Remote Learning Policy

Perry Hall Primary School

Part of the Perry Hall Multi-Academy Trust

Title	Perry Hall Primary School
Author	Lee Fellows Headteacher
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Approved By Name	Darren Collingswood (Chair of Governors)
Next Review Date	September 2025

Document History

Date	Author	Note of Revisions
29.10.21	CG change???	Pg 4- '**When providing remote learning, *for pupils who aren't in school due to having to isolate and the rest of the year group are in school as usual*, teachers and members of staff with teaching responsibilities are responsible for:'** – the content of this section has been amended to reflect our current plans/expectations.
29.10.21	CG	Pg 4- added in- staff will come back to them as soon as they possible can.
29.10.21	CG	Pg 4- 'Contacting families/children during any period of remote learning- wellbeing calls' – this has been amended to 'During a child's isolation period, staff are to make wellbeing phone calls to the family (frequency of phone calls to be decided based upon the needs and requests of the family), speaking with the child wherever possible'.
29.10.21	CG	Pg 9- '*Home school agreement to be adhered to when a whole class/year groups closes'* added in underneath the example home school agreement.
29.10.21	CG	Throughout- RK removed and Headteacher replaced with Head of School.
07.09.23	CG	Head of School altered to Headteacher
10.09.2024	LF	Teaching Assistant altered to Support Staff

		Parents altered to Parents/Carers
		Designated Safeguarding Lead altered to Designated Safeguarding Lead (DSL)
		Issues with IT – contact Concero altered to Colwyn Technologies
		MDo, GR, DH, NH, CR, CG altered to LF, MDo, GR, DH, NH, CR,

Contents

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1. Aims

This remote learning policy aims to:

> Ensure consistency in the approach to remote learning for all pupils and groups of pupils who are not in school
> Support an effective method of communication between the school and our families
> Set out expectations for all members of the school community with regards to remote learning
> Provide appropriate guidelines for data protection.

2. Roles and responsibilities

Teachers and members of staff with teaching responsibilities

When providing remote learning, teachers must be available between 8.30am and 3.30pm, daily, for pupils, parents and staff:

- Pupils / Parents – via Microsoft Teams / year group emails / well-being phone calls

- Staff – via phone, email, Microsoft Teams for meetings/training etc.

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

When providing remote learning, _when a whole class/year group bubble closes_, teachers and members of staff with teaching responsibilities are responsible for:

> **Setting work when a class/year group bubble closes:**
  o   Year group staff will work together to ensure that appropriately pitched work is set for all groups of pupils across the year group- covering Maths and English daily and other curriculum subject areas over the course of the week
  o   All planning will take place over Teams during staff's usual PPA time

- o All English and Maths will be introduced to pupils via live teaching sessions on Teams (timetables for all live sessions will be sent to parents/carers prior to being implemented). Follow up assignments (differentiated for the range of abilities within the class) for each of these sessions will be created and assigned to children. If pupils experience any difficulties when tackling tasks, they can email into the year group email address and in pairs, staff will video Teams call the pupils to revise any misconceptions. Once submitted, assignments will be responded to by staff.

- o For all other subjects, video/web links will be sent out to support learning and assignments will be set for pupils to complete. An introduction to the afternoon live session will take place on Teams to set the expectations for the afternoon activities to be completed.

- o For those pupils that are unable to access TEAMs, home learning packs will be created for families to collect from the school office. The content of these work packs will follow the same as what is being delivered in the live sessions and follow up assignments. Calls will be made to these families to check in on the progress these pupils are making and to ensure that work is being tackled. If families wish to have these work packs marked they need to bring them to school weekly where they will be quarantined prior to them being marked.

The timetable/teaching and learning expectations – **subject to change dependent on isolation situation**:

- o <u>EYFS and Year 1</u>

    Daily – shared on TEAMs (at a minimum):

    - ▪ Phonics- either live or using pre-recorded videos. Y1 to ensure that a related follow up activity is assigned for pupils.

    - ▪ Live maths session and a related activity set – differentiated assignment set for Year 1.

    - ▪ Story time sessions.

    - ▪ School will provide appropriate tasks and extra support for pupils on an IEP and EHCP.

- o <u>Year 2 and KS2-</u> **subject to change dependent on isolation situation**

    - ▪ Teachers to provide a timetable of live lessons and expectations of work to be completed.

    - ▪ Live lesson introductions to be provided for Maths, Reading and SPAG/English, followed by differentiated independent tasks set through assignments.

    - ▪ Science and Non-Core subjects will be taught using video/web links or via Purple Mash tasks, with a follow up Teams assignment set to be completed.

    - ▪ School will provide appropriate tasks and extra support for pupils on an IEP and EHCP.

For those pupils that are unable to access TEAMs, weekly home learning packs are to be created for families to collect from the school office. The content of these work packs will follow the same as what is being delivered in the live sessions and follow up assignments.

All communication with year groups will be via the year group email address, follow up Teams video calls and phone calls.

> **Providing feedback on work:**

All completed assignments will be acknowledged and marked in the following way:

<u>Maths/English/SPaG/Writing:</u>

- ▪ If the task lends itself to this, mark each question (tick- correct/highlight errors in yellow-incorrect)
- ▪ An overall positive comment to be left
- ▪ If a child has shown major misconceptions- these need to be addressed through a comment or a Teams call if easier.

<u>Afternoon subjects:</u>

- If the task lends itself to this, mark each question (tick- correct/highlight errors in yellow-incorrect)
- An overall positive comment to be left
- For any misconceptions that have been displayed, in your marking comment explain that we'll talk about it in the next lesson. Collate any misconceptions and tackle these the next time the subject is taught with the whole class.

› Keeping in touch with pupils during the period of isolation:

Staff will be available throughout the day and up until 3.30pm for:
- o Providing intervention for any task that pupils are struggling with. Pupils can communicate via the class email address or via phone through the school office
- o Liaising with any families where a pupil persistently fails to complete work- carrying out a courtesy call to the parent/carer to check on the child's well-being and to establish why the work is not being completed. It should be established whether school intervention is necessary
- o Dealing with any concerns/complaints raised by parents/carers- discussing these with the phase leader or a member of the leadership team. Any safeguarding concerns need to be raised immediately with the (D)DSL.

- o Responding to emails from parents/carers (which will be sent through the year group email accounts)- these are to be responded to, within working hours, within 24 hours of receipt.

When providing remote learning, *for pupils who aren't in school due to having to isolate and the rest of the year group are in school as usual*, teachers and members of staff with teaching responsibilities are responsible for:

› Setting work for these individual pupils

- o Where individual pupils need to self-isolate but the majority of their peer group remains in school, our remote education offer will differ from the approach outlined above for whole groups. This is due to the challenges of teaching pupils both at home and in school. We aim to ensure that individual pupils self-isolating are still taught a carefully planned and well-sequenced curriculum with meaningful and ambitious work set each day in a number of different subjects, including providing feedback. However, these timetabled activities will not be introduced and delivered via a live teaching session. A weekly timetable will be made available to pupils with each session entailing a teaching video or teaching instructions and an independent activity to complete. This timetable will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. Work will be provided either through Teams or through a paper home learning pack, dependent upon the preference of the family.

› Providing feedback on work:

- o As outlined above.

› Keeping in touch with pupils during their period of isolation:

- o Staff will be available throughout the day and up until 3.30pm for any task that pupils are struggling with. Pupils can communicate via the class email address or via phone through the school office and staff will come back to them as soon as they possible can.
- o If a pupil persistently fails to complete work, then a courtesy call must be made to the parent/carer by the teacher to check on the child's well-being and to establish why the work is not being completed. It should be established whether school intervention is necessary
- o Any concerns/complaints raised by parents/carers should be discussed with the phase leader or a member of the leadership team. Any safeguarding concerns need to be raised immediately with the (D)DSL.

- o Emails from parents/carers (which will be sent through the year group email accounts) will be responded to, within working hours, within 24 hours of receipt.

Contacting families/children during any period of remote learning- wellbeing calls.

- During a child's isolation period, staff are to make wellbeing phone calls to the family (frequency of phone calls to be decided based upon the needs and requests of the family), speaking with the child wherever possible.

During a period of isolation, staff should attend virtual meetings with staff, parents and pupils (if required):

- o When liaising with parents, children, school or outside agencies, staff must dress professionally and appropriately and continue to follow the MAT dress code
- o Staff must blur their backgrounds when working with children, parents or outside agencies. They must also ensure that meetings take place with minimal background noise.

Local/National Lockdown

In the event of a national/local lockdown, staff will work in school on a rota based system, to support the critical worker and vulnerable children. On these days, the other staff within the year group will pick up the delivery of the online sessions to the year group.

Live learning sessions and assignments will be set as outlined within the section that explains the process of a whole year group/bubble closing.

Support Staff

Support Staff must be available during their normal working hours to either support remote learning or complete alternate directed tasks. This will be confirmed by a member of the leadership team.

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.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching the subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school, including daily monitoring of pupil engagement – CG and SLT

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

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations- DSL, DDSLs, Head of School.

Designated Safeguarding Lead (DSL)

The DSL is responsible for:

> Managing and dealing with all safeguarding concerns

> Put in place a risk register identifying pupils that are at greater risk of being vulnerable when not in school during lock down

> Making at least weekly contact with our vulnerable families during the period when remote learning is taking place – all conversations to be recorded

> All relevant meetings to be attended and recorded for all vulnerable pupils.

Refer to the Safeguarding and Child Protection Policy for further information.

SENCO

The SENCO should:

> Ensure that pupils with IEPs and EHCPs continue to have their needs met while learning remotely

> Liaise with the head of school, the child's class teachers and other organisations to make any necessary alternative arrangements for pupils with IEPs and EHCPs

> Consult with the parents/carers of pupils with EHCPs to update individual risk assessments.

Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

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

> Complete work to the deadline set

> Seek help if they need it from staff

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

> Follow all the statements outlined in the Remote Learning Home School Agreement.

Staff can expect parents with children learning remotely to:

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

> Seek help from the school if they need it

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

> Follow all the statements outlined in the Remote Learning Home School Agreement.

Parents and pupils can expect staff teaching remotely to:

> Ensure that the pupil's wellbeing is at the forefront and children will be asked to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.

> Follow all the statements outlined in the Remote Learning Home School Agreement.

Prior to any child engaging with any live learning sessions via Teams, a remote learning home school agreement permission statement will be obtained from families. An example of a home school agreement is at the end of this document- this may we 'tweaked' to suit the needs of the different age groups of children within the different phases of school.

Governing board

The governing board is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to contact with issues/concerns

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

> Issues in setting work – talk to the relevant subject lead or SENCO (CR)

> Issues with behaviour – talk to the relevant phase leader

> Concerns around behaviour and wellbeing- discuss with a member of the inclusion team (NH, CG, CR, AM)

> Issues with IT – contact Colwyn Technologies

> Issues with their own workload or wellbeing – discuss with phase leader/SLT

> Concerns about data protection – talk to the data protection officer (Jeremy Parkes and Headteacher)

> Concerns about safeguarding – raise concerns immediately with a D(D)SL (LF, MDo, GR, DH, NH, CR,).

4. Data protection

Accessing personal data

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

> Follow our Data Protection Policy and Acceptable Usage policy

> Only use a device provided by school to access data and not their own personal devices.

Processing personal data

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

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

Keeping devices secure

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

> Keeping the device password-protected

> 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 whilst working at home

> Storing the device safely.

5. Safeguarding

The safeguarding of our pupils remains our highest priority, whether the pupil is learning in school or remotely from home. Please refer to and religiously follow our safeguarding policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate with another adult present

- Wear suitable clothing – 'work wear'

- 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

- Maintain the standard of behaviour expected in school

- Use the necessary equipment and computer programs as intended

- Ensure all pupils who are accessing live learning sessions have permission to be online- i.e. their parents/carers have agreed to the remote learning home school agreement

- Always remain aware that they are visible

- Ensure no other family members within the household are visible on screen.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household

- Always remain aware that they can be heard

- The school will communicate to parents via class emails 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.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online and ensure a child's wellbeing

- Ensure parents 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 to useful resources to help them keep their children safe online.

6. Monitoring arrangements

This policy will be reviewed yearly. At every review, it will be approved by the full governing board/committee.

7. Links with other policies

This policy is linked to our:

> Teaching and Learning policy
> Behaviour policy
> The Academy Safeguarding policy
> The Academy Data protection policy
> The Academy Online safety policy
> The Academy Acceptable use policy
> Remote Learning Home-school agreement.

Home school agreement to be adhered to if a whole class/year groups closes and pupils are engaging in live teaching sessions.

Remote Learning Home—School Agreement—Year 4

Perry Hall Primary School

School will...

- Provide a mixture of live lessons, independent activities and other relevant tasks (i.e on Purple Mash, Times Table Rockstars) to continue learning at home
- Respond to completed assignments/tasks through Teams and Purple Mash
- Provide appropriate tasks for pupils who have an IEP or or are on an EHCP
- Contact pupils who do not log in to live lessons to check in on them and their family
- Offer pupils the opportunity to ask for extra help if they do not understand
- Ensure that staff are available between 8.30am and 3.30pm to support with any home learning issues— please email the year group email address to request support.

Pupils will...

- Attend all live lessons unless they have a genuine reason that they are unable to. Please be aware that pupils will be visible to and heard by their year group peers and school staff when in a live session
- Leave profile pictures as initials so that they are easily identifiable in the lesson
- Find a quiet place to join their live lesson and have a pencil and paper to make jottings
- Use the 'Raise your hand' and Chat function to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Blur their backgrounds
- Focus on learning during the live lesson
- Complete Purple Mash and other follow-up activities to practice skills
- Use the chat function for learning ONLY, this is not a social media chatroom
- Remember class expectations still apply - always adhere to the School Behaviour Policy.

Parents/Carers will ...

- Ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning
- Report any absences as usual, via the school office—including COVID 19 symptoms or positive test results for the child or someone within the household
- Ensure their child only uses the platforms for educational purposes
- Monitor the use of their devices for access of other online materials and apps
- Ensure that the *live Teams sessions are not recorded or photographed* in any way.

Please email the following statement into your child's year group email address: ph.y4homelearning@perryhallmat.co.uk

"I, the parent/carer, and my/our child, _____, agree to all the statements outlined in the Remote Learning Home School Agreement."

PERRY HALL PRIMARY SCHOOL REMOTE LEARNING APPROACH

Each day, children from Year 1 to Year 6 will receive the following provision:

- ➢ 1 x 20-30 minute live Phonics (Y1) or Reading (Y2-6) lesson followed by an independent learning task
- ➢ 1 x 20-30 minute live Writing/SPaG lesson followed by an independent learning task (Y2-6)
- ➢ 1 x 20-30 minute live Maths lesson followed by an independent learning task
- ➢ 1 x live story session (Y1 and Y2)
- ➢ Access to a daily/weekly timetable offering additional learning opportunities in the other curriculum areas which follow our school's long term curriculum planning
- ➢ Online access, to tackle tasks outlined within the weekly timetable, to the following: TT Rockstars, Purplemash, MyOn and RWI phonics (if applicable).

At Perry Hall Primary, we provide a tailored, high quality remote education that mirrors the broad and balanced curriculum taught in school. Lessons are adapted to meet the specific requirements of our children including those with individual education plans and special educational needs. Our chosen digital platform is Microsoft Teams where every child can access live lessons in addition to multiple daily assignments and resources for every curriculum area.

Considerations to non-digital approaches to learning have been made: parents can access printed home learning packs containing all the resources they need to enable them to access similar curriculum content to that of their peers accessing online provision.

Our live lessons are engaging, challenging and carefully sequenced- following the appropriate year group skills progression map- in order to ensure that children build on their prior knowledge and obtain the incremental building blocks they need to move onto their next step in learning. Teachers deliver clear, meaningful, accurately pitched lessons where worked examples are modelled in order to facilitate consolidation where necessary. Sessions will be used to encourage interaction between the children and their teacher and will allow children to ask questions and celebrate successes. We feel that these interactions are fundamental to providing motivation and improving learning outcomes for all.

Following our live lessons, staff are available (as and when required) to provide a follow up Teams call to any child who needs the opportunity to revisit a concept at their own pace. Teachers will use these sessions to address common misconceptions and reshape children's knowledge, skills and understanding. In particular, our children with special educational needs may benefit from this opportunity.

~FEEDBACK AND ASSESSMENT ~

- ✓ Each of the daily assignments/work emailed into school will be given feedback by the teacher where it applies
- ✓ Whole class/small group/individual feedback provided during a live session or as an additional session where necessary
- ✓ Questioning during live sessions to demonstrate understanding
- ✓ Clear and high expectations set by staff- examples of high quality learning at home shared with their peers
- ✓ Daily awards 'remarkable remote learner' issued to children to acknowledge commitment to learning at home.

~ BEHAVIOUR EXPECTATIONS WHEN ON SCREEN ~

Usual class and school expectations continue to apply to our live sessions. Staff will regularly revise expectations with children when online. As previously explained, if anything within the home school agreement is breeched then your child may no longer be able to attend live sessions- this will be at the discretion of the leadership team within school.

~ EARLY YEARS FOUNDATION STAGE ~

Our remote learning approach is shaped slightly differently in early years in order to accommodate the age and development point of the children. Remote learning will help parents to support their child's learning by providing families with a carefully crafted range of online, physical and creative learning opportunities.

Teachers provide lessons and resources that balance child initiated play alongside more structured learning opportunities in order to closely replicate the experiences of that in their classrooms. Play is an essential part of early years and reinforces all aspects of children's development: language, creativity, social and em resources provided for remote learning will reflect this and include opportunities f through play.

Children in Two's, Nursery and Reception will receive a weekly home learning grid, range of tasks and activities that they can enjoy completing at home with their fan

In addition, Nursery and Reception will also provide live sessions.

Nursery

15 minute live sessions have been incorporated into the Nursery remote learn structure and provide opportunities for story time, singing, counting, sharing learning outcomes and seeing their friends.

Reception

Live sessions in Reception are 20 minutes, where children learn new skills and re-visit previously taught ones. Parents are aware in advance of any preparation needed ahead of live sessions. During this session, teachers explicitly model and explain skills and processes required to be able to complete the independent follow-up tasks. During the afternoon session, staff will celebrate work and achievements which have been emailed in.

~ REMOTE LEARNING (LIVE SESSIONS) HOME-SCHOOL AGREEMENT ~

Prior to any child engaging in a live session, to ensure that everyone involved in this element of our remote learning process is clear of their role and responsibilities, a home school agreement is in place outlining expectations. Parents/carers will need to discuss the agreement with their child and ensure that they and their child agree to the permission statement.

The purpose of this agreement is to ensure the safeguarding of your child whilst they are live online and to ensure that our live learning sessions run smoothly. If this agreement is breeched in any way, this may result in your child no longer being able to attend live sessions.

Here is an example of a home school agreement.

Remote Learning Home—School Agreement—Year 4

School will...
- Provide a mixture of live lessons, independent activities and other relevant tasks (i.e on Purple Mash, Times Table Rockstars) to continue learning at home
- Respond to completed assignments/tasks through Teams and Purple Mash
- Provide appropriate tasks for pupils who have an IEP or are on an EHCP
- Contact pupils who do not log in to live lessons to check in on them and their family
- Offer pupils the opportunity to ask for extra help if they do not understand
- Ensure that staff are available between 8.30am and 3.30pm to support with any home learning issues– please email the year group email address to request support.

Pupils will...
- Attend all live lessons unless they have a genuine reason that they are unable to. Please be aware that pupils will be visible to and heard by their year group peers and school staff when in a live session
- Leave profile pictures as initials so that they are easily identifiable in the lesson
- Find a quiet place to join their live lesson and have a pencil and paper to make jottings
- Use the 'Raise your hand' and Chat function to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Blur their backgrounds
- Focus on learning during the live lesson
- Complete Purple Mash and other follow-up activities to practice skills
- Use the chat function for learning ONLY, this is not a social media chatroom
- Remember class expectations still apply - always adhere to the School Behaviour Policy.

Parents/Carers will ...
- Ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning
- Report any absences as usual, via the school office—including COVID 19 symptoms or positive test results for the child or someone within the household
- Ensure their child only uses the platforms for educational purposes
- Monitor the use of their devices for access of other online materials and apps
- Ensure that the live Teams sessions are not recorded or photographed in any way.

Please email the following statement into your child's year group email address: ph.y4homelearning@perryhallmat.co.uk
"I, the parent/carer, and my/our child, _____, agree to all the statements outlined in the Remote Learning Home School Agreement."
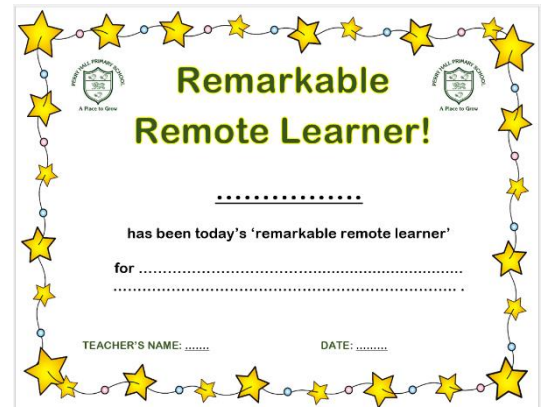
~ PARENTS/CARERS ~

Remote learning presents incredible challenges for us all- not least parents and carers educating children from home. Our approach aims to be as flexible, straightforward and accessible to all as possible, ensuring that communication is consistently of a high quality and children are challenged in order to maintain high levels of engagement. You can help support your child in many ways:

- Positive encouragement to engage in every daily live session
- Reinforcing high expectations of quality outcomes
- Review assignment submissions regularly to ensure they are up to date- it is the expectation that every daily assignment is complete.

~ PRAISE AND REWARDS ~

Our usual Good to be Green behaviour scheme is difficult to apply to remote learning and the principles that underpin the system require children to physically be in school for it to be effective. During remote learning, praise and rewards will be evident in the following ways to celebrate successes and provide motivation:

✓ Praise will be evident, at an individual level, within marking feedback/responses of work from staff
✓ Praise will also be evident throughout live sessions at a whole class level and, where appropriate, at an individual level
✓ Examples of high quality learning produced at home will be shared and celebrated with children's peers throughout the week in order to celebrate outcomes of work and to provide motivation to improve learning outcomes for all
✓ Personalised awards will be issued, via email from year group staff, to acknowledge a child's commitment to learning at home.

Remarkable Remote Learner!

....

has been today's 'remarkable remote learner'

for ....
....

TEACHER'S NAME: ....   DATE: ....

~ REMOTE EDUCATION FOR INDIVIDUAL SELF ISOLATING PUPILS ~

Where individual pupils need to self-isolate but the majority of their peer group remains in school, our remote education offer will differ from the approach outlined above for whole groups. This is due to the challenges of teaching pupils both at home and in school. We aim to ensure that individual pupils self-isolating are still taught a carefully planned and well-sequenced curriculum with meaningful and ambitious work set each day in a number of different subjects, including providing feedback. However, these timetabled activities will not be introduced and delivered via a live teaching session. A weekly timetable will be made available to pupils with each session entailing a teaching video or teaching instructions and an independent activity to complete. An example of what this looks like visually is below:

	9:00 to 9:30 Times Tables Rockstars	9:30 – 10:30 Maths	11:00 – 11:30 Reading	11:30 – 12:30 English	13:30 – 15:00 Topic
Mon.	Challenge yourself to some times tables challenges. Don't forget to look out for tournaments set by your teachers https://play.ttrockstars.com/auth/school/student	Dividing mentally Watch the teaching video and download the worksheet https://classroom.thenational.academy/lessons/dividing-mentally-chj3gc	Take some time to read your book from school or one of your own books	Punctuation for speech Watch the teaching video and download the worksheet https://classroom.thenational.academy/lessons/to-revise-speech-punctuation-cngp8t	Science – Number 6 – What a Gas Download the PDF and follow the task sheet. https://pstt.org.uk/resources/curriculum-materials/Science-Fun-at-Home
Tues	Challenge yourself to some times tables challenges. Don't forget to look out for tournaments set by your teachers https://play.ttrockstars.com/auth/school/student	Dividing using knowledge of multiples Watch the teaching video and download the worksheet https://classroom.thenational.academy/lessons/dividing-using-knowledge-of-multiples-cmt3ed	Take some time to read your book from school or one of your own books	To gather information for a newspaper report Watch the teaching video and download the worksheet https://classroom.thenational.academy/lessons/to-gather-information-and-evidence-for-a-newspaper-report-75h6ad	Tudors – Rich and Poor Watch the video and download the teacher notes for ideas on what you could do. https://www.bbc.co.uk/teach/school-radio/history-tudors-rich-and-poor/z64gf4j

~SUPPORT~

Planned opportunities for children with individual education plan targets will be incorporated into the weekly timetable to ensure children continue to make progress in their identified area of need.

Should you need any support obtaining digital devices or additional data for access to the internet, please do not hesitate to get in touch. We will always do our best to support you where we can.

perryhallprimaryschool@wolverhampton.gov.uk