



**Dringhouses** Primary School

## **Remote Learning Policy**

**Signature of Chair of Governors** .....

**Signature of Headteacher** .....

**Date of Adoption:** Autumn 2021

**Date of Review:** Autumn 2022

**Reviewing Committee:** Full Governing Body

**Statutory / Non-Statutory**

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## 1. Aims

At Dringhouses Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- › Ensure consistency in the school's approach to remote learning
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection
- › Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

## 2. Roles and responsibilities

### 2.1 Teachers

Where a class isolates or local lockdown occurs, teachers must be available between 9am and 3pm. 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 procedures between 9am and 3pm on the designated absence number. If it affects the completion of any work required, the school will ensure that arrangements have been made with phase partners or SLT to ensure work is completed.

Where an individual pupil or small group isolates, and teachers have teaching responsibility, staff are required to contact the pupils at home twice a week and set work in advance. Please see the remote learning plan for how this work will be set and monitored.

During a class isolation or full lockdown, teachers are responsible for:

#### › Setting work:

- Creating a weekly timetable of work for their year group in liaison with key stage partners so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Setting appropriate learning on the learning platforms
- Working as a key stage team to ensure the above work is planned and ready.
- Preparing paper packs of learning for those children unable to access remote learning to be delivered or collected from the school.

#### › Providing feedback on work:

- Via Google Classroom, MyMaths, Purple Mash, Read Theory and Bug Club, send pertinent feedback to children.
- For those children that are unable to access this, twice a week, give verbal feedback via the phone.

#### › Keeping in touch with pupils and parents:

- Teachers are to attempt to make contact with all pupils in their class every 2 weeks via telephone call when in school or from a withheld number. Contact details can be accessed from Integris, please ensure you log off and do not share information with a third party. Alert SLT if there is a safeguarding concern.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.
- Vulnerable pupils (identified by SLT and class teachers) are to have more regular contact; discussions are recorded in the vulnerable pupils spreadsheet which identifies the amount of contact.
- Via Google Classroom, daily contact with children via whole class posts and comments.

In the occasion where a small number of pupils are learning from home, teachers are responsible for:

➤ Setting work:

- Creating a timetable of work for the pupils in liaison with key stage partners so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Setting appropriate learning on the learning platforms, using the Oak Academy resources where appropriate.
- Working as a key stage team to ensure the above work is planned and ready.
- Preparing paper packs of learning, or lending a school chrome book, for those children unable to access remote learning to be delivered.

➤ Providing feedback on work:

- Work will be monitored on the learning platforms
- For those children that are unable to access this, twice a week, give verbal feedback via the phone by a member of school staff.

➤ Keeping in touch with pupils and parents:

- Staff are to attempt to make contact with all pupils in their class every 2 weeks via telephone call when in school or from a withheld number. Contact details can be accessed from Integris, please ensure you log off and do not share information with a third party. Alert SLT if there is a safeguarding concern.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.
- Vulnerable pupils (identified by SLT and class teachers) are to have more regular contact; discussions are recorded in the vulnerable pupils spreadsheet which identifies the amount of contact.

## **2.2 Teaching assistants**

During a full lockdown, teaching assistants must be available during their normal working hours, Mon to Fri. During this time, they are expected to check work emails and be available when called upon to attend school. 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.

Teaching assistants are responsible for:

➤ Supporting pupils with learning remotely or undertaking any additional training:

- When requested by the SENCO

## 2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject – review work set weekly on Google Classroom
- Continually review your current subject in the light of home learning

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – SLT
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring Home learning platforms, monitoring correspondence between parents and teachers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

**See the annex L - Safeguarding during the Coronavirus (COVID-19) Pandemic to the Safeguarding and Child Protection Policy**

## 2.6 Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Seek help from the school if they need it – staff should refer parents to the useful links for learning.
  - Be respectful when making any complaints or concerns known to staff
  - Support home learning plans, giving children support where appropriate.

## **2.7 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 systems are appropriately secure, for both data protection and safeguarding reasons

## **3. Who to contact**

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

- Issues in setting work – talk to the relevant subject lead/SENCO/SLT
- Issues with behaviour – talk to the SENCO/SLT
- Issues with IT- talk to SLT/computing lead who can contact borough support if needed
- Issues with their own workload or wellbeing – talk to their line manager/SLT
- Concerns about data protection – talk to the data protection officer (Business Manager) ➤ Concerns about safeguarding – talk to the DSL

All staff can be contacted via the school email addresses

## **4. Data protection**

### **4.1 Accessing personal data**

When accessing personal data, all staff members will:

- All staff have access to the shared drive to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via Integris using a secure password. Do not share any details with third parties and ensure Integris is in logged off.
- SLT have the ability to locate personal details of families when required through securely accessing Integris. SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

## 4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, 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

Please see the following for updates concerning safeguarding in relation to home learning. **Annex L - Safeguarding during the Coronavirus (COVID-19) Pandemic to the Safeguarding and Child Protection Policy also references the remote learning curriculum and risks online.**

This policy is available on our website.

## 6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by MK Swiers (Assistant Head). At every review, it will be approved by Mr Sutton (Headteacher) and SLT.

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy and coronavirus addendum to our child protection policy
- GDPR and Information Policy and privacy notices
- ICT and internet acceptable use policy
- E-Safety policy
- Computing and Internet Use Policy



## Remote Learning

Dringhouses Primary School has planned for two scenarios to ensure that pupils have meaningful and ambitious learning each day in a number of different subjects, no matter where they are learning. The follows the Dringhouses Curriculum which provides a clear, well-sequenced curriculum that supports pupils both in class and remotely.

Firstly, in the case where an individual or small group of pupils are learning from home, the offer in **red** will be provided. In the case of a bubble closure, a local lockdown (which involves school closure) or a full lockdown, each week, teachers will set the following work (in black) which **is reviewed and updated daily**. This follows the Long Term curriculum plans, already in place in school, and reflects the provision of in school learning. This provision meets the DFE requirements which states that work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children and for Key stage 2: 4 hours a day. Below you will find the offer for the majority of pupils; those with additional needs are offered bespoke provision, technology and support if required.

Pupils' engagement with the below provision is monitored closely via the digital platforms, phone calls and other means of communication. Each week, this is translated into a participation tracker where each pupils' engagement is monitored and further support is offered to the family immediately to ensure that the high expectations are communicated and support to meet this is offered at the earliest opportunity.

Subject	Reception	Key Stage 1	Key Stage 2
<b>Reading</b>	<p>Where possible, pupil to take home an extra reading and library book</p> <p>Pupils access <b>Bug Club</b>. Books are banded and linked to the phonic phases. Teachers can track and monitor their progress.</p> <p>All children to expected to access <b>Bug Club</b> at least three times a week.</p> <p>If possible, every pupil to take home an extra reading and library book</p> <p>Pupils visit their <b>Bug Club</b> accounts and login using their details. Books are set to their level of reading with questions that are designed to let pupils practise their comprehension skills. Their progress is tracked and recorded for teachers to monitor.</p>	<p>Where possible, pupil to take home an extra reading and library book.</p> <p>Pupils visit their <b>Bug Club</b> accounts and login using their details. Books are set to their level of reading with questions that are designed to let pupils practise their comprehension skills. Their progress is tracked and recorded for teachers to monitor.</p> <p><b>Purple Mash:</b> Children are given chapters of a book along with comprehension questions and sentence work quizzes about the chapters they are set. Two chapters are set each week. Their progress is monitored by teachers.</p> <p>Every pupil to take home an extra reading and library book <b>if possible</b>. If children or parents have reported that their child needs a new book, teachers are notified and new reading books are dropped around or left on the trolley outside school.</p> <p>Reading sessions are provided as part of the English session in line with the long term plan and are filmed via Loom or Zoom by class teachers. The session is then delivered and recorded which provides input on the</p>	<p>Where possible, pupil to take home an extra reading and library book.</p> <p>Pupils visit <a href="http://www.readtheory.org">www.readtheory.org</a> and login using their details. This will then take them through to reading texts and varied questions. These questions are designed to let pupils practise the skills we often teach in school reading sessions. Their progress is tracked and recorded.</p> <p>Every pupil to take home an extra reading and library book <b>if possible</b>. If children or parents have reported that their child needs a new book, teachers are notified and new reading books are dropped around or left on the trolley outside school.</p> <p>Reading sessions, in line with the long term plan, are filmed via Loom or Zoom by class teachers. The text is posted to Google Classroom for children to follow along and teachers model decoding and fluency. The session is then delivered and recorded which provides input on the learning objective, with follow up activities for children to complete on Google Classroom.</p> <p><b>Google classroom</b>, additional paper based reading comprehensions are posted- these are optional.</p>

	<p><b>Purple Mash:</b> Phonics activities set via Purple Mash for children to complete.</p> <p>Daily videos of staff reading stories are posted to the school website (video resource centre) regularly to encourage a love of reading.</p> <p>Reading is the sole focus of 2/5 Phonics lessons that are recorded by school staff and uploaded onto the school website (video resource centre) with segmenting and blending skills being woven into many English lessons.</p>	<p>learning objective, with follow up activities for children to complete on Google Classroom.</p> <p>Pupils visit their <b>Bug Club</b> accounts and login using their details. Books are set to their level of reading with questions that are designed to let pupils practise their comprehension skills. Their progress is tracked and recorded for teachers to monitor.</p> <p><b>Purple Mash:</b> Children are given chapters of a book along with comprehension questions and sentence work quizzes about the chapters they are set. Their progress is monitored by teachers.</p> <p>Videos of staff reading stories are posted to the school website regularly to encourage a love of reading.</p>	<p>Every day, a KS2 teacher reads a chapter of the chosen novel via Loom or Zoom and posts the recording to Google Classroom to promote reading for pleasure.</p>
<b>Writing</b>	<p>Writing activities such as single words and simple sentences posted on Tapestry linked to phonics sounds.</p> <p>Writing activities on the half termly home learning challenge sheet linked to learning project.</p> <p>Daily Phonics lessons recorded by school staff, provide writing opportunities supported by explicit modelling of the process (letter formation/spelling/punctuation/sentence structure etc). 3/5 Phonics lessons are focused on writing.</p> <p>Daily English lessons are centred around one focus text per week with writing opportunities incorporated into the week's learning. Writing opportunities supported by explicit modelling of the process (letter</p>	<p>Writing activities set on <b>Purple Mash</b> in "to do" folder with a link to the learning project.</p> <p>Writing activities on the half termly home learning challenge sheet linked to learning project.</p> <p>Via <b>Google Classroom</b>, teachers pre-record videos that link to the long term plan and teach the objective with explicit modelling of the learning. Teachers set the activity for the day and children complete this in their workbook or via Google Classroom. This is monitored via Google Classroom and feedback is given.</p> <p>Paper based resources have been delivered to children including basic skills such as handwriting and SPAG.</p> <p>Writing activities set on <b>Purple Mash</b> in "to do" folder with a link to the half-termly knowledge organiser and home learning task. Teachers are monitoring participation and giving daily feedback.</p>	<p>Via <b>Google Classroom</b>, teachers set children a Powerpoint each week. There is a writing task to complete over the week covering a range of genres and basic skills. This is monitored via Google Classroom. If this is too difficult to access, an activity from Pobble 365 posted.</p> <p>Via <b>Google Classroom</b>, teachers pre-record videos that link to the long term plan and teach the objective with explicit modelling of the learning. This follows the draft/write cycle in school. Teachers set the activity for the day and children complete this in their workbook or via Google Classroom. This is monitored via Google Classroom and feedback is given either to the whole class via the Zoom check in or to individuals.</p> <p>Paper based resources have been delivered to children who need/want them including basic skills such as handwriting and SPAG.</p>

	<p>formation/spelling/punctuation/sentence structure etc).</p> <p>Weekly Dough Disco sessions and Cosmic Kids Yoga supports the gross and fine motor skills needed for successful writing.</p>		
<b>Spelling/Phonics</b>	<p>Pupils to practise their phonic flashcards daily, sing the Jolly Phonics songs (link in previous letter) and log in to <b>Phonics Hero</b> or <b>Phonics Play</b> to play phonics games</p> <p>A video filmed by school staff of phonics flashcards and HFW words are uploaded onto the school website (video resource centre) and children are directed to access these daily.</p> <p>A daily pre-recorded phonics lesson, done by school staff, are uploaded onto the school website (video resource centre). There are 2 sounds taught each week with reading and writing opportunities linked to these sounds. All children have a paper based phonics booklets, provided from school, linked to the lessons.</p> <p>Phonics activities set on <b>Purple Mash</b> in “to do” folder allow children to consolidate and reinforce their learning from the previous term.</p> <p>Teachers also provide supplementary websites/ resources including Geraldine Giraffe, Alphablocks and Phonics Play to support children with their phonics learning.</p>	<p><b>Pupils visit <a href="https://www.spellingshed.com/en-gb">https://www.spellingshed.com/en-gb</a> and <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> and login using their details.</b></p> <p>On <b>Google Classroom</b>, teachers pre-record videos that link to the long term plan and teach the objective with explicit modelling of the learning. Teachers set the activity for the day and children complete this in their workbook or via Google Classroom. This is monitored via Google Classroom and feedback is given.</p> <p>Paper based resources have been delivered to children.</p> <p><b>Pupils visit <a href="https://www.spellingshed.com/en-gb">https://www.spellingshed.com/en-gb</a> and <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> and login using their details.</b></p> <p>Activities set on <b>Purple Mash</b> in “to do” folder with a focus on the key sounds and spelling rules taught in KS1. Teachers are monitoring participation and giving daily feedback.</p>	<p><b>Pupils visit <a href="https://www.spellingshed.com/en-gb">https://www.spellingshed.com/en-gb</a>.</b></p> <p>Weekly spelling lists are set and monitored through the website. Teachers can assess how the children are doing with their assignments and re-set spelling lists if required.</p> <p><b>Pupils visit <a href="https://www.spellingshed.com/en-gb">https://www.spellingshed.com/en-gb</a>.</b></p> <p>Weekly spelling lists are set and monitored through the website. Teachers can assess how the children are doing with their assignments and re-set spelling lists if required.</p> <p>Teachers deliver weekly spelling pre-recorded videos of both phonics flash cards (for all of KS2) and the year groups spelling rule pattern with a follow up activity which is explained and then children return on Google Classroom with follow up activities that they return to the Classroom. Subsequent spelling shed lists work then follow up and assess children’s understanding of this rule.</p>

<p><b>Mathematics</b></p>	<p><b>Weekly timetable of Oakdale Academy</b> maths lessons sent to parents of children who are learning at home. Monitored through Tapestry.</p> <p>Teachers predominately pre-record daily lessons, though at times may use Oak Academy, that link to the long term plan. As part of this input, they model a daily count activity (in line with the multiplication fact long term plan) and then deliver teacher input based on the learning objective. This includes teacher modelling and explanation and explains the follow up task for pupils to complete with support from the adult at home. These lessons are uploaded daily to the school website and parents are encouraged to share their child's learning through Tapestry which teachers then monitor and provide feedback.</p> <p>Teachers also provide supplementary websites/resources, such as Numberblocks and Topmarks games to support children in their learning.</p>	<p><b>Y2: TTRockstars.</b></p> <p>Pupils visit <a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a> and login using their details. Pupils should select 'Garage' mode and play for up to 30 minutes a day. This website automatically introduces and tests new times tables when pupils are speedy and accurate in those already being answered.</p> <p>Teachers monitor electronically.</p> <p>Y1 and Y2 Pupils visit <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a> and log-in using their details. Their teacher will have set them lessons/activities to complete linked to the learning objective that the class is learning about. When pupils login they should follow the guidance which has been emailed to all parents.</p> <p><u>Fluency/arithmetic</u></p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> , and counting songs on YouTube (Jack Hartman)</p> <p><b>Y2: TTRockstars.</b> Pupils visit <a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a> and login using their details. Pupils should select 'Garage' mode and play for up to 10 minutes a day. This website automatically introduces and tests new times tables when pupils are speedy and accurate in those already being answered. Teachers monitor electronically.</p> <p>Y1 and 2: <b>Arithmetic Daily Powerpoint</b>, which are posted on Google Classroom (to be completed in exercise books). Answers posted each day..</p> <p><u>Mathematics</u></p> <p>Teachers pre-record videos or use those by the Oak Academy that link to the long term plan. As part of this input, they model a daily count activity (in line with the multiplication fact long term plan) and then deliver teacher input based on the learning objective. This includes teacher modelling and explanation and explains the follow</p>	<p><u>Fluency/arithmetic</u></p> <p><b>Y3 – Y6: TTRockstars.</b></p> <p>Pupils visit <a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a> and login using their details. Pupils should select 'Garage' mode and play for up to 30 minutes a day. This website automatically introduces and tests new times tables when pupils are speedy and accurate in those already being answered.</p> <p><u>Mathematics</u></p> <p>Pupils visit <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a> and log-in using their details. Their teacher will have set them lessons/activities to complete linked to the learning objective that the class is learning about. When pupils login they should follow the guidance which has been emailed to all parents. This is monitored.</p> <p><b>Y3 – Y6: TTRockstars.</b></p> <p>Pupils visit <a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a> and login using their details. Pupils should select 'Garage' mode and play for up to 30 minutes a day. This website automatically introduces and tests new times tables when pupils are speedy and accurate in those already being answered.</p> <p>Teachers monitor electronically.</p> <p>Y3 – Y6: <b>Arithmetic Daily Powerpoint</b>, which are posted on the Google Classroom (to be completed in exercise books).</p> <p>Answers posted each day with modelling on misconceptions via Zoom.</p> <p><u>Mathematics</u></p> <p>Teachers pre-record videos that link to the long term plan. As part of this input, they model a daily count activity (in line with the multiplication fact long term plan) and then deliver teacher input based on the learning objective. This includes teacher modelling and explanation and explains the follow up task for pupils to complete independently. This is set via Google Classroom and teachers then monitor and provide feedback.</p>
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		<p>up task for pupils to complete independently. This is set via Google Classroom and teachers then monitor and provide feedback.</p> <p>Teachers also provide supplementary websites, such as BBC Bitesize and White Rose Maths, and resources to support children with the topic that they are learning on MyMaths. These are sent out through <b>Google Classroom</b>.</p>	<p>Teachers also provide supplementary websites, such as BBC Bitesize and White Rose Maths, and resources to support children with the topic that they are learning on MyMaths. These are sent out through <b>Google Classroom</b>.</p>
<b>Science</b>	<p>Science activities on the half termly home learning challenge sheet linked to learning project.</p> <p>At least one Understanding of the World lesson per week is included in the timetable. This may be a pre-recorded lesson by school staff uploaded onto the school website or a link to an Oak Academy lesson. Monitored through Tapestry.</p>	<p>Science activities on the half termly home learning challenge sheet linked to learning project.</p> <p>An activity is posted on Google Classroom and additional activities/tasks are suggested from the <b>knowledge organiser</b> or home learning sheet accessed each week on the school website.</p> <p>Activities set on <b>Purple Mash</b> in “to do” folder with a focus on knowledge and skills covered in the KS1 science curriculum. Teachers are monitoring participation and giving daily feedback.</p>	<p>An activity linked to the current learning objective set by class teacher set on Google Classroom from the <b>Oak Academy resources</b>.</p> <p>Weekly, a different stimulus on <b>Google Classroom</b> which teachers respond to. This is often via the <b>Oak Academy resources</b>. This is monitored through Google Classroom where children can send images of their work and can comment on the initial post.</p>
<b>History/Geography</b>	<p>History/Geography activities on the half termly home learning challenge sheet linked to learning project.</p> <p>Over the half term lessons linked to People and Communities and The World will be planned for and included where appropriate and linking to the long term plan. This may be a pre-recorded lesson by school staff uploaded onto the school website or a link to an Oak Academy lesson. Monitored through Tapestry.</p>	<p>History/Geography activities on the half termly home learning challenge sheet linked to learning project.</p> <p>An activity is posted on Google Classroom and additional activities/tasks are suggested from the <b>knowledge organiser</b> or home learning sheet accessed each week on the school website.</p> <p>Activities set on <b>Purple Mash</b> in “to do” folder with a focus on knowledge and skills covered in the KS1 History/Geography curriculum. Teachers are monitoring participation and giving daily feedback.</p>	<p>An activity linked to the current learning objective set by class teacher set on Goggle Classroom from the <b>Oak Academy resources</b>.</p> <p>Weekly, a different task set linked to the Learning Project is set via Google Classroom with a prepared video/Powerpoint/link to Oak Academy lesson.</p>
<b>Computing</b>	<p>2Dos set on <b>Purple Mash</b> linked to the learning project focus. Monitored and responded to.</p>	<p>2Dos set on <b>Purple Mash</b> linked to the learning project focus. Monitored and responded to.</p>	<p>An activity linked to the current learning objective set by class teacher set on Goggle Classroom from the <b>Oak Academy resources</b>.</p>

	2Dos set on <b>Purple Mash</b> linked to the weekly focus with an accompanying lesson filmed by school staff. These activities are handed in by the children and monitored and responded to by teachers.	Weekly 2Dos on <b>Purple Mash</b> linked to the learning project focus. Monitored and responded to and are posted to Google Classroom.	Weekly, a different task set linked to the Long Term Plan is set via a link to Oak Academy lesson.
<b>RE/PSHE</b>	<p>RE/PSHE activities on the half termly home learning challenge sheet linked to learning project.</p> <p>A weekly RE/PSHE is included in the timetable. This may be a pre-recorded lesson by school staff uploaded onto the school website or a link to an Oak Academy lesson. Monitored through Tapestry.</p>	<p>RE/PSHE activities on the half termly home learning challenge sheet linked to learning project.</p> <p>Cross-curricular activities linked to the learning project. A weekly home learning sheet and appropriate resources uploaded onto Google Classroom.</p> <p>Activities set on <b>Purple Mash</b> in “to do” folder with a focus on the knowledge and skills from the KS1 LTP for PSHE e.g. healthy eating. Teachers are monitoring participation and giving daily feedback.</p>	<p>An activity linked to the current learning objective set by class teacher set on Goggle Classroom from the <b>Oak Academy resources</b>.</p> <p>Weekly, a different task is set with activities. The PSHCE is often open ended with a big focus on wellbeing and E-Safety. This is set through Google Classroom.</p>
<b>French/Music</b>	Over the half term lessons linked to Music and Singing will be planned for and included regularly and where appropriate, linking to the long term plan. This may be a pre-recorded lesson by school staff uploaded onto the school website or a link to an Oak Academy lesson. Monitored through Tapestry. Regular singing of Jolly Phonics songs in Phonics lessons.	Weekly, a range of <b>Music</b> activities are posted on Google Classroom group. This could be a video to watch with instructions about how to recreate an activity at home, a link to a listening playlist or a link to the BBC Bitesize website. Parents are encouraged to share their children’s performances with the school either through the facebook page or by email.	<p>An activity linked to the current learning objective set by class teacher set on Goggle Classroom from the <b>Oak Academy resources</b>.</p> <p>Weekly, a <b>French</b> mp3 lesson is posted on <b>Google Classroom</b> with accompanying resources and worksheets to support the learning.</p> <p>Weekly, a range of <b>Music</b> activities are posted on <b>Google Classroom</b>. This could be a video to watch with instructions about how to recreate an activity at home, a link to a listening playlist or a link to the BBC Bitesize website. Parents are encouraged to share their children’s learning.</p>
<b>PE</b>	<p>Children encouraged to follow the Joe Wicks workouts for 1 active hour per day.</p> <p>Several opportunities planned into the weekly timetable for children to be</p>	<p>Children encouraged to follow the Joe Wicks workouts for 1 active hour per day.</p> <p>Our Sports Specialist from YSSN posts two videos per week, modelling a specific skill and activity that children</p>	<p>Children encouraged to follow the Joe Wicks workouts for 1 active hour per day.</p> <p>Our Sports Specialist from YSSN posts two videos oer week, modelling a specific skill and activity that children can</p>



	active using resources such as PE with Joe Wicks, Cosmic Kids Yoga and Andy's Wild Workouts.	can access from home. He then sets an activity, with differentiated levels, to provide challenge.  Children are encouraged to follow the Joe Wicks workouts to complete their 1 active hour per day.	access from home. He then sets an activity, with differentiated levels, to provide challenge.  Children are encouraged to follow the Joe Wicks workouts to complete their 1 active hour per day.
<b>Wellbeing</b>	<p>Each morning, the children are invited to join a phase Zoom call. As part of this, a teacher talks through the timetable of learning for the day, the group engages in a well-being activity and the children have the opportunity to have contact with their friends and teachers.</p> <p>Weekly singing assembly happens via Zoom each week, led by Mrs Clarke, and the whole family are encouraged to join in.</p> <p>Weekly mindfulness sessions take place via Zoom each week, led by Miss McFarland. This session works through meditation, the use of affirmations and shares strategies for being mindful whilst home learning. This also talks about positive mental health and ways we can support this.</p> <p>A weekly whole school assembly is led by Ben Sutton on a Friday and is an opportunity for our whole school community to be together to celebrate the week.</p> <p>Children and families who need more regular contact have targeted support by our school ELSAs, often taking a</p>	<p>Each morning, the children are invited to join a phase Zoom call. As part of this, a teacher talks through the timetable of learning for the day, the group engages in a well-being activity and the children have the opportunity to have contact with their friends and teachers.</p> <p>Weekly singing assembly happens via Zoom each week, led by Mrs Clarke, and the whole family are encouraged to join in.</p> <p>Weekly mindfulness sessions take place via Zoom each week, led by Miss McFarland. This session works through meditation, the use of affirmations and shares strategies for being mindful whilst home learning. This also talks about positive mental health and ways we can support this.</p> <p>A weekly whole school assembly is led by Ben Sutton on a Friday and is an opportunity for our whole school community to be together to celebrate the week.</p> <p>Children and families who need more regular contact have targeted support by our school ELSAs, often taking a bespoke approach to engage all learners. This is followed up by class teachers and SLT. This often involves supporting pupils with how to self-regulate during remote education.</p>	<p>Each morning, the children are invited to join a phase Zoom call. As part of this, a teacher talks through the timetable of learning for the day, the group engages in a well-being activity and the children have the opportunity to have contact with their friends and teachers.</p> <p>Weekly singing assembly happens via Zoom each week, led by Mrs Clarke, and the whole family are encouraged to join in.</p> <p>Weekly mindfulness sessions take place via Zoom each week, led by Miss McFarland. This session works through meditation, the use of affirmations and shares strategies for being mindful whilst home learning. This also talks about positive mental health and ways we can support this.</p> <p>A weekly whole school assembly is led by Ben Sutton on a Friday and is an opportunity for our whole school community to be together to celebrate the week.</p> <p>Children and families who need more regular contact have targeted support by our school ELSAs, often taking a bespoke approach to engage all learners. This is followed up by class teachers and SLT. This often involves supporting pupils with how to self-regulate during remote education.</p>

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