Remote Learning Policy

St Matthew's Church of England Primary School's mission statement:

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful, loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

Our motto: Live, Love, Learn

Brunel Nursery School's mission statement

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. We want our children to be cheerful and independent individuals, who reach their potential and are proud of their achievements.
Our motto: Learning Together

At St Matthew's C of E Primary School with Brunel Nursery 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

Policy Reviewed	
Date	**By Whom**
09.12.2020	FGB
Date for next review: Dec 2021	
Signed by Chair of Governors	
Date of Signature	

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:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure consistency in the approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused by providing appropriate guidelines for data protection.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils 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.

When is this policy applicable?

- When children who have been sent home with symptoms of COVID-19 and awaiting the results of a test;

- When children who are self-isolating due to coming into close contact with a family member who is displaying symptoms of COVID-19 and are awaiting the test results or who live with someone who has tested positive for COVID-19;
- When children who have been sent home as their bubble has closed due to a child or staff member in the bubble having tested positive for COVID-19.

Teaching and Learning

All pupils will have access to high-quality education when remote learning. We will use a range of teaching methods to help explain concepts and address misconception easily. For the purpose of providing remote learning, the school will make use of:

- Work booklets
- Worksheets
- Practical resources
- Current online apps
- Educational websites
- Google Classroom - so children can liaise with their class teachers, teachers can set work and give children feedback on learning.

Children who do not have access to devices to access the internet at home will be provided with a school laptop or Chromebook.

Teachers will review the DfE's list of recommended online education resources and utilise these tools as necessary, in addition to existing resources. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

Home and School Partnership

Our school is committed to working in close partnership with families. We recognise that each family is unique and because of this home learning will look different for different families in order to suit their individual needs.

We believe that it is beneficial for children to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure and therefore class teachers will meet with their classes at 8.35am every morning (calendared school days only).

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

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

All children sign an 'Acceptable Use Policy' at school which includes online safety rules and this applies when children are working on computers at home. Teachers establish the rules with the children and revisit them regularly.

Parents will be provided with instructions on how to access Google Classroom and a reminder about online safety.

Online Safety and Etiquette

This section of the policy will be enacted in conjunction with the school's Online Safety Policy. Safeguarding pupils is of utmost importance, and we will ensure that systems and processes are in place to protect children when they are accessing online technology independently.

All staff and pupils using video communication must:

- Communicate to groups – one-to-one sessions are not permitted (we will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the INCo and the child's parents/carers).
- Wear suitable clothing – this includes others in their households.
- When at home, be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms are not permitted during video communication.
- Use appropriate language – this includes others in the 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 without permission.
- Ensure as far as possible that they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible and can be heard.

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

Data Protection

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

- Be responsible for adhering to the GDPR when teaching remotely
- Ensure the confidentiality and integrity of their devices at all times.
- Ensure sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Class contact lists including email addresses and telephone numbers will be email to staff and password protected.

Roles and Responsibilities of all Staff Members

All staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any Health & Safety incidents to the Headteacher and asking for guidance if appropriate.
- Reporting any safeguarding incidents to the Designated Safeguarding Leads via CPOMs.

- 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 dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on the school-owned equipment used for remote learning to the IT Technician, using the email address mkay365@gmail.com
- Adhering to the Staff Code of Conduct at all times.

Roles and Responsibilities of Teachers

When providing remote learning, teachers must be available, between 8:35 am and 2:45 pm.

If a teacher is unable to attend school, but is not unwell, e.g. self-isolating or looking after a dependant who is self-isolating, they should fulfil their work commitment from home. The teacher should inform the Headteacher as soon as possible using the usual staff absence procedure.

If a teacher is unable to attend school for sickness reasons, they should inform the Headteacher as soon as possible using the usual staff absence reporting procedure.

When providing remote learning, teachers are responsible for:

- Setting work
- Providing feedback on work
- Keeping in touch with pupils who are not in school.

Setting Work

Work should be set for any child or children who are absent from their class due to Coronavirus, or for the whole class, if the class bubble has to be closed due to Coronavirus.

Teachers will:

- Ensure that lessons are inclusive for all pupils can be adapted to take account for the needs of disadvantaged pupils, pupils with SEND and pupils with EAL.
- Set work so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum that allows skills to be built incrementally.
- Provide frequent, clear expectations of new content through high-quality curriculum resources, including educational videos.
- 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 pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- All provisions for remote learning will be subject to the class group's age, ability and/or SEND/EAL.
- Teachers will continue to make use of formative assessments throughout the period that the school is closed.

Providing feedback on work

- Online learning will be monitored by the class teaching team for completion.

- Feedback on learning will be given via Google Classroom.

- We expect pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning.

- Pupils are accountable for the daily completion of their own schoolwork – staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased. We understand that children can struggle with the change in routine and will support parents appropriately.

- Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss any additional support or provision with the Headteacher as soon as possible.

- Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the INCo as soon as possible.

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

- If there is a concern around the level of engagement of a pupil their parents should be contacted via phone to access whether school intervention can assist engagement.

- All parent/carer messages relating to schoolwork should come through Google Classroom. Any other queries, including technical support, should go to the school office.

- Any complaints or concerns shared by parents or pupils should be reported to the Headteacher – for any safeguarding concerns, refer immediately to the Designated Safeguarding Lead.

Roles and Responsibilities of Teaching Assistants

Teaching assistants must be available for work during their normal contracted hours.

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

All Teaching Assistants will be responsible for:

- Assisting the class teacher in work preparation for identified children and the whole class.
- Assisting the class teacher in monitoring children's engagement in remote learning.

1:1 Teaching Assistants will prioritise the learning of their designated child.

Roles and Responsibilities of the Designated Safeguarding Lead

The DSL is responsible for:

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

Roles and Responsibilities of the Inclusion Co-ordinator (INCo)

The INCo will:

- Liaise will staff and other relevant members of staff to ensure all SEND pupils remain fully supported for the duration of the remote learning period.
- Arrange additional support for pupils with SEND which will be unique to the individual's needs.
- Keep in contact by telephone with the pupils with SEND, as designated by a school generated phoning list.

- Ensure 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

Roles and Responsibilities of the IT Technician

The IT technician is responsible for:

- Fixing issues with systems used to set and collect work.
- Helping pupils, parents and staff with any technical issues they are experiencing.

Roles and Responsibilities of the School Business Manager

The School Business Manager will:

- Ensure value for money when arranging the procurement of equipment or technology.
- Ensure that the school has adequate insurance to cover all home working arrangements.
- Ensure that the end user agreement is in place for any software and digital platform being using for children to access the home learning.

Roles and Responsibilities of the Headteacher

The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times
- Co-ordinating the remote learning approach across the school
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Arranging any training staff may require to support pupils during the period of remote learning.
- Conducting reviews with other senior leaders and subject leaders on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Monitoring the security of home learning systems, including data protection and safeguarding considerations
- Ensuring that the list of children who do not have access to a device to access home learning is kept up to date

Roles and Responsibilities of the Governing Board

The Governing Board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- 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.

Roles and Responsibilities of Pupils and Parents/Carers

Staff can expect pupils learning from home to:

- Complete work to the deadline set by teachers on a daily basis
- Seek help if they need it, from teachers using the messaging function on Google Classrooms

- Alert teachers if they are not able to complete work

Staff can expect parents with children learning from home to:

- Make the school aware if their child is sick using the office email (office@stmatthews.blackburn.sch.uk)
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Appendices

Appendix 1: Remote Learning Plan

Appendix 2: Brunel Nursery Remote Learning Timetable

Appendix 3: Reception Remote Learning Timetable

Appendix 4: KS1 Remote Learning Timetable

Appendix 5: KS2 Remote Learning Timetable

Appendix 6: Remote Learning Packs

Appendix 7: Guidance for 1:1 support staff

	Packs	Teacher	HLTAs/TAs	Parents	Communication	Monitoring
Level 1 **PUPIL OR FAMILY MEMBER AWAITING A TEST** **(Absence 1 to 3 days)**	Plastic wallet with maths and English paper based activities. Also include pencil, reading book and spellings.	Select from phase folder or delegate to TA as these resources have already been chosen by a member of SLT. No requirement to engage in phone calls or emails with parents or pupils.	Prepare pack and hand to child if we are sending them home due to symptoms. If child is already absent send pack to the office. 1 to 1 SEND TAs double check their pupil has everything they need.	Pick up pack from the main office. There should not be any siblings in school if any family member is awaiting a test. Parents strongly encouraged to ensure their child completes the work *if well enough* to do so. Parents MUST inform school of result of test.	School Wellbeing Mentor (SWM) to inform parents that pack is ready for collection. Follow up phone call if absence is longer than expected. Parents must provide date of positive test for LA purposes.	Work stuck in book on return of child and labelled accordingly.
Level 2 **PUPIL OR FAMILY MEMBER TEST POSITIVE** **OR** **QUARANTINE AFTER HOLIDAY** **(Up to 2 weeks isolation)**	A3 plastic wallet with all the relevant work for the two week period following the planned curriculum. Also include resources and Chromebook if necessary. KS2 pupils will take their Learning Journal to complete any written work, KS1 pupils a spare green book.	Include a copy of the adapted timetable, any worksheets, reading materials, practical equipment, links to resources etc. Also any homework that will be set. Daily checking/marking of work delegated to HLTA/TA although teacher must adjust challenge if necessary. No requirement to engage in phone calls or emails with parents.	Take pack to the office and check with JPR whether a Chromebook is required. Daily checking whether pupils are engaging with remote learning and work is being submitted via Google Classroom. Respond to messages from children regarding the work. 1 to 1 SEND TAs ensure their pupil has everything they need including any pupil specific programmes. Daily contact with pupil/parent.	Parents collect pack from office and must sign for it and agree to return to school. Parents strongly encouraged to ensure their child completes the work to the best of their ability. Failure to do so may result in further gaps in education. Some parents may require support to plan their day around home learning requirements. LM to support.	School Wellbeing Mentor to inform parents that pack is ready for collection. Parents contact school vis the office School Wellbeing Mentor if they require any further support with remote learning. 1 to 1 SEND pupils receives daily telephone or Google Meets call from their TA.	Written work stuck in book on return of child and labelled accordingly. Phone call from LM to parents of any child *known* to not be engaging.

	Packs	Teacher	HLTAs/TAs	Parents	Communication	Monitoring
Level 3 **BUBBLE CLOSURE** **(Up to 2 weeks isolation)**	A3 plastic wallet with all the relevant work for the two week period following the planned curriculum. Also include resources and Chromebook if necessary. KS2 pupils will take their Learning Journal to complete any written work, KS1 pupils a spare green book. LM to sort packs for class teacher as they will be offsite.	Day one of closure – planning and preparation time to for days ahead. Communicate 'plans' with TAs in case they need to take over at short notice. Check with JPR that the technology works. Strive to provide the best teaching, learning and assessment possible in the given circumstances. Follow daily adapted timetable. There will be time in between to keep ahead. Engage in either live lessons or provide links to Oak Academy or other resources. Teach own maths and English lessons to ensure consistency of approach.	HLTA/TA provides vital support for class teacher. This includes checking engagement, marking 'turned in' work, leading input for a group or individual pupil and providing feedback to pupils and the teacher. In the event of the teacher becoming too poorly to set work etc., the TA(s) will take over. 1 to 1 SEND pupils receive daily contact from their TA via telephone or Google Meets. Where necessary, phone call to parents/pupils.	Parents pick up from the back of the hall door from LM. LM will reiterate to take their child for a test if symptoms develop and the importance of ensuring their child keeps in good routines and completes the school work and activities.	Text to parents that pack is ready for collection. Any parents who do not collect will be contacted. Where necessary, packs will be delivered at a safe distance. Where possible, communication with children will be through Google Classroom. Phone call from TA to parents of any child *known* to not be engaging. Bubble staff stay in contact with school for well-being support.	Written work stuck in book on return of children and labelled accordingly. JPR to monitor quality of teaching, learning and assessment as per the policy.
Level 4 **SCHOOL PARTIAL CLOSURE** **(Local or national lockdown period, only open for KW & vulnerable pupils)**	As above Resources may need replenishing if a long term lockdown is initiated.	As above For as long as necessary. Weekly phone calls will not be necessary as communication will be established through Google Classroom.	HLTAs and TAs will be in school on a rota basis to provide child care for vulnerable/KW children. Children will be asked to follow strict social distancing and follow work set for the rest of their class.	Parents strongly encouraged to ensure their child completes the work to the best of their ability. Failure to do so may result in further gaps in education.	JPR/LM/RF in school daily RF weekly phone call to parents of SEND/vulnerable pupils Office staff resume rota.	JPR, CoG and BwD

Appendix 2: Brunel Nursery Remote Learning Plan (EYFS FS1)

Morning session:

- ❖ 9.00am: Live/ recorded session of 15 minutes Phase 1 Phonics/ Counting song or Maths activity or Squiggle (gross motor development) to music or Dough Disco (or other practical fine motor development activity using everyday items available in the home). Parents to share the activity WITH their child.

- ❖ 9.15am: Children will then have independent 'Being Busy' Play Time

- ❖ 10.15am: Snack and Chat time.

- ❖ 10.30am: Parents to choose an activity from the activity list below

- ❖ 11.45 -12.00noon: Live/recorded story session using a picture book or story telling session with 'story sack' puppets.

Afternoon session:

- ❖ 12.15pm: Live/ recorded session of 15 minutes Phase 1 Phonics/ Counting song or Maths activity or Squiggle (gross motor development) to music or Dough Disco (or other practical fine motor development activity using everyday items available in the home). Parents to share the activity WITH their child

- ❖ 12.30pm: Children will then have independent 'Being Busy' Play Time

- ❖ 1.30pm: Snack and Chat time.

- ❖ 1.45pm: Parents to choose an activity from the activity list below

- ❖ 3.00 - 3.15pm Live/recorded story session using a picture book or story telling session with 'story sack' puppets.

Daily Home Learning Activities for parents to choose from:

- Make play dough together (recipe and instructions to be given).
- Share, and talk about a picture book together.
- Read short stories especially ones your child knows well that they love to join in with!
- Draw, colour or paint a picture.
- Bake cakes, biscuits or other yummy things!
- Let your child help with the washing up (remove the knives and sharp implements first!).
- Encourage your child to talk and have little conversations about things that interest them.
- Play 'schools' – all children enjoy pretending they are the teachers!
- Pretend together and dress up.
- Make 'small worlds' together with everyday household items and little dolls, soft toys, vehicles, toy animals or dinosaurs etc.
- Build with Lego or other construction sets you may have.
- Make models such as a 'robot', 'space ship or 'rocket', 'car', 'fire engine' 'castle', 'house' with empty food cartons and boxes.
- Wrap up warm and go outdoors for a walk, talking about what you see, for example birds flying in the sky or sitting in trees,
- On your walk play games 'spotting' and counting things such as
    - red/ white/ blue/green/silver cars,
    - numbers or shapes around you on doors, windows, road and street signs, vehicles etc
    - Have a 'number of the day' to try and 'spot' for example in the supermarket aisles and food packets and clock faces.
- Outside use chalk to draw pictures together on the flagstones, floor or pavement – be very careful if near the road and parked cars!
- Kick a ball and score 'goals'. Keep count by drawing lines on the floor in chalk or on paper with a pencil.
- Visit the park and play 'challenge' games such as climbing and balancing (supervised and being safe) having running, jumping or hopping races!
- Throw and catch a teddy or a ball and try not to drop it!
- Sit down together and watch a You Tube episode of:

    - Numberblocks 1-10
    - Alphablocks
    - Come Outside episodes 'Apples',
      Come Outside 'Bread'
      Come Outside 'Spiders',
      Come Outside 'A windy day',
      Come Outside 'A woolly jumper',
      Come Outside 'Rubbish'

Parents will be encouraged to save/ photograph children's creative work and activities so that these can be incorporated into the child's Learning Journey Folder where possible.

Appendix 3: EYFS (FS2) Remote Learning Timetable 2020

8.35am	9am 15 mins	9.15 (30 mins)	9.45am (30mins)	10.15am (15mins)	10.30am (45mins)	11.15am (45mins)	12noon – 1pm	1pm – 1.20pm	1:20-2pm (40 mins)	2pm (30 mins)	2.30pm (15 mins)
*Registration and welcome	Wake & shake (Jump start Johnny, Go Noodle, Other)	**Phonics** (PowerPoint & differentiated activity)	**Get busy activities** (Choose 1/2 practical activities from list)	**Break/Snack & Discussion Time** (Live Session to catch up with children)	**Literacy** (Story/whole class input & differentiated activity)	**Get busy activities** (Choose 2/3 practical activities from list)	**Lunch**	**Dough Gym/Funky Fingers** Playdoh recipe and activities will be provided (	**Maths** (Whole class input via ppt or Numberblocks episode & differentiated activity	**Get busy activities** (Choose 1/2practical activities from list)	Story and Discussion
*Registration and welcome	Wake & shake (Jump start Johnny, Go Noodle, Other)	**Phonics** (PowerPoint & differentiated activity)	**Get busy activities** (Choose 1/2 practical activities from list)	**Break/Snack & Discussion Time** (Live Session to catch up with children)	**Literacy** (Story/whole class input & differentiated activity)	**Get busy activities** (Choose 2/3 practical activities from list)	**Lunch**	**Dough Gym/Funky Fingers**	**Maths** (Whole class input via ppt or Numberblocks episode & differentiated activity	**Get busy activities** (Choose 1/2practical activities from list)	Story and Discussion
*Registration and welcome	Wake & shake (Jump start Johnny, Go Noodle, Other)	**Phonics** (PowerPoint & differentiated activity))	**Get busy activities** (Choose 1/2 practical activities from list)	**Break/Snack & Discussion Time** (Live Session to catch up with children)	**Literacy** (Story/whole class input & differentiated activity)	**Get busy activities** (Choose 2/3 practical activities from list)	**Lunch**	**Dough Gym/Funky Fingers**	**Maths** (Whole class input via ppt or Numberblocks episode & differentiated activity	**RE** Short video/input	Story and Discussion
*Registration and welcome	Wake & shake (Jump start Johnny, Go Noodle, Other)	**Phonics** (PowerPoint & differentiated activity)	**Get busy activities** (Choose 1/2 practical activities from list)	**Break/Snack & Discussion Time** (Live Session to catch up with children)	**Literacy** (Story/whole class input & differentiated activity)	**Get busy activities** (Choose 2/3 practical activities from list)	**Lunch**	**Dough Gym/Funky Fingers**	**Maths** (Whole class input via ppt or Numberblocks episode & differentiated activity	**Get busy activities** (Choose 1/2practical activities from list)	Story and Discussion
*Registration and welcome	Wake & shake (Jump start Johnny, Go Noodle, Other)	**Phonics** (PowerPoint & differentiated activity)	**Get busy activities** (Choose 1/2 practical activities from list)	**Break/Snack & Discussion Time** (Live Session to catch up with children)	**Literacy** (Story/whole class input & differentiated activity)	**Get busy activities** (Choose 2/3 practical activities from list)	**Lunch**	**Dough Gym/Funky Fingers**	**Maths** (Whole class input via ppt or Numberblocks episode & differentiated activity	**Get busy activities** (Choose 1/2practical activities from list)	Story and Discussion

Appendix 4: KEY STAGE 1 Remote Learning Timetable 2020

8.35am	9am 30 mins	9.30 (60 mins)	10.30am (15mins)	10.45 (60mins)	11.45am (15mins)	12.00-1pm (60mins)	1:00 to 2.45pm (1hr 45mins)	
*Registration and welcome	PE with Joe/ Other	English (including 15 min phonics)	Break	Maths	Reading/ phonics	Lunch and Joe Wicks	Science	
*Registration and welcome	PE with Joe/ Other	English (including 15 min phonics)	Break	Maths	Reading/ phonics	Lunch and Joe Wicks	Topic	
*Registration and welcome	PE with Joe/ Other	English (including 15 min phonics)	Break	Maths	Reading/ phonics	Lunch and Joe Wicks	Topic	
*Registration and welcome	PE with Joe/ Other	English (including 15 min phonics)	Break	Maths	Reading/ phonics	Lunch and Joe Wicks	Topic	
*Registration and welcome	PE with Joe/ Other	English (including 15 min phonics)	Break	Maths	Reading/ phonics	Lunch and Joe Wicks	RE (1 hour)	Story time or Music

*including prayer, thoughts for the day, current issues or well-being activity

Appendix 5: KEY STAGE 2 Remote Learning Timetable 2020

8.35am	9am 30 mins	9.30 (60 mins)	10.30am (15mins)	10.45 (60mins)	11.45am (25mins)	12.10-1pm (50mins)	1:00 to 2.45pm (1hr 45mins)	
*Registration and welcome	PE with Joe/ Other	English	Break	Maths	**Guided Reading	Lunch and Joe Wicks	Science	
*Registration and welcome	PE with Joe/ Other	English	Break	Maths	**Guided Reading	Lunch and Joe Wicks	Topic	
*Registration and welcome	PE with Joe/ Other	English	Break	Maths	**Guided Reading	Lunch and Joe Wicks	Topic	
*Registration and welcome	PE with Joe/ Other	English	Break	Maths	**Guided Reading	Lunch and Joe Wicks	Topic	
*Registration and welcome	PE with Joe/ Other	English	Break	Maths	**Guided Reading	Lunch and Joe Wicks	RE (1 hour)	Spanish or Music

*including prayer, thoughts for the day, current issues or well-being activity

** Choice of reading comprehension, class novel or silent reading

Appendix 6: Proposed Packs for Remote Learning

Robins	Key Stage 1
Phonics mat Counting kids/objects x10 Number cards to 10 Coloured pencils (LM) Whiteboard, pen and rubber Chunky pencil Plain paper Letter formation sheets Additional items 3 reading books Sheets for the two weeks (if appropriate) Login details Chromebook (if needed)	Phonics mat Tricky words Counting kids/objects x20 Number square and/or number line Whiteboard, pen and rubber Green exercise book Coloured pencils (LM) Pencil Additional items 3 reading books Comprehension cards Spellings and linked handwriting Sheets for the two weeks (if appropriate) Login details Chromebook (if needed)

Lower Key Stage 2	Upper Key Stage 2
Linked science/topic reading comprehension	Class novel
Number square or number line	Reading comprehension
Whiteboard, pen and rubber	Linked science/topic reading comprehension
Learning Journal	Target Maths books
Coloured pencils (LM)	Maths equipment
Ruler	Whiteboard, pen and rubber
Pencil	Learning Journal
	Coloured pencils (LM)
Additional items	Pencil
3 reading books	
Comprehension cards	Additional items
Spellings and linked handwriting	2 reading books
Sheets for the two weeks (if appropriate)	Comprehension cards
Login details	Spellings and linked handwriting
Chromebook (if needed)	Sheets for the two weeks (if appropriate)
	Login details
If appropriate for individual children	Chromebook (if needed)
Phonics mat	
Tricky words	If appropriate for individual children
Counting kids/objects x20	Phonics mat/tricky words
EALIP booklet	Counting kids/objects x20
Speech and language programme	EALIP booklet
	Speech and language programme

Appendix 7: Guidance for 1:1 Support Staff

It is expected you have daily contact with your SEND pupil. Follow the guidance below.

Wellbeing:	Access to learning:	Learning:
• Have a minute to 'check in' with your pupil. • Ask how they are feeling • Remember if at any time you are concerned about a pupil's wellbeing or safety contact the DSL.	• Are they accessing google classrooms? • What is going well? • What is not going so well? • Can you provide any advice/ assistance with online learning? • Keep sessions short as you would in school.	• Daily phonics • Daily writing • Daily reading • Daily number work/maths • Topic/ Science • Daily SALT programme

Please make notes and follow up requests as soon as you are able to do so.

If you need to discuss any issues arising out of their SEND needs contact INCO.

If you are concerned about the welfare or safety of a child please contact the DSL.

1:1 Support Staff

Contact Log

Name of Pupil: …………………………………..

Wb:	Day 1	2	3	4	5	6	7	8	9	10	11	12	13	14
Wellbeing 'check in'														
Access to learning														
Going well														
Not going well														
Learning: PE English Maths Reading Science Topic RE Music														
Concerns														