit</a>	<a href="#">Understanding words</a>	Reading - Class reader. Real time lesson: Invite will be sent via email address for TEAMS	Music
Friday's Quiz	<b>Weekly Quiz to complete the Survey - link will be sent to your email</b>				
Additional extras					



Example Year 6 daily remote education schedules (during a national or local Lockdown)

Timetable for Home and School Learning - Year 6							
	PE	Maths	Literacy	Reading	Foundation subjects	Real time lesson	SATs Club
Mon	PE Joe Wickes	<a href="#">Three decimal places</a>	<a href="#">To develop a rich understanding of words associated with running</a>	Please see your Teams assignments.	Computing <a href="#">Introducing Variables</a>	PM check in / Class reader. Real time lesson: Invite will be sent via email address for TEAMS	<b>SATs Boot Camp Literacy Revision Day 4</b>
Tues		<a href="#">Multiply by 10, 100 and 1,000</a>	<a href="#">To analyse the opening scene</a>	Read your reading book - record on Go Read	Science <a href="#">Developing Experts</a>	PM Check in / Picture news assembly - Real time lesson: Invite will be sent via email address for TEAMS	
Wed	PE Joe Wickes	<a href="#">Divide by 10, 100 and 1,000</a>	<a href="#">To practise and apply knowledge of suffixes: -ous, including test</a>	Please see your Teams assignments.	Topic Please see your Teams assignments.	PM check in / Class reader. Real time lesson: Invite will be sent via email address for TEAMS	<b>SATs Boot Camp Maths Revision Day 4</b>
Thurs		<a href="#">Multiply decimals by integers</a>	<a href="#">To write prepositional phrases</a>	Read your reading book - record on Go Read	PSHE <a href="#">Life is all about balance</a>	PM check in / Class reader. Real time lesson: Invite will be sent via email address for TEAMS	
Fri	PE Joe Wickes	<a href="#">Divide decimals by integers</a>	<a href="#">To write the opening</a>	Please see your Teams assignments.	Topic Please see your Teams assignments.	PM check in / Class reader. Real time lesson: Invite will be sent via email address for TEAMS	<b>SATs Boot Camp Arithmetic Test 1</b>
Friday's Quiz	<b>Weekly Quiz to complete the Survey - link will be sent to child's email</b>						
Additional extras							



Example Reception daily remote education schedules (during a National or local Lockdown):					
Day		Maths	Literacy	Topic/ PE	
Monday	Daily Check In Invite will be sent	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-1.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-1.pdf</a>	<a href="https://classroom.thenational.academy/lessons/to-listen-to-and-join-in-with-a-story-cmw3gt">https://classroom.thenational.academy/lessons/to-listen-to-and-join-in-with-a-story-cmw3gt</a>	PE lesson <a href="https://www.youtube.com/watch?v=xlg052EKMtK">https://www.youtube.com/watch?v=xlg052EKMtK</a>	
Tuesday	Daily Check In Invite will be sent	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-1.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-1.pdf</a>	<a href="https://classroom.thenational.academy/lessons/to-listen-to-and-join-in-with-a-story-cmw3gt">https://classroom.thenational.academy/lessons/to-listen-to-and-join-in-with-a-story-cmw3gt</a>	<a href="https://classroom.thenational.academy/lessons/to-understand-the-difference-between-hot-and-cold-6cukcr">https://classroom.thenational.academy/lessons/to-understand-the-difference-between-hot-and-cold-6cukcr</a>	
Wednesday	Daily Check In Invite will be sent	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-2.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-2.pdf</a>	<a href="https://classroom.thenational.academy/lessons/to-map-and-speak-the-story-6mw32c">https://classroom.thenational.academy/lessons/to-map-and-speak-the-story-6mw32c</a>	<a href="https://classroom.thenational.academy/lessons/to-understand-how-humans-react-differently-to-hot-and-cold-6tj32d">https://classroom.thenational.academy/lessons/to-understand-how-humans-react-differently-to-hot-and-cold-6tj32d</a>	
Thursday	Daily Check In Invite will be sent	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-3.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-3.pdf</a>	<a href="https://classroom.thenational.academy/lessons/to-step-and-speak-the-story-6mvkat">https://classroom.thenational.academy/lessons/to-step-and-speak-the-story-6mvkat</a>	<a href="https://classroom.thenational.academy/lessons/to-name-things-that-you-can-see-outside-in-winter-c4t3ec">https://classroom.thenational.academy/lessons/to-name-things-that-you-can-see-outside-in-winter-c4t3ec</a>	
Friday	Daily Check In Invite will be sent	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-4.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/PDF-Light-and-Dark-Week-3-Session-4.pdf</a>	<a href="https://classroom.thenational.academy/lessons/to-mime-the-moods-in-the-story-c5jpar">https://classroom.thenational.academy/lessons/to-mime-the-moods-in-the-story-c5jpar</a>	'Real Time' Show and Tell Invite will be sent.	PE lesson <a href="https://www.youtube.com/watch?v=xlg052EKMtK">https://www.youtube.com/watch?v=xlg052EKMtK</a>
Weekly Quiz	<b>Weekly Quiz to complete the Survey - link will be sent to your email</b>				



Example Reception daily remote education schedules  
(if whole classes are isolating):

	Maths Weekly work	Literacy	RWI	Topic
1	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-1.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-1.pdf</a> Matching activity - Lesson 1	<a href="#">Lucky Duck - Lesson 1</a>	<a href="#">Set 1 sounds - sh</a>	<a href="#">All About Me - Lesson 1</a>
2	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-2.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-2.pdf</a> Matching activity - Lesson 2	<a href="#">Lucky Duck - Lesson 2</a>	<a href="#">Set 1 sounds - th</a>	<a href="#">All About Me - Lesson 2</a>
3	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-3.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-3.pdf</a> Size hunt - Lesson 3	<a href="#">Lucky Duck - Lesson 3</a>	<a href="#">Set 1 sounds - ch</a>	<a href="#">All About Me - Lesson 3</a>
4	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-4.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-4.pdf</a> Sorting activity - Lesson	<a href="#">Lucky Duck Lesson 4</a>	<a href="#">Set 1 sounds - qu</a>	<a href="#">All About Me - Lesson 4</a>
5	<a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-5.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/09/PDF-Phase-1-Week-1-Session-5.pdf</a> Autumn hunt - Lesson	<a href="#">Lucky Duck - Lesson 5</a>	<a href="#">Set 1 sounds - ng</a>	<a href="#">All About Me - Lesson 5</a>



Example KS1 & KS2 daily remote education schedules (if whole classes are isolating):

Example Timetable for Home and School Learning - Year 1-6						
	Maths Weekly work	Literacy	Reading	Topic	Science	RE
1	<a href="#">Lesson 1 - Tens and ones using addition.</a>	<a href="#">Lesson 1 - To listen and respond to a story.</a>	Read your reading book - record on Go Read	<a href="#">Lesson 1 - Where are the world's people?</a>	<a href="#">Lesson 1 - Which material should I use?</a>	<a href="#">Lesson 1 - The Christian Story of the Good Samaritan and the Lost Sheep</a>
2	<a href="#">Lesson 2 - Using a place value chart.</a>	<a href="#">Lesson 2 - To tell a story from memory.</a>	<a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> Select an activity to complete	<a href="#">Lesson 2 - What is a settlement?</a>	<a href="#">Lesson 2 - How can the shape of solid objects be changed?</a>	<a href="#">Lesson 2 - The Hindu Story of Rama and Sita</a>
3	<a href="#">Lesson 3 - Compare objects.</a>	<a href="#">Lesson 3 - To build descriptive language.</a>	Read your reading book - record on Go Read	<a href="#">Lesson 3 - What affects where people live?</a>	<a href="#">Lesson 3 - Which material has the most stretchiness?</a>	<a href="#">Lesson 3 - The Jewish Story of Moses</a>
4	<a href="#">Lesson 4 - Compare numbers.</a>	<a href="#">Lesson 4 - To use expanded noun phrases to describe.</a>	<a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> Select an activity to complete	<a href="#">Lesson 4 - How are settlements shaped?</a>	<a href="#">Lesson 4 - Which materials are absorbent?</a>	<a href="#">Lesson 4 - Sikh Stories</a>
5	<a href="#">Lesson 5 - Order objects and numbers.</a>	<a href="#">Lesson 5 - To retrieve information.</a>	Read your reading book - record on Go Read	<a href="#">Lesson 5 - What makes up a city?</a>	<a href="#">Lesson 5 - What is the difference between raw and synthetic materials?</a>	<a href="#">Lesson 5 - The Islamic Story of The Prophet and the Ants and the Crying Camel</a>

Nursery children may struggle to access these remote learning grids and therefore home learning challenges will be regularly uploaded onto Teams. A daily 'check in' will take place for both morning and afternoon Nursery.

All teaching staff are expected to check in with the children in their class daily to maintain contact and set expectations for the day. Staff are also expected to record children's engagement daily on Teams. This will be monitored by the Safeguarding team and Mrs Wright-Jones to ensure appropriate engagement.

### Monitoring and review

This policy is monitored by the Governing Board and will be reviewed annually.

**Signed:**

**Date:**