



Brampton Village Primary School

Policy for Remote Learning

Date Agreed	October 2020 (signed off by Local Authority)
Date of Review	As required

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for safeguarding and data protection.

Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

Resources

- Plans from each Key Stage /Phase are in the Appendix. They outline the structure of lessons and expectations. The way in which remote learning is delivered varies slightly within each phase to take account of different ages and stages within Brambles and School. We have tried to align platforms we use as much as possible, for example Starz, Oak Academy, BBC Bitesize, White Rose and Times Tables Rockstars. Exercise books will be provided for recording of work.

2. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between the hours for a normal school day. If they're unable to work for any reason during this time they should report this using the normal absence procedure.

If a teacher is absent, parents/carers will be notified and a system for continued remote education will be in place for each phase.

When providing remote learning teachers are responsible for:

- Setting work:
 - Providing meaningful and ambitious learning for children to complete at home which is of equivalent length to core teaching.
 - Daily teaching with clear models and explanations delivered by the teacher or through high quality curriculum resources or videos.
 - Maintaining daily video contact with children.
 - Setting work that is aligned as much as possible to school learning with differentiated, sequential acquisition of knowledge and skills.
 - Ensuring that expectations of work to be completed is clear through provision of a checklist or timetable.
 - Providing instructions for use of agreed platforms for provision of work, including individual support for children and families who have difficulty with access to work.

- Working with families to enable delivery of a broad and balanced curriculum.
- Providing packs of work similar to that offered online for children unable to access learning platforms and/or other online learning.
- Providing daily contact to support learning through a telephone call if children are unable to access video communication. All telephone calls must be logged with the date and time, who was contacted and why. If staff are using a personal phone call screening must be used by dialling 141 first.

➤ **Monitoring and feedback:**

- Giving each child in depth, quality feedback for at least one piece of core learning each day. All other work submitted should be acknowledged with feedback provided as appropriate.
- Providing opportunity for children to share their work with peers, including opportunity for good examples to be used as models.
- Adjusting 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 children's understanding.
- Monitoring of engagement in home learning, including contact with children and/or parents when work is not completed.
- Using class email addresses for communication with parents or carers.
- Informing the Deputy Headteacher if children /parents or carers refuse to engage in home learning.

Due to reduced teaching there is no need for PPA provision.

Teachers are expected to have contact with individual children (or their parents/carers) not in school due to needing to self-isolate, but this is likely to be through Starz, Office 365, Evidence Me, email or a telephone call rather than Zoom or Teams video calls. Teachers will set daily work and provide feedback.

➤ **The inclusion team is responsible for:**

- Weekly contact with parents of vulnerable children.

If unable to contact a child or family this should be referred as a safeguarding concern.

The SENCO

Liaising with the Headteacher 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, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support required by pupils.

Teaching assistants

When assisting with remote learning and/or provision for keyworker and vulnerable children, teaching assistants must be available for their normal working hours.

If they're unable to work for any reason during this time they should report this using the normal absence procedure.

When assisting with remote learning during whole school closure teaching assistants are responsible for:

- Preparation of learning packs for collection.
- Supervision of keyworker and vulnerable children if childcare provision is required.
- Supporting children in school with access to remote learning.

Teaching assistants will also be asked to plan and prepare activities for childcare provision. Time within normal working hours will be allocated for this.

During full or partial bubble closure teaching assistants will be responsible for:

- Supporting teachers with research and sourcing of resources to support learning.
- Contact with children and families.
- Completion of training and research to support professional development.

The Deputy Head Teacher will lead organisation of keyworker and vulnerable children provision. Class teachers will lead preparation of learning packs, sourcing of resources to support learning and contact with families. The Headteacher and SENCo will lead professional development.

Midday Supervisors

When assisting with remote learning and/or provision for keyworker and vulnerable children, midday supervisors must be available for their normal working hours.

If they're unable to work for any reason during this time they should report this using the normal absence procedure.

When assisting with midday supervision during whole school closure, midday supervisors are responsible for:

- Supervision of children during lunchtimes.
- Preparation of learning packs for collection.

During bubble closure midday supervisors will be responsible for:

- Completion of training and research to support professional development.

The Deputy Headteacher will lead organisation of keyworker and vulnerable children provision. The Headteacher and SENCo will lead professional development.

Brambles team

When assisting with remote learning and/or provision for keyworker and vulnerable children, staff within the Brambles team must be available for their normal working hours.

If they're unable to work for any reason during this time they should report this using the normal absence procedure.

➤ The Pre-School Leader and Deputy are responsible for:

- Promoting possible learning experiences at home through engagement with parents using an online platform.
- Weekly contact with parents.
- Supporting children in school with access to remote learning.
- Completion of training and research to support professional development.

➤ Pre-school assistants are responsible for:

- Preparation of learning packs for collection.
- Supervision of keyworker and vulnerable children if childcare provision is required.

- Supporting children in school with access to remote learning.
- Completion of training and research to support professional development.

Pre-school assistants will also be asked to plan and prepare activities for childcare provision. Time within normal working hours will be allocated for this.

The Deputy Head Teacher will lead organisation of keyworker and vulnerable children provision. The Headteacher and Pre-School Leader will lead professional development.

Administration team

The administration team must be available for their normal working hours.

If they're unable to work for any reason during this time, they should report this using the normal absence procedure.

- The administration team are responsible for:
 - Their normal roles within school unless there is full school closure.
 - Bookings for keyworker/vulnerable groups.
 - Co-ordinating lunchtime arrangements.
 - Being available to support the running of the school.
 - Completion of training and research to support professional development.

The Headteacher and School Business Manager will lead professional development.

Site supervisor and caretaker

The site supervision and caretaking team must be available for their normal working hours.

If they're unable to work for any reason during this time they should report this using the normal absence procedure.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Having an overview of work set by teachers and alerting teachers to resources they can use to teach their subject remotely.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- The Deputy Headteacher is responsible for co-ordinating the remote learning approach across the school.
- The Assistant Headteachers are responsible for leading and monitoring of remote learning, reporting back to the leadership team.
- The Designated Safeguarding Lead is responsible for leading monitoring of provision in place for the welfare and engagement of vulnerable children and safeguarding considerations linked to online learning.
- The SENCo is responsible for leading monitoring of provision in place for the welfare and engagement of children with SEND.
- The School Business Manager is responsible for leading data protection considerations.
- All senior leaders are responsible for monitoring the wellbeing of staff within their teams.

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.
- Alert teachers if they're not able to complete work.

Staff can expect parents and carers 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.

Governors

Governors are 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.
- Monitoring staff wellbeing.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the Assistant Headteacher for the key stage, relevant subject leader or SENCO.
- Issues with behaviour – talk to the Assistant Headteacher for the key stage.
- Issues with IT – talk to the IT Technician or Headteacher.
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the School Business Manager
- Concerns about safeguarding – talk to the DSL or one of the deputy DSLs

4. Data protection

Accessing personal data

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

- Use school laptops rather than personal devices.

Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers and 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.

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

Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a Safeguarding Lead. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on 3rd September 2020. For further information, please see the Safeguarding and Child Protection Policy.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

The DfE have updated their [guidance to support the need for remote education](#) when schools closed. This guidance closely links to the [guidance on keeping children safe in education](#) and should be read in conjunction with this.

The policies below must be read by all staff providing remote learning or supporting childcare and access to remote learning in school.

- Safeguarding and child protection policy
- Acceptable use policy
- Data protection policy
- Zoom /Teams protocol

6. Wellbeing and communication

Virtual meetings will be held to enable continued communication within teams and across the school.

- The Headteacher is responsible for leading whole school meetings
- The Deputy Headteacher is responsible for midday supervisor meetings
- The Assistant Headteachers are responsible for phase meetings, including teaching assistants who work with the phase.
- The School Business Manager is responsible for administration team meetings.
- The pre-school leader is responsible for pre-school meetings.

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

Links with other policies

This policy is linked to our:

- Safeguarding policy and code of conduct
- Behaviour policy
- Data protection policy and privacy notices
- Acceptable Use Policy

This policy will be reviewed by the Senior Leadership Team during its regular meetings

Appendix

Remote learning plans and timetables for each year group

Brambles

Planning for Remote Learning	Brambles
<p>Learning priorities after closure, as identified by the DFE:</p> <ul style="list-style-type: none">• EYFS – Prime areas of learning, early reading and maths, phonic knowledge and extending vocabulary.• KS1 and KS2 – phonics, reading, increasing vocabulary, writing and mathematics, identifying opportunities across the curriculum so they read widely and develop their knowledge and vocabulary. <p>Guidance for full opening: schools (September 2020)</p>	
<p>How will children/parents access remote learning?</p> <p>30 minute Keyworker group Zoom sessions. These will typically involve a welcome, show and tell for each child, the story of the week followed by the rhyme and song of the week. Children will then be asked to bring something specific for the following week.</p> <p>Play and learning experiences posted on Facebook page</p> <p>Packs sent home or electronically where needed.</p>	
<p>How will daily contact which also involves play and learning opportunities be organised?</p> <p>Daily posts on the Brambles Facebook page.</p>	
<p>How will children/ parents be guided over work expectations?</p> <p>Ideas shared on the Brambles Facebook page.</p>	
<p>How will completed work be returned? What completed work will need to be returned?</p> <p>N/A</p>	

How will monitoring of home play and learning together with feedback be achieved?

Via zoom session with children/families and other communication with families

Reception

Planning for Remote Learning	Reception
<p>Learning priorities after closure, as identified by the DFE:</p> <ul style="list-style-type: none">• EYFS – Prime areas of learning, early reading and maths, phonic knowledge and extending vocabulary.• KS1 and KS2 – phonics, reading, increasing vocabulary, writing and mathematics, identifying opportunities across the curriculum so they read widely and develop their knowledge and vocabulary. <p>Guidance for full opening: schools (September 2020)</p>	
<p>How will children/parents access remote learning?</p> <p>‘Evidence Me’ app to be used (as it takes time to transfer photos from emails) – teachers can upload short teaching videos e.g. maths / phonics together with a challenge. Parents can upload photos and write observations. Feedback can be given by teachers adding comments to observations.</p> <p>Numberlines, phonic cards and tricky words can be sent home.</p> <p>Class email for parents to contact teachers if needed. Other teachers to be able to access class emails in case a teacher is unwell.</p> <p>For those who can’t access online packs of activities will be made available.</p>	
<p>How will daily contact which also involves teaching (modelling and explanation) be organised?</p> <p>A video call once a day e.g. quick food morning and introduction to daily challenge or a story read. End of week work sharing zoom to be arranged on Fridays. Children asked to bring something so the call has a focus.</p> <p>Additional videos will be uploaded to teach and model specific things such as phonics (see timetable)</p> <p>Follow up telephone calls to be made if children not attending daily zoom sessions.</p>	

How will children/ parents be guided over work expectations?

Daily timetable with some flexibility provided by a weekly overview.

Differentiated challenges for phonic and maths activities or each teacher recording a video with a different challenge level.

Sign posting Oak Academy, phonicsplay, White Rose, Nrich, Reading Eggs etc (specific activities / lessons)

How will completed work be returned? What completed work will need to be returned?

‘Evidence Me’ App – parents uploading photos and adding observations (expectation of one photo/observation a day linked to one learning experience each day)

Via Zoom e.g. creative project

How will monitoring of work completed and feedback be achieved?

Monitoring of observations/photos added to ‘Evidence Me’ app

Telephone calls / emails

Expectations of when teachers will check emails needs to be made clear e.g. between 2 and 3pm daily.

Reception Remote Learning Timetable.

Monday	Morning Welcome Live Zoom – Introduce story Task set speaking and listening.- 9.30am	Phonics Pre record	Child initiated learning (free play)	Busy Learning choice Task set and upload to evidence me.	Home reading
Tuesday	Maths Pre record Task set and upload to evidence me.	Phonics Pre record	Story (Live Zoom)- 1.45pm Personal and Social skills	Busy Learning Choice Task set and upload to evidence me.	Home reading
Wednesday	Mark Making/ Writing <u>Pre record</u> . Task set and upload to evidence me.	Phonics Pre Record	Story (Live Zoom) 1.45pm Personal and Social skills	Busy Learning Choice Task set and upload to evidence me.	Home reading
Thursday	Maths Pre Record Task set and upload to evidence me.	Phonics– Word	Story (Live Zoom) 1.45pm Personal and Social skills	Busy Learning Choice	Home reading
Friday	Morning Share Live Zoom- 9.30 am	<u>Handwriting Pre record</u> . Task set and upload to evidence me.	Child initiated learning (free play)	Busy Learning Choice	Home reading

Busy Learning Choice activities pre-records available. Task set.

- 1) Fine motor activity
- 2) Craft activity
- 3) Gross motor skills – physical
- 4) Expressive arts - imagination
- 5) Phonics activity.

Evidence me opportunity to provide feedback. Busy learning a minimum of 3 per week.

Year 1

Planning for Remote Learning	Year 1
<p>Learning priorities after closure, as identified by the DFE:</p> <ul style="list-style-type: none">• EYFS – Prime areas of learning, early reading and maths, phonic knowledge and extending vocabulary.• KS1 and KS2 – phonics, reading, increasing vocabulary, writing and mathematics, identifying opportunities across the curriculum so they read widely and develop their knowledge and vocabulary. <p>Guidance for full opening: schools (September 2020)</p>	
<p>How will children/parents access remote learning?</p> <p>STARZ (https://brampton.eschools.co.uk/login)</p> <p>Pupils have received log-ins and instructions on how to use STARZ. The remote learning will be kept separate from homework, the parents will find the week’s activities in ‘projects’. Each project will be given the title of the week it is for e.g. 19th-23rd October Remote Learning. Anyone who cannot access the internet (Starz) has been advised to contact their teacher so that packs can be provided.</p>	
<p>How will daily contact which also involves teaching (modelling and explanation) be organised?</p> <p><u>Bubble Closure</u></p> <p>Pre-recorded video at the start of each day to say, ‘Hello today we are learning...’ by the class teacher. We will upload these onto our private YouTube channel (Year 1 BVPS) and then embed them into Starz so that the children can watch them directly from Starz.</p> <p>A daily live Zoom chat to share a story or news from the day. We plan to do this at 1pm so that the chn can ask questions about the work they have done and we can do an live introduction to phonics which follows on our timetable.</p> <p>Children who haven’t accessed the zoom meeting will be contacted by staff via telephone. Headteacher/Deputy/SENCO to make contact with vulnerable children if class teachers are struggling to make contact.</p> <p><u>Individuals isolating</u></p> <p>We will alternate between phoning or emailing, depending on parent preferences and check how they have got on. This will be after school teaching hours between 3:30 – 5pm.</p>	
<p>How will children/ parents be guided over work expectations?</p> <p>A morning video to guide the parents and children will be uploaded if there is a bubble closure only. We can share examples where appropriate to help the children know what to do.</p> <p>In the event of bubble closure we will aim to record lessons where appropriate and guide the children in these videos (mainly English – we will rotate who creates the video to share the work</p>	

load among the year 1 teachers). We will use the White Rose videos for maths which set clear expectations.

A weekly timetable of work will be provided.

Tasks for the day will be put on the 'projects' section on STARZ (1 piece to have feedback).

There is an expectation of 5 reads per week as per usual.

A weekly topic menu will be put onto STARZ for children to choose tasks from.

How will completed work be returned? What completed work will need to be returned?

Children to send in photos of work on STARZ by attaching them to messages. Teachers can then reply to the message or phone to give feedback.

How will monitoring of work completed and feedback be achieved?

Work returned using STARZ messages will be monitored, one piece per day will receive more detailed feedback in a reply to message or via a phone call.

Year 1 remote learning timetable

Monday	English 45 minutes	Reading 15/20 minutes	Snack Time/ Break	Maths 45 minutes	Lunch	1pm Story time zoom/ Phonics flash cards	Phonics 15/20 minutes	Choose from the foundation menu: Art/Science/ Topic/PSHE/ RE/PE 30 minutes
Tuesday								
Wednesday								
Thursday								
Friday	Forest School 45 minutes							

Year 2

Planning for Remote Learning	Year 2
<p>Learning priorities after closure, as identified by the DFE:</p> <ul style="list-style-type: none"> • EYFS – Prime areas of learning, early reading and maths, phonic knowledge and extending vocabulary. • KS1 and KS2 – phonics, reading, increasing vocabulary, writing and mathematics, identifying opportunities across the curriculum so they read widely and develop their 	

knowledge and vocabulary.
Guidance for full opening: schools (September 2020)

How will children/parents access remote learning?

STARZ

Pupils have received log-ins and instructions on how to use STARZ.

How will daily contact which also involves teaching (modelling and explanation) be organised?

Pre-recorded video at the start of each day to say, 'Hello today we are learning...' by the class teacher uploaded to STARZ.

A daily live Zoom chat to share a story or news from the day.

Children who haven't accessed the zoom meeting will be contacted by staff via telephone.

How will children/ parents be guided over work expectations?

A weekly timetable of work will be provided.

Tasks for the day will be put on the homework section on STARZ (1 piece to have detailed feedback).

There is an expectation of 5 reads per week.

A weekly topic menu will be put onto STARZ for children to choose tasks from.

How will completed work be returned? What completed work will need to be returned?

Children to send in photos of work on STARZ homework.

How will monitoring of work completed and feedback be achieved?

Work returned using STARZ homework will be monitored, one piece per day will receive more detailed feedback.

Suggested daily timetable Year 2				
Morning sessions				
Reading (Approx. 15 minutes)	Pre-recorded video by Class teacher (Approx. 5-10 minutes)	Maths (Approx. 40 minutes)	Phonics (Approx. 20 minutes)	English (Approx. 40 minutes)

Afternoon sessions	
Topic – choose from the topic menu.	Daily zoom call with teacher at -

Years 3 and 4

Planning for Remote Learning	Years 3 and 4
<p>Learning priorities after closure, as identified by the DFE:</p> <ul style="list-style-type: none"> • EYFS – Prime areas of learning, early reading and maths, phonic knowledge and extending vocabulary. • KS1 and KS2 – phonics, reading, increasing vocabulary, writing and mathematics, identifying opportunities across the curriculum so they read widely and develop their knowledge and vocabulary. <p>Guidance for full opening: schools (September 2020)</p>	
<p>How will children/parents access remote learning?</p> <p><i>Using Starz or home learning packs for those without access. Work was uploaded each week with a weekly timetable. Eg, English writing a link was provided that told the children what to do.</i></p> <p><i>White Rose videos and work can continue. Links to be set up on Starz and each staff responsible for a area of curriculum. Those staff that plan it then upload the work. Maths can be marked by themselves.</i></p> <p><i>Grammar Hammer</i></p> <p><i>Accelerated Reader / Times Tables Rockstars can be accessed</i></p> <p><i>Reading materials to be available for the children including online book resources.</i></p> <p><i>English: Oak Academy resources and BBC Teach</i></p> <p><i>Range of curriculum areas needed.</i></p> <p><i>Voice over Powerpoints from White Rose.</i></p>	
<p>How will daily contact which also involves teaching (modelling and explanation) be organised?</p> <p>English by Oak Academy (agreed unit, eg instructions)</p> <p>Maths: White Rose</p> <p>Zoom sessions each afternoon for a catch up part feedback, part teaching.</p> <p>Class email address for parents to feedback and staff to use or Starz email address</p> <p>Feedback would be given the day afterwards</p> <p>Staff to set up class Zoom video meetings daily.</p>	
<p>How will children/ parents be guided over work expectations?</p> <p><i>On weekly summary expectations will be made clear and what we aim to achieve.</i></p> <p><i>Objectives for the week shared.</i></p> <p><i>Guidance can be sent via Starz or parent mail and examples could be shared</i></p>	

How will completed work be returned? What completed work will need to be returned?

TT Rockstars and AR tests available

Homework function in Starz for setting work but receiving completed work through email by 4pm for timely feedback

White Rose – children marking their own work

Photos of work / class gallery page / email page

How will monitoring of work completed and feedback be achieved?

Starz homework monitored daily and communication with parents

e-copy feedback

Discussions with SLT about those not engaging.

Years 3 and 4 remote learning timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	PE Joe Wicks Cosmic Yoga	Go Noodle Cosmic Yoga	PE Joe Wicks Cosmic Yoga	Go Noodle Cosmic Yoga	PE Joe Wicks Cosmic Yoga
9.30	Maths	Maths	Maths	Maths	Maths
10.30	Break	Break	Break	Break	Break
10.45	Reading	Reading	Reading	Reading	Reading
11.00	English	English	English	English	English
12.00	Y3 Q&A With teacher	Y3 Q&A With teacher	Y3 Q&A With teacher	Y3 Q&A With teacher	Y3 Q&A With teacher
12.30 Zoom	Y4 Q&A With teacher	Y4 Q&A With teacher	Y4 Q&A With teacher	Y4 Q&A With teacher	Y4 Q&A With teacher
1pm	Lunch				
1.30pm	Science	History	Art	DT	Your Choice : cooking, playing outside etc.
2.30pm	Spellings	TT Rockstars	Spellings	TT Rockstars	
3.00pm	Reading	Reading	Reading	Reading	Reading
3.15pm	End of day	End of day	End of day	End of day	End of day

Years 5 and 6

Planning for Remote Learning	Years 5 and 6
<p>Learning priorities after closure, as identified by the DFE:</p> <ul style="list-style-type: none">• EYFS – Prime areas of learning, early reading and maths, phonic knowledge and extending vocabulary.• KS1 and KS2 – phonics, reading, increasing vocabulary, writing and mathematics, identifying opportunities across the curriculum so they read widely and develop their knowledge and vocabulary. <p>Guidance for full opening: schools (September 2020)</p>	
<p>How will children/parents access remote learning?</p> <p>Organisation</p> <ul style="list-style-type: none">• A timetable/daily schedule will be produced and shared with the children.• Staff will be allocated activities to plan and resource on a rolling rota.• Other digital resources will be prepared by allocated staff in advance, as weekly tasks/activities.• Allocated staff to prepare paper based learning packs on a rota basis.• Content/resources to be presented to the children through Office 365.• Live class video sessions will be scheduled each day at a set time to be decided as part of a whole school approach.• Focused activity to be completed/submitted daily through the Office 365 class notebook.•	
<p>How will daily contact which also involves teaching (modelling and explanation) be organised?</p> <p>Daily Wellbeing contact</p> <ul style="list-style-type: none">• Children will be expected to log on to a 45 min Zoom session. (10 mins wellbeing catch up and 40mins focused teaching session as timetabled).• Children will be expected to comment on a daily 'register' (Shared doc / chat / message function or class notebook etc.) <p>Delivery</p> <ul style="list-style-type: none">• Video sessions (live and recorded via Teams and Stream) will be treated as teaching sessions from which a focussed task will be completed independently by the children. 1 subject per day.• Other content will be delivered through digital resources.• Paper based packs will contain daily/weekly independent activities to complete. <p>Daily home learning to comprise of:</p> <ul style="list-style-type: none">• 1 focused activity delivered through video contact with children each day• Other timetabled activities will be provided for children to complete via a daily/weekly timetable to ensure children receive 2 hours+ of activities per day.	

- Alternative 'learning packs' to be provided for children who do not have access to a digital device.

How will children/ parents be guided over work expectations?

Specific timetable and structure put in place.

Initial set up to be communicated via letter to parents.

Expectations set via video call and instructions on daily task shared.

Other instructions and content will be available through the 365 Class Notebook.

Communication through secure STARZ messaging

A collaborative space will be available to enable collaborative group work to be undertaken. This will only be accessible to assigned children.

How will completed work be returned? What completed work will need to be returned?

DAILY FOCUSED PIECE OF WORK following the video call to completed within the class notebook. This could include adding a photo of handwritten work completed to a page in the class notebook.

Work should be submitted by 4pm where possible for marking and timely feedback.

ALL WORK TO BE COMPLETED in the 'CLASS NOTEBOOK' (in Teams but accessed through One Note) DATED EACH DAY TO CREATE A ROLLING PORTFOLIO OF WORK within a weekly subject page to be created and distributed by teacher digitally at the beginning of the week.

No work will need to be returned as all work and feedback back will be instantly accessible in real time.

How will monitoring of work completed and feedback be achieved?

Marking and Feedback

- The focused daily task will be given priority in terms of depth and time.
- Other activities submitted will receive a 'light touch'.
- Feedback will be added to the class notebook directly onto work completed.

Evidence of the children's work will be contained in their class notebook as a rolling portfolio.

Year 5 and 6 Remote learning Timetable

Nessy – children will be expected to access for 20 mins each day.

PM Sessions – ‘Around the world in 80 days’ with a different country focus each week. Creative activities to include cross curricular Art, DT, RE and Science

	30 mins Independent	Zoom 10 mins	Zoom Focus 40mins	15 min		45 min Independent.	20 min		45 mins Independent	20 min	60 mins Independent
Monday	Project and creative activities	Well being	English lesson input grammar and writing	Go noodle /Cosmic Yoga / walk /run/ bike Yoga / Walk / run/ bike	Break	English Focused Task	TTRS 15 mins	Break	Maths Arithmetic activities	Reading AR 20 mins / Spelling (quizzes)	Project and creative activities including 15 min code.org
Tuesday	Project and creative activities		Maths lesson input			Maths Focused Task			English daily Task		Project and creative activities
Wednesday	Project and creative activities		History / Geography Topic			Topic Related Focused Task			Maths Daily Task		Project and creative activities including 15 mins touch typing
Thursday	Project and creative activities		Maths lesson input			Maths Focused Task			English Daily Task		Project and creative activities
Friday	Project and creative activities		Reading Comprehension and Spelling Activity/Test			Reading comprehension Focused Questions			Maths Daily Task		Project and creative activities

History – JT Geography – RS Y5 Maths – NR Y6 Maths – SC Computing online – SC English – EB Spellings - ALP Creative Tasks - RS