Bonneygrove Primary School

Remote Learning Policy

Subject:	**Remote Learning Policy**
Approval date:	**September 2021**
Review date:	**September 2022**
Approved by:	**Shen Hasekilerden (Chair of Governors)**

Hertfordshire

BONNEYGROVE PRIMARY SCHOOL
"Broadening Horizons"

1. Aims

In the event of children having to learn from home during the COVID-19 pandemic, our aim is to continue to provide a well-sequenced, ambitious curriculum to all children. We aim to replicate learning as close as possible to that in the classroom, using Google Classroom, accompanied by online resources, videos, interaction, live lessons and useful feedback. By providing clear lessons and activities, we want to ensure meaningful learning can continue and that all our families feel supported when helping their children at home.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school

- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection

For Parents:

If your child is self-isolating for one or two days (e.g. awaiting test results):

Please scroll down to Appendix 1 below for a list of activities that can be carried out at home to maintain learning during this time, before a return to school. Teachers will not be providing work on Google Classroom for these two days.

Should your child be asked, or need, to self-isolate for a period of <u>more</u> than two days, and in the event of whole-class or whole-school closure:

- Class teachers will provide online learning through Google Classroom from the next school day.
- This will aim to match learning that would happen in class and will include daily Reading (and Phonics if applicable), English and Maths lessons, and at least one foundation subject or Science lesson, equating to approximately 3 hours of learning a day for KS1 and 4 hours a day for KS2.
- All children have usernames and passwords to access Google Classroom.
- Please contact your child's teacher, via the Phase email, should you have difficulties accessing the home learning on Google Classroom online. Paper copies of any work will be provided.
- In the event of whole-class or whole-school closure, a weekly, one hour 'live lesson', with a PSHE focus, will be arranged via Google Meet. More details will be provided directly in this scenario.

There is no expectation for work to be completed if your child is unwell.

Please contact the school should you have difficulties accessing the internet at home, as the school may be able to provide a device and/or arrange for an internet connection to be provided for your home, in accordance with Government Guidance

*****Please read this in conjunction with the Remote Learning Agreement and Information for Parents document (Appendix 2), which gives more details about our Remote Education provision*****

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers will be available during normal teaching hours.

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:

- o Be available during normal teaching hours
- o Set work for children on Google Classroom by 08.40am the next school day, and each subsequent day, should your child need to isolate for <u>more than two days and in the event of whole-class/whole-school closure</u>
- o Plan and set work that will match in-class provision following the curriculum sequence as much as possible: This will include daily Reading (and Phonics if applicable), English (and Spelling 3x weekly) and Maths lessons, and at least one foundation lesson a day (one Science and one PSHE a week).
- o Learning time to be approximately 3 hours a day for KS1 and 4 hours for KS2
- o Use engaging and meaningful web links that may include BBC teach, Oak Academy and other curriculum sources, such as PowerPoints, as well as explanations pre-recorded by Bonneygrove staff, to support the teaching of a concept
- o Only post links that are age-appropriate
- o Arrange for paper packs to be collected or delivered if children are unable to access online work
- o Respond to Phase email queries as promptly as possible
- o Provide regular feedback to all work 'handed in' via Google Classroom
- o Make contact via telephone should a child not be accessing Google Classroom or completing work after 2 days, to see how school can support
- o Make contact via telephone at least once, if a child is isolating for over 4 days (and at least once a fortnight)
- o Follow the data protection policy to ensure that personal data is kept secure
- o Monitor Google Classroom and remind children about being safe when working online - *Please be aware that the school has a legal duty to report any safeguarding concerns to the relevant authorities without parental consent, where there is a risk of harm*

Should teachers still be working in school with a class while a child(ren) are isolating and completing work at home, teachers will endeavour to complete the above duties as soon as reasonably practical at the end of the school day, in accordance with Appendix 2 below.

> Attending Live Sessions:
> > o Please see the Live Session Agreement in Appendix 2 for guidance on how the Live Sessions at Bonneygrove will run.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between normal working hours.

If they're 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 assisting with remote learning, teaching assistants are responsible for:

> Attending virtual meetings with teachers, parents and pupils.

> Supporting with the preparation of paper packs for children working at home

> Supporting the teacher in preparation of resources for main teaching activities.

In the event of whole school closure, teaching assistants may be asked to work with children in school and so the duties outlined above may be covered by another member of staff.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

> Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

> Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent

> Monitoring the remote work set by teachers in their subject

> Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school

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

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

2.5 Designated safeguarding lead

The DSL is Craig Hamilton, support by the Deputy DSLs, Charlene Georgiou and Christopher Bond.

Staff are aware of the need to immediately report any Safeguarding concerns arising during remote learning. These may arise through messages seen or received on Google Classroom, when making contact with parents/children over the telephone, or during Live Lessons on Google Meet.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although consider they may not always be in front of a device the entire time

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers or the Phase Email

> Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

> Make the school aware if their child is sick or otherwise can't complete work

> Seek help from the school if they need it

> Be respectful when making any complaints or concerns known to staff

Further expectations of parents and pupils are outlined in the Remote Learning Agreement (Appendix 2)

2.8 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

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the school via the School office, or via the Phase email addresses:

For concerns about Safeguarding, please contact the School Office and ask to speak to Craig Hamilton, Charlene Georgiou or Christopher Bond.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

> Only use the secure server on the school's network, or via Lara when working from home

> Only use school laptops over personal devices, wherever possible, unless otherwise agreed by the Headteacher.

4.2 Processing personal data

Staff members may need to collect and/or share personal data, such as email addresses, as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

> Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

> Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

> Making sure the device locks if left inactive for a period of time

> Not sharing the device among family or friends

> Installing antivirus and anti-spyware software

> Keeping operating systems up to date – always install the latest updates

5. Safeguarding
The DSL is Craig Hamilton, support by the Deputy DSLs, Charlene Georgiou and Christopher Bond.

Staff are aware of the need to immediately report any Safeguarding concerns arising during remote learning. These may arise through messages seen or received on Google Classroom, when making contact with parents/children over the telephone, or during Live Lessons on Google Meet.

Please refer to our Child Protection Policy.

6. Monitoring arrangements
This policy will be reviewed every year by the Head Teacher. At every review, it will be approved by the full governing board.

7. Links with other policies
This policy is linked to our:

> Behaviour policy

> Child protection policy and coronavirus addendum to our child protection policy

> Data protection policy and privacy notices

> Remote Learning agreement (Appendix 2)

> Online and acceptable use policy

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Appendix 1

EYFS (Nursery and Reception)			
Reading/Phonics	PD/Writing	Maths	Other
• Read a short story to your child. • Discuss what happened in the story and which characters were in it. Can your child act as one of the characters? • Read sentences from a story and ask your child to draw pictures of what they heard • Consider registering with **Oxford Owl** to get free, tablet-friendly eBooks for your child to read. https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/	• Rainbow writing – Practice forming letters using pencils in different colours, tracing over the same letter until it looks as colourful as a rainbow • Practise holding a pencil and writing letters or names • Play a game that involves taking turns. • Discuss the importance of sharing – discuss a situation where sharing is needed • Tea Tray: Give your child an empty tray and objects of different weights at a distance from each other. Encourage your child to balance the tray with one hand	• Go on a shape hunt around your home • Compare different objects – Which is tallest? Shortest? Heaviest? Lightest? • Practise counting objects up to 20. Can your child count in 2s? • Toys' Tea Party! Gather some toys, such as teddy bears, and a selection of food items. Share them out and ask your child to discuss how many each toy has. Can they be shared equally?	• Talk about differences and similarities in the world around us – people, places and objects. • Discuss ways to be safe at home, outside and at school • Sing songs together, including actions • Make musical instruments using objects at home • In a safe space, complete 15 minutes of exercise. • Build a den using materials from around your home

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Key Stage 1 (Years 1 and 2)			
Reading	Writing	Maths	Horizons
• Read home reading book for at least 15 minutes • Discuss any new or challenging vocabulary with your child • Write a short review of what has happened and what might happen next. • Discuss phonic sounds that have been learnt in class. Can your child find them in the text? • Consider registering with **Oxford Owl** to get free, tablet-friendly eBooks for your child to read. https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/	• Use different coloured pencils to practice writing letters from the alphabet • Use spelling words from homework to write sentences that include each word • Write a short story about going on an adventure. Encourage your child to use adjectives (describing words) • Write a poem about winter. Think about the weather, colours seen outdoors and feelings about autumn.	• Practise times tables – ask your child which tables have been learnt in school. Log on to TT Rockstars and Numbots • Jobs around the home – work together to do **counting** jobs e.g. how many spoons are needed for dinner? How many place mats can you see? Can you count objects in 2s? • Shape hunt – complete a shape hunt. Discuss the properties of each shape e.g. number of sides and corners • Comparison – discuss differences between objects at home. Which is tallest? Shortest? Heaviest? Lightest?	• 'The World Through Our Window' – what can be seen outside your window? • Complete some of the 'Golden Threads Home Learning Challenges' on the website • Visit some of the online resources shown on the 'Websites' sheet under Home Learning • Discussion: What makes our world a safe place? How can we make it safer? What does 'Safe, Kind and Brilliant' mean? **Be Active** • In a safe space, complete 15 minutes of exercise each day

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Key Stage 2 (Years 3 to 6)			
Reading	Writing	Maths	Horizons
• Read home reading book for at least 15 minutes daily • Discuss any new or challenging vocabulary that is read • Write a short book review of what has happened • Discuss '**Prediction**' – What does it mean? What might happen next? How do you know?	• Write a diary entry about your favourite day at school. What made it good? What would you like to do again? • Write an adventure story about someone who finds something with magical powers! • Write a rhyming poem about winter • Use spelling words from homework to write sentences. *Write them neatly using cursive handwriting*	• Log on to TT Rockstars and Numbots to practise times tables. Can you identify related division facts? • Create a Maths game that will help a child improve their times tables • Teach somebody at home about the maths topic you were learning while in school • Create a poster about fractions. What is a fraction? How many different ways can you show a fraction? Can you add fractions? • Find shapes in your environment. Discuss the properties of each shape e.g. number of sides, vertices etc. What is the difference between 2D and 3D shapes?	• 'The World Through Our Window' – what can be seen outside your window? • Complete some of the 'Golden Threads Home Learning Challenges' on the website • Visit some of the online resources shown on the 'Websites' sheet under Home Learning • Discussion: What makes our world a safe place? How can we make it safer? What does 'Safe, Kind and Brilliant' mean? **Be Active** In a safe space, complete 15 minutes of exercise each day

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Teachers will:

- Be available during normal teaching hours
- Set work for your child on Google Classroom by 08.40am the next school day, should your child need to isolate for <u>more than two days</u>
- Plan and set work that will match in-class provision following the curriculum sequence as much as possible: This will include daily Reading (and Phonics if applicable), English (and Spelling 3x weekly) and Maths lessons, and at least one foundation lesson a day (one Science and one PSHE a week).
- Learning time to be approximately 3 hours a day for KS1 and 4 hours for KS2
- Use engaging and meaningful web links that may include BBC teach, Oak Academy and other curriculum sources, such as PowerPoints, as well as explanations pre-recorded by Bonneygrove staff, to support the teaching of a concept
- Only post links that are age-appropriate
- Arrange for paper packs to be collected or delivered if children are unable to access online work
- Respond to Phase email queries as promptly as possible
- Provide regular feedback to all work 'handed in'
- Make contact via telephone should a child not be accessing Google Classroom after 2 days, to see how school can support
- Make contact via telephone at least once, if a child is isolating for over 4 days (and at least once a fortnight)
- Follow the data protection policy to ensure that personal data is kept secure
- Monitor Google Classroom and remind children about being safe when working online - *Please be aware that the school has a legal duty to report any safeguarding concerns to the relevant authorities without parental consent, where there is a risk of harm*

Parents/Carers will aim to:

- Call the school office by 9.00am to inform us if their child is self-isolating
- Contact staff on the Phase email address should help be needed with accessing the learning, completing the work or if there are other concerns about Remote Learning
- Take an interest in their child's learning and support them in completing the work by the deadline set by the teacher
- Alert teachers if children are unable to complete the work for reasons such as sickness, via the Phase email
- Be respectful when making complaints or concerns known to staff and abide by our Visitors' Expectations Policy
- Support the school's policies and guidelines for behaviour
- Support their child when attending 'live' lessons via Google Meet, in accordance with the Live Lesson User Agreement below
- Monitor their child's internet viewing and computer use to ensure only age-appropriate content is accessed at all times
- Never post photos or information about other people's children on any social media sites or Google Classroom
- Never make derogatory comments about other children, other parents, staff or posting photos, which could bring staff into disrepute – always report concerns to school directly via telephone or Phase email

Signature: **Craig Hamilton, Headteacher**
Date: 24th November 2020
(Revised September 2021)

The pupil will try to:

- Complete work set by the teachers, giving their best at all times.
- Use Google Classroom to ask for help from a teacher if needed when completing an activity
- Act according to our school rules; Be Safe, Be Kind, Be Brilliant when working at home
- Be polite, helpful and well behaved towards all when working at home or commenting on Google Classroom threads
- When attending 'live' lessons via Google Meet, follow all expectations in the Live Lesson User Agreement below
- Keep safe online by following the school's e-safety code.
- Not posting pictures, information or comments about myself or others on social media or on Google Classroom
- Represent my school in a positive manner at all times, whether in school or outside of school.

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Live Lesson User Agreement: November 2021

This document is to show the expectations of children and teachers when delivering a 'live' Lesson, via Google Meet, during a period of remote learning. It is to be read in conjunction with our school's Online and Acceptable Use Policy. **By allowing your child to log on to a 'live' Google Meet session, you are accepting this policy.**

Teachers will:

1. dress appropriately and professionally, as they would in school
2. when live broadcasting a lesson, ensure there is a neutral background with no images, pictures or other items that may cause offence, or make their location identifiable
3. only use the conferencing tools that have been identified and risk assessed by the school leadership (MS Teams or Google Meet).
4. only use school-owned devices over personal devices when running video-conferences, where possible
5. only use school email accounts (not personal ones)
6. ensure best practice is maintained (2 members of staff involved in all meetings) and is in-line with the School's Safeguarding Policy
7. keep a register of the lesson time and who participated
8. remind children not to record/take screenshots of the lesson
9. report any safeguarding incidents or potential concerns in accordance with our school policy, should they arise during or after 'live' lessons
10. remind students of who they can contact within the school for help or support with any aspect of home learning
11. remind children of expectations at the start of lessons, and then make contact with parents should there be concerns about a child's engagement or conduct during live lessons

Pupils will:

1. tell parents when they are about to join a 'live' lesson and be dressed appropriately (as if a face-to-face meeting was happening)

2. find a quiet room at home when taking part in the live lesson (**not** a bedroom) – avoid having other family members in the background of the screen and have a neutral background

3. behave in the virtual classroom in a way that should mirror that in the physical classroom – be respectful to each other at all times. No snacks or food should be eaten during the lesson

4. be prepared with any questions about the home learning and bring any materials you may need

5. place the device on a flat surface

6.   put a virtual 'hand up' on Google Meet when they would like to ask a question

7.   turn cameras on, but leave microphones on **mute**. Microphones to only be unmuted when asked a question by an adult

8.   not use any chat services or screen sharing services during the meeting

9.   not make a recording or screenshot of any part of the lesson   **(November 2021)**

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Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education **if local restrictions require entire cohorts (or bubbles) to remain at home**. It is intended to expand on the details given in the Remote Learning Policy above.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

From the next school day, teachers will provide work online on Google Classroom. This will match the sequence of lessons, with appropriate resources, that would have been taught in school, as closely as possible. Some amendments may be made to make the learning suitable for online learning during the first day or two. All children have a Google Classroom login, but please contact the Phase email address should you need support be needed with logging in.

If you have limited access to the internet and/or electronic devices, paper copy packs containing the week's work will be made available for collection from school, by the second day of closure. **Please contact the school should you have difficulties accessing the internet at home, as the school may be able to provide a device and/or arrange for an internet connection to be provided for your home.**

While waiting for packs following a sudden closure, children can attempt some of the learning activities outlined in Appendix 1 above.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Using Google Classroom and paper packs, we will continue to teach the same broad curriculum remotely as we do in school, wherever possible and appropriate.

However, we may need to make some adaptations in some subjects. For example, science lessons may be less practical as we are aware resources available in school will not be available at home. Similarly, Art lessons may still discuss looking at particular artistic skills, such as pencil sketching, shading and drawing, but may not suggest the use of paint, and suggestions for Physical Education will be different from the sequence planned in school, again because such lessons may have involved considerable space or specialist equipment that may not be available at home.

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Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	Key Stage 1: 3 hours a day on average across the cohort, with less for younger children (Therefore, EYFS/Year 1 children will have less than 3 hours of work per day) Key Stage 2: 4 hours a day

Accessing remote education

How will my child access any online remote education you are providing?

Learning for Key Stage 1 and Key Stage 2 will be posted daily on Google Classroom. A Weekly Overview will also be uploaded on the Class Pages section of the website to show parents an outline of the learning that will be happening on each day that week.

For learning in Reception and Nursery, a Weekly Overview will also be uploaded on to Class Pages of the website, but teachers will use EvidenceMe to share work and learning with parents, instead of Google Classroom.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

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For families with no online access or limited digital devices, printed packs of the week's learning, along with a Weekly Overview of the learning, will be made available by the Monday morning of each week. This can be collected from the Key Stage 2 Hall after 09.30am. Any work completed on paper can be photographed and emailed to the Phase email address below, if email access is available, or uploaded onto Google Classroom. Alternatively, they can be handed in to 'drop boxes' when collecting the following week's pack.

In accordance with Government guidance, we have been allocated a number of digital devices that can be issued to families to provide a device on which they can access Google Classroom. Please contact the school should you have difficulties accessing the internet at home, as the school may be able to provide a device and/or arrange for an internet connection to be provided for your home.

Please email the school the below email address should you have any concerns or need any support with the remote learning.

bonneygrove_eyfs@bonneygrove.herts.sch.uk (Nursery and Reception children) bonneygrove_ks1@bonneygrove.herts.sch.uk (Year 1 and Year 2 children) bonneygrove_lks2@bonneygrove.herts.sch.uk (Year 3 and Year 4 children) bonneygrove_uks2@bonneygrove.herts.sch.uk (Year 5 and Year 6 children)

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

We will aim to use a range of high-quality and age-appropriate resources to support online learning as much as possible, including:

- recorded teaching (e.g. Oak National Academy lessons, NCETM resources and BBC Bitesize)

- pre-recorded audio or video teaching, recorded by Bonneygrove staff

- printed paper packs produced by teachers (such as worksheets)

- extracts of high-quality texts and reading books to support English, Reading and Phonics lessons

- textbooks and reading books pupils may have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. Twinkle and White Rose for Maths.

We are avoiding using long-term projects as the main form of teaching

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Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We have outlined our Expectations of staff, parents and children in our *Remote Learning Agreement* above.

Routines of the day are important. The Weekly overviews show on which days particular lessons and activities should be completed, and all work will be posted on Google Classroom by 08.40am each day. The Overview can be used to set a daily timetable for working at home.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Our class teachers will be accessing Google Classroom remotely daily, throughout the day to post, view and feedback on children's work that is posted.

Teachers will make contact with parents who have previously requested a paper pack. Any children not using Google Classroom will initially be contacted to arrange for collection of paper packs. Follow-up phone calls will be made should work completed on paper not be emailed or submitted back to the school. Please contact the school should you have difficulties encouraging your child to access the work.

As a minimum, teachers will also contact families once a fortnight to see how the children are and to see how learning is going, and if we can help more. After the first 2 days of learning, should your child not have collected a pack or accessed learning online, a follow-up call will be made and the leadership team informed to see if we can support you at home in any way.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

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Teachers will aim to respond to all work with feedback by the end of the day on which the work is completed. This feedback may be an acknowledgement of seeing the work completed, a moving-on point/extra challenge, as they would receive in schoolbooks, or some whole-class feedback based on common misconceptions.

There may be days when teachers are working with children in school and also monitoring online work, and so feedback will not be as prompt as on other days, but teachers will be checking all work that is handed in.

After looking at your child's work, like in school, teachers may need to re-post or re-teach the same lessons again, should it be felt more practice is needed.

Other activities, such as Kahoot online quizzes or Google Sheets, may also be used as assessment tools, in which no direct feedback will be given but teachers can assess understanding of all who took part.

Where paper packs are used for home learning, teachers will read, assess and feedback on all work once it has been submitted, either by photograph or when handed in the following week. Feedback to paper work will be given during the next phone call to home made by the teachers.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

As Google Classroom is used in all year groups, staff will be using pre-recorded videos or instructional videos to provide enhanced explanations and models of work, to support parents and allow more independence for children learning at home. This may be a video from sources such as White Rose or BBC Bitesize, or an audio recording made by the teacher. For example, Reception and Year 1 have been posting videos of phonics to support parents and children with recapping and learning new particular sounds.

When needed, individualised assignments can be assigned to particular children on Google Classroom if it is deemed that a child may need differentiated or scaffolded tasks to complete a task. Similarly, individual paper packs will be produced if needed.

Class teachers will also respond to work with individual, personal feedback, focusing on targets as much as possible. Class teachers can be contacted throughout the day on Google Classroom or via the Phase email if you need any support, and the Inclusion leader (Mrs Georgiou) is available via a phone call to the school throughout the week.

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Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Please see the policy above and Appendix 1, outlining what we will produce for children in the scenario.

Work will be provided, as highlighted above, each day by 08.40, to correspond with the teaching that would be happening in school. The subjects will be Reading (and Phonics if applicable), English, Maths and at least one Foundation lesson – some adaptations might be needed to make the learning suitable for remote learning. Feedback will be given at the earliest opportunity.

However, due to the teacher's preparation required for teaching in school, the direct teaching 'input' and instructions of tasks are likely to be written or presented on a PPT, instead of a pre-recorded video/audio of the teacher explaining the tasks.

Should paper packs be needed, time would be needed to prepare these, and so we would ask parents spend the first two days attempting tasks on Appendix 1, to give the teachers time to prepare work for the coming week.