

Remote Home Learning Policy



Version 1 of policy developed by Mr M Grogan (Headteacher): October 2020

Version 1 of policy approved by Governors: November 2020

Version 2 of policy developed by Mr M Grogan (Headteacher): January 2021

Version 2 of policy approved by Governors: February 2021

A handwritten signature in black ink, appearing to read 'Fiona Taylor'.

Chair of Governors

A handwritten signature in black ink, appearing to read 'M. Grogan'.

Headteacher

Version 1 of policy shared with staff and shared on the school website: November 2020

Version 2 of policy shared with staff and shared on the school website: February 2021

'Never settle for less than your best'

REMOTE HOME LEARNING POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Statement of Intent

At St. George's Central CE Primary School and Nursery, 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 children have access to the learning resources and support they need to succeed. Within the ever-changing circumstances we are currently living through, we must be prepared for short term absences as well as local/national lockdowns. We will ensure that our curriculum is inclusive and accessible to all. 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:

- Minimise the disruption to children's education and the delivery of the curriculum.
- Ensure provision is in place so that all children have access to high quality learning resources.
- Protect children from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and children data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all children have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Equality Act 2010
- Education Act 2004

1.2. This policy has due regard to national statutory and good practice guidance including, but not limited to, the following:

- DfE (2021) 'Restricting attendance during the national lockdown: school'
- DfE (2021) 'Review your remote education provision'
- DfE (2020) 'Providing remote education information to parents: template'
- DfE (2020) 'Keeping children safe in education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'

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- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'

1.3. This policy operates in conjunction with the following school information:

- Safeguarding and Child Protection Policy
- GDPR Regulations
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour and Rewards Policy
- Accessibility Plan
- Marking and Feedback Policy
- Curriculum Overviews
- E-Safety Policy
- Health and Safety Policy
- Attendance and Punctuality Policy
- ICT Acceptable Use Agreement (in ESafety Policy)
- Staff Code of Conduct

2. Roles and responsibilities

2.1. The **Governors** are responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The **Headteacher** is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote home learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote home learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and children.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure children's education does not suffer.

2.3. The **Health and Safety Officer** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote home learning.
- Ensuring that children identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

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2.4. The **Data Protection Officer** is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and children are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5. The **Learning Mentor** (alongside DSL) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote home learning period.
- Identifying vulnerable children who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the child is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for children who are at a high risk, where required.
- Identifying the level of support or intervention required while children learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable children receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.6. The **SENDCo** is responsible for:

- 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 children with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for children with SEND is monitored for effectiveness throughout the duration of the remote home learning period.

2.7. The **School Business Manager** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for children to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8. The **ICT technician** is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with staff to ensure that the equipment and technology used for learning remotely is accessible to all children and staff.

2.9. **Staff members** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Learning Mentor and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the ICT technician.
- Adhering to the Staff Code of Conduct at all times.

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2.10 Class teachers will:

- Log on to Seesaw and provide work by 8.55am each day (if requested, have paper copies at the school office for a 9:30am 'drop off').
- Produce daily work, in line with the class timetable (on the school website) so that children have meaningful and ambitious work.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked and acknowledged.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure children's understanding.
- Ensure that all provisions for remote home learning will be subject to the class group's age, ability and/or any SEND.

2.11. Parents/carers are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely between specific times set out in paragraph 9.1 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning materials between specific times set out in paragraph 9.1.
- Reporting any absence in line with the terms set out in paragraph 9.5/9.6.
- Ensuring their child uses the school based equipment and technology for remote learning as intended.
- Adhering to the Home School Agreement at all times.
- Ensuring they have access to Seesaw and emails from school to receive regular updates.

2.12. Children are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely between specific times set out in paragraph 9.1 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any school based equipment and technology for remote home learning as intended
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

3.1. The school will implement a graduated response for children who are not in school due to COVID-19 related issues. (Phases 1 – 4 as outlined in Appendix A).

3.2. The school will utilise a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. Please see our separate 'Remote Home Learning Provision' document:

<https://www.saintgeorgescentral.wigan.sch.uk/Documents/covid/Remote%20Home%20Learning%20Provision.pdf>

3.3. Teachers will review the DfE's list of online education resources and utilise these as necessary, in addition to existing resources.

3.4. The school will help to prepare children and families for the potential implementation of this Remote Home Learning Policy through regular communication and updates. Advice and guidance will also be provided to parents/carers in relation to a contingency plan for their home life if/when the policy needs to be implemented.

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- 3.5. Reasonable adjustments will be made to ensure that all children have access to resources needed for effective remote learning.
- 3.6. Wherever possible, teachers will ensure the programmes chosen for online learning have a range of accessibility features to support pupils with SEND.
- 3.7. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote home learning.
- 3.8. The school will review the resources children have access to and, wherever possible, adapt learning to account for all needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- 3.9. Paper copies of work will be made available upon request (as a last resort).
- 3.10. Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all children remain fully supported for the duration of the remote home learning period. Teachers will arrange additional support for children with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.
- 3.11. Any issues with remote home learning resources will be reported as soon as possible to the relevant member of staff.
- 3.12. Children will be required to use their own or family-owned equipment to access remote home learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 3.13. For children who cannot access digital devices at home, school will liaise with parents/carers and, where possible, will provide a device.
- 3.14. Children and parents will be required to maintain the upkeep of any equipment they use to access remote home learning resources.
- 3.15. Teaching staff will oversee academic progression for the duration of the remote home learning period and will mark and provide feedback on work in line with section 7 of this policy.
- 3.16. The ICT technician is not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.16. The school will signpost parents via Seesaw or via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.17. Where applicable, the school will provide provision for pupils who receive FSM:
- A packed lunch will be provided.

Costs and expenses

- 3.18. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.19. The school will not reimburse any costs for travel between children's homes and the school premises.
- 3.20. The school will not reimburse any costs for childcare.
- 3.21. If a child is provided with school-owned equipment, the child and their parent/carer will sign and adhere to the ICT Acceptable Use Agreement prior to commencing remote home learning.

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4. Online safety

4.1. This section of the policy will be enacted in conjunction with the school's E-Safety Policy.

4.2. Where possible, all interactions will be textual and public.

4.3. Should the need arise for video communication, all staff and children must:

- Communicate in groups – one-to-one sessions are not permitted unless in exceptional circumstances (see 4.5).
- Wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material or any digital content without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

4.4. All staff and children using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for children with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCo.

4.6. Children not using devices or software as intended will be disciplined in line with the Behaviour and Rewards Policy and parents/cares will be spoken to.

4.7. The school will risk assess the technology used for remote home learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.8. The school will utilise Seesaw as the main platform for communicating with children and setting work. Seesaw has many built in features which will help to protect the safety of pupils.

4.9. The school will share this policy with parents/carers throughout the academic year as it is developed and updated to share what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

4.10. The school will ensure that all school-owned equipment and technology used for remote home learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.11. The school will communicate to parents/carers via Seesaw or by email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

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4.12. During the period of remote home learning, and through computing lessons whilst in school, the school will maintain contact with parents/carers to:

- Reinforce the importance of children staying safe online.
- Ensure parents/carers are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents/carers to useful resources to help them keep their children safe online.

4.13. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

5.1. This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote home learning.

5.2. The Learning Mentor and Headteacher will identify 'vulnerable' children (children who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote home learning.

5.3. The Learning Mentor will arrange for regular contact to be made with vulnerable children, prior to the period of remote learning.

5.4. Phone calls made to vulnerable children will be made using school phones where possible.

5.5. The Learning Mentor will arrange for regular contact with vulnerable children once per week at a minimum, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable children will be recorded on CPOMS and suitably stored in line with the Data Protection Policy.

5.7. The Learning Mentor will keep in contact with vulnerable children's social workers or other care professionals during the period of remote working, as required.

5.8. All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMS and the records stored so that the Learning Mentor has access to them.
- Actively involve the children, wherever possible.

5.9. Vulnerable children are able to contact their class teacher through Seesaw.

5.10. The Learning Mentor will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable children learning remotely.

5.11. All members of staff will report any safeguarding concerns to the Learning Mentor/DSL immediately.

5.12. Children and their parents/carers will be encouraged to contact their class teacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

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6. Data protection

6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5. Parents'/carers' and children's up-to-date contact details will be collected prior to the period of remote home learning.

6.6. All contact details will be stored in line with the Data Protection Policy.

6.7. The school will not permit paper copies of contact details to be taken off the school premises.

6.8. Staff/children are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.9. Any breach of confidentiality will be dealt with in accordance with the school's GDPR Policy.

6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour and Rewards Policy or the Disciplinary Policy and Procedure as per the Staff Code of Conduct.

7. Marking and feedback

7.1. All schoolwork completed through remote home learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff (where possible, paper copies of work to be returned to school on completion or brought back to school when the child returns).
- Completed to the best of the child's ability.
- The child's own work.
- Marked in line with the Marking and Feedback Policy

7.2. The school expects children and staff to maintain a good work ethic during the period of remote home learning.

7.3. Children are accountable for the completion of their own schoolwork on daily basis. Each day, teaching staff will monitor engagement and completion of remote home learning activities and will contact parents/carers via phone call/email if their child is not completing their schoolwork or their standard of work or engagement levels are not adequate or have noticeably decreased. This will also be reported to the headteacher.

7.4. Teaching staff will monitor the academic progress of children with and without access to the online learning resources and discuss additional support or provision with the headteacher/deputy as soon as possible.

7.5. Teaching staff will monitor the academic progress of children with SEND and discuss additional support or provision with the SENDCo as soon as possible.

7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote home learning where possible.

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8. Health and safety

8.1. Teaching staff will ensure children are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote home learning.

9. School day and absence

9.1. Children will be expected to be present to undertake remote home learning activities, between **9:15am and 3:15pm** from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2. If all activities are complete, children can log off.

9.2. Breaks and lunchtimes will take place at suitable times throughout the day as family circumstances can differ within each household.

9.3. Children with SEND or additional medical conditions may require more regular breaks, e.g. sensory breaks. This can be monitored by parents.

9.4. Children who are unwell are not expected to be present for remote working until they are well enough to do so.

9.5. Parents/carers will inform their child's teacher no later than 8:30am if their child is unwell by contacting the school office.

9.6. The school will monitor absence and lateness in line with the Attendance and Punctuality Policy.

10. Communication

10.1. The school will communicate with parents via Seesaw, emails and the school website about remote home learning arrangements as soon as possible.

10.2. The school office will communicate with staff as soon as possible about any remote home learning arrangements.

10.3. Members of staff who are isolating at home, and involved in remote teaching, will ensure they have a working mobile device that is available to take phone calls and receive messages during their agreed working hours.

10.4. Members of staff, working remotely from home, will have contact (via phone) with their line manager at least once per week.

10.5. As much as possible, all communication with children and their parents will take place within the school hours outlined in section 9.

10.6. During Phase 3 and 4 of the graduated response, children will have verbal contact with a member of teaching staff at least once per week via a phone call home. The timing of this will be arranged via Seesaw.

10.7. Parents/carers or children will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.8. Issues with remote home learning or data protection will be communicated to the class teacher.

10.9. The class teacher will keep parents/carers and children informed of any changes to the remote home learning offer.

10.10. The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

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11. Staff Absence

11.1. If a member of staff is absent due to COVID related symptoms, another member of staff will cover their lessons.

11.2. If a member of staff is absent during a Bubble or school closure and is unable to provide work for their class, a teacher within the key phase department will ensure the Remote Home Learning Policy is adhered to and appropriate work will be set via Seesaw.

11.3. In the event of limited staff members being able to fulfil the home learning expectations, a reduced timetable will be signposted for all parents/carers.

12. Returning to school

12.1. Following a local/national lockdown, the headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

12.2. After a period of isolation, or the lessening of local/national lockdown rules, the school will inform parents/carers when their child will return to school.

12.3. The headteacher will listen to all concerns that parents/carers may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

13. Monitoring and review

13.1. This policy will be reviewed in line with any updates to government guidance by the headteacher.

13.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

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Appendix A

Graduated response for children who are not in school due to Coronavirus (COVID-19) Pandemic

The following is produced in conjunction with our Remote Learning Provision document which provides curriculum information and websites to support your child's learning:

<https://www.saintgeorgescentral.wigan.sch.uk/Documents/covid/Remote%20Home%20Learning%20Provision.pdf>

When contacting school to inform us of their child's COVID-19 related absence, parents/carers will need to inform school staff of any concerns or issues relating to accessing remote home learning online so that alternative arrangements can be made.

Phase 1

If your child is off school for a few days with a COVID-19 related issue, and is well enough to complete work they can:

- Access their Seesaw account during the school day (from 9:15am onwards) to complete specific tasks set by the class teacher relating to their current classroom learning activities. Our teachers will update this daily.
- Make use of the 'Supporting websites' section of the **'Remote Learning Provision' document** for your child's area of school (for example: Reading Eggs, Reading Plus, Timestable Rockstars, Purple Mash, Spelling Shed etc).

Phase 2

If your child needs to stay at home for a longer duration as per government guidelines and is well enough to complete work they can:

- Access their Seesaw account during the school day to complete specific tasks set by the class teacher relating to their current classroom learning activities.
- Make use of the 'Supporting websites' section of the **'Remote Learning Provision' document** for your child's area of school (for example: Reading Eggs, Reading Plus, Timestable Rockstars, Purple Mash, Spelling Shed etc).
- Access the **'Remote Learning Provision' document** to access the Curriculum Overview links and any Knowledge Organiser links to see the year group's current topics and complete some research activities or creative activities relating to the topic.
- Make use of 'All Year groups' section of the **'Remote Learning Provision' document** which lists other websites that children could access. For example: There are an abundance of activities which can be accessed via this website (Oak Academy): https://www.thenational.academy/?gclid=EAlaIqobChMIuJzx0IDB7QIVaoBQBh3UywoVEAAYASAAEgIMDPD_BwE
- Read the home reading book or a book of their choice.
- Complete spelling activities which can be accessed via the school website.

Phase 3

If a whole class 'bubble' needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work they can:

- Access all of the activities in Phase 2.
- Speak with class teacher (via a phone call home) at least once each week

Phase 4

If a greater number of classes, bubbles or the whole school needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work you can:

- Access all of the activities in Phase 3.
- Speak with the headteacher/deputy headteacher (via a phone call home or a door step visit) at least once during the period of lockdown.

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