FRMAT Blended Learning Policy
DRAFT

September 2020

Contents

M

Section One: Policy

1a) Statement of Intent
1b) Legal Framework
1c) Blended Learning Methods and Resources

- Synchronous Teaching and Learning
- Asynchronous Teaching and Learning
- Marking and Feedback

1d) Provision and Servicing of Technology
1e) Safeguarding and Online Safety
1f) Specific support for Vulnerable Children
1g) Food Provision
1h) Costs and Expenses
1i) Data Protection
1j) Covid-19 Contingency Planning
1k) Monitoring and Review

Section Two: Lessons informing our policy:

2a) Access to technology at home
2b) Utilising best practice developed in school at home
2c) Striking the right balance between academic and non-academic home learning activities
2d) Principles of maintaining positive mental health and wellbeing for children
2e) Staff skills, confidence and wellbeing
2f) Communication and feedback
2g) Additional support needed for vulnerable children
2h) Enabling inclusive home-based learning
2i) Working with and engaging parents
2j) Safeguarding and GDPR
2k) Safe and effective home working principles for staff

Section One: FRMAT Policy for Remote Learning

1a) Statement of Intent

At the start of the COVID-19 outbreak, Five Rivers MAT executed a plan for the initial and ongoing closure of the academies to safeguard life as part of the national and global strategy for slowing down and minimising the impact of the pandemic. This plan included a swiftly crafted strategy for ensuring children could continue to learn from home during the lockdown period.

The lessons from this period have been reviewed and practices strengthened to support the development of our Remote Learning Policy. This policy sets out the procedures to be followed in future full or partial lockdown situations and blended learning for the isolation of bubbles.

Throughout this document, the term 'home learning', rather than 'home schooling' will be referred to. This is because the term 'home schooling' may give the impression of creating a virtual school day. The new blended learning does not mirror the education in school but adapts the learning to maximise access for children learning at home.

This document has been developed in conjunction with the DfE expectations for remote education support (see Appendix A).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-__Explanatory_Note.pdf

DfE has specified that the direction is "to provide legal certainty for all involved in the education sector" and makes clear "schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (Covid-19)".

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

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, 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 child 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.

Remote Learning Principles

We aim to
- provide a child who is self-isolating but well enough to come to school with a blended curriculum that closely matches what they would receive in class as requested by the government;
- ensure that pupil premium and other disadvantaged pupils are supported appropriately and are not disadvantaged for want of technology or support from family members;
- ensure that the children in class and remote learners have fair and equitable access to teacher and TA attention (within reason);
- support teachers to manage remote learning so that any increase in workload is minimal.

Please note: remote learning is for pupils who are self-isolating and well enough to attend school. It is not appropriate for pupils who are absent from school for non-COVID reasons to access remote learning.

1b) Legal Framework

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

- 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)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

The Principal of each academy in the trust, in collaboration with the CEO and Trust Board will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all children of compulsory school age.
- Providing remote education to children below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Guidance for full opening: schools'.

This policy operates in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **FRMAT Information Governance Toolkit**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Behaviour Policy**
- **Accessibility Policies – ABB and TM**
- **Marking and Feedback Policy**
- **Curriculum Policy**
- **Assessment Policy**
- **Online Safety Policy**
- **Health and Safety Policy**
- **Attendance Policy**
- **ICT Acceptable Use Policy - within the FRMAT Staff Code of Conduct**
- **Staff Code of Conduct**
- **Children Missing in Education Policy**

1c) Blended Learning Methods and Resources

In the event of the need for children to access learning remotely, the trust will provide a range of different teaching methods to help explain concepts and address misconceptions easily. The teaching and learning will be a blend of synchronous (real time teaching) and asynchronous (alternatives to real time teaching).

Teachers should identify the learning aims first and then consider which application or approach fulfils those needs. This may involve:

- Providing content in short sessions and repeating over time
- Using worked examples where possible for children to refer to and enabling children to check their understanding so that they know they are making progress
- Using self-marking quizzes (e.g. Microsoft Forms)

- Using platforms such as Microsoft Teams for submission of work or to provide feedback
- Specialist programmes where children can log in to personalised sessions
- Synchronous (live) sessions delivered by teacher, TA or specialist in delivering a particular intervention or lesson to individuals, groups or whole classes
- Providing asynchronous (recorded) sessions that can be accessed at the child's convenience
- Guided tasks with scaffolded support resources (homework style)
- Paper based projects, e.g. cooking / baking at home for DT projects or creating an art piece
- A physical challenge whereby the child completes the challenge at their own convenience (e.g. a timed activity which is included in the pack whereby the child completes a chart or they record themselves participating in it and then share the video with the teacher on Teams – with parental permissions following safeguarding protocols)

Whether synchronous or asynchronous, the following principles apply when children are learning at home:

- All learning should be NEW and should build on children's prior learning.
- Teachers should ensure that the home learning offer includes a mix between academia and experiential learning which should be planned to match as closely as possible with the curriculum provided at school.
- There should be a balance of consolidation of knowledge for fluency, physical health and fitness, creative or imaginative challenges and wellbeing activities.
- Opportunities for peer interaction should be considered as a way of motivating children and improving outcomes.
- Learning packs will be produced (see Appendix H) and will include learning for a maximum of a 2-week period as a default (to accommodate the current isolation period of 14 days for Covid-19). However, if home learning needs to continue for a longer period for whatever reason, the learning will be reviewed and adjusted accordingly. There may be a temporary narrowing of the curriculum for the 2-week period with the expectation that the timetable can be adjusted to compensate for missed learning in other subjects on the return to school.
- Lesson plans should be adapted to ensure that curriculum remains fully accessible and inclusive via remote learning. (See Appendix I – subject guides)
- Prolonged periods of screen time should be avoided.
- Learning should be supported and facilitated by the provision of ready-made resource packs which are age and stage appropriate. (These may include white boards / pens, pencils, paper, craft materials, scissors, glue, reading books, exercise books, log in information for computer-based learning etc). These should be sent home with the child(ren) on day one.

- All resources provided to children along with the date on which they were supplied should be recorded by the teacher.
- All resources should be returned by the child / family when the child returns to school.
- Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The high-quality teaching practices that have embedded independent learning strategies should continue to be used. These include writing toolkits, knowledge organisers, assessment criteria, WAGOLLS, self-review tables, word banks, key visuals, dictionary skills, extension tasks etc.
- On the occasions where individual children are needing to isolate (not a whole bubble), the child (in most cases) will be given a paper pack of work to complete. There may be occasions where an in-school tutor can support their learning synchronously during Teams.
- Parents should view any periods of home learning as normal school days and this means that we expect parents to co-operate and facilitate the home learning process.
- The SENDCo will arrange additional support for pupils with SEND which will be unique to the individual's needs.

Synchronous teaching and learning:

The trust recognises that interactive live lessons are most effective in aiding children's motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Synchronous teaching and learning across FRMAT will take place in line with the following principles:

- The arrangements for any 'live' classes will be communicated via ParentMail and a hard copy letter to parents no later than one day before the allotted time. This information will also be given verbally as the child leaves school to commence home learning.
- All live lessons must be delivered using the academy's approved Microsoft Teams or Zoom account, for which all children and staff have been issued with a log in.
- Where the teacher is delivering a lesson to children in the classroom and live streaming to children at home at the same time there are specific safeguarding regulations which must be adhered to. These are outlined in section 1e of this policy.

- All synchronous learning will include a regular reading session. Additional whole class books have been purchased so that every child can have one to take home in their home learning pack.
- The trust recognises that certain subjects are more difficult to teach remotely, e.g. music and PE. Teachers will provide effective substitutes for live teaching such as video demonstrations.
- All teachers have received training on how to deliver live lessons via Microsoft Teams or Zoom. There is an expectation therefore that all teachers and teaching assistants utilise the Microsoft Teams / Zoom programme to support their children's learning. The team are encouraged to share best practice and top tips for the delivery of synchronous teaching and to share resources across year groups to support a reduction in workload.

Top Tips
- A school laptop should be used for the Teams login. This means that the class computer can be used for teaching and Teams is separate.
- It is useful to screen-share the flip chart although some people have found that if you point the laptop camera at the computer screen the children can see the flip charts clearly enough.
- Teacher and TA should pop into camera shot regularly to check in with the child so that they don't feel isolated.
- Other children in the class should not be on camera. A child with appropriate photo permission can be used as a partner for partner talk where appropriate.
- Teachers should give consideration to when it is appropriate to mute the microphone (such as when disciplining a child in the class).
- For Teams it is best to start the meeting at the start of the day and leave it open all day. Camera and microphone should be turned off during break and lunchtimes. Prior to going out for break or lunch it is useful to enter in the chat box what time a child is expected back.
- For Zoom, EYFS & Y1 teachers should admit children for short teaching sessions at scheduled times.
- Teachers may find it necessary to wear a headset with a mic so that remote learners can hear more clearly.
- When uploading a word document on assignments by default it uploads as a document the children can't edit. You need to click the three dots on the document upload tab and change this to 'students edit their own copies'. These files will then auto save and it's easy for children to hand in.

Asynchronous teaching and learning:

We know from our own in-school practice and in connecting with research that supporting children to work independently can greatly improve outcomes.
Our asynchronous teaching and learning offer facilitates supported independent learning and can take place in the following ways:

- Through the provision of guided learning packs which set out a clear timetable and expectation of work that needs to be completed each week.
- Children can access the academy websites which hold a suite of home learning tasks and projects.
- Reading books (which are provided to each child)
- Pre-recorded video or audio lessons
- Oxford Reading Buddy, Study Ladder, Bug Club and TT Rockstars should be used by children learning at home as these have proven successful in both motivating children to learn and provide instant feedback through the award of certificates and points. The teacher can also log in to check in on individual and whole class progress.

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

Where learning takes place asynchronously, teachers should ensure that there are clear instructions as to what is expected. This should be presented in a way in which is suitable for the age and stage of the child.

Marking and Feedback

To reduce workload for teachers, it is not expected that every piece of work will be marked in exercise books during the period of home learning. Instead, the work should be used as a benchmark for future planning where any common misconceptions or gaps are identified.

If children are learning synchronously via Microsoft Teams or Zoom, the 'chat' function should be enabled to give opportunities for live communication and feedback during the lesson, like those available in school. In this case, children can show their work on the camera and ask questions using the chat function or by raising their hand.

For asynchronous learning tasks children can either email a copy of their work directly to the teacher via Microsoft Teams or parents can be encouraged to email a photograph of their child(ren)'s work to the teacher for feedback or to seek clarification on behalf of their child if necessary.

Children are expected to complete the work set during the period of home learning and teachers will support them to do so. Teaching staff will contact parents if their child is not completing their school work or their standards of work has noticeably decreased. Parents should inform the teacher as soon as possible if school work cannot be completed for whatever reason.

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

The trust endorses a variety of formative assessment and feedback methods, e.g. through quizzes and other asynchronous methods of learning such as Oxford Reading Buddy, Study Ladder, Bug Club and TT Rockstars. These should be used

routinely by children as these have proven successful in both motivating children to learn and provide instant feedback through the award of certificates and points

The academy will monitor participation and child engagement with remote education, as well as motivation levels and progress. Any concerns will be discussed with the parent via telephone as a means of identifying any additional support that can be put in place.

See also Appendix I for subject specific guidance.

1d) Provision and Servicing of Technology

Much of the home learning, whether synchronous or asynchronous will involve the use of a computer or laptop. Where children and families do not have access to suitable digital devices at home, they can be loaned to them by the academy. Significant investment has been made by the MAT to ensure technology is available to those in need in the event of home learning being necessary.

All laptops have been configured to support remote communications and have built in cameras and microphones. A link has also been installed to the trust's Virtual Learning Environment (VLE) which has been developed in partnership with the EdTech Sheff Hub and funded by the Department for Education. Links have also been added to the home page to enable children to access online learning platforms as necessary.

The following principles apply:

- If a family requires the loan of an academy laptop / dongle, these should be provided in a laptop bag to protect the equipment during transit.
- Children and parents will be required to maintain the upkeep of any equipment loaned.
- Within the laptop bag should be a laminated list of expectations (including those in relation to safeguarding) which is to be read and adhered to by both the child and the family. This laminate also gives advice on how to facilitate effective home learning and the environmental factors that support this. This is available for reference in Appendix B. Additional support should be offered to families to be able to access this information through translation or demonstration where necessary.
- A register should be kept by the academy to ensure technology is signed out and tracked.
- All laptops will be serviced and reconfigured as necessary by the Trust IT technicians at regular intervals to ensure adequate upkeep and maintenance.
- The Trust IT technicians are not responsible for providing technical support for technology that is not owned by the academy.

- The academy will ensure that all school-owned equipment and technology used for remote 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.

1e) Safeguarding / Online Safety

Home learning brings added complexities in relation to the safeguarding of children in that they aren't being seen in person every day. In addition to this, there are many other factors to consider regarding e-safety and the monitoring of internet usage throughout the school day.

It is critical that safeguarding remains the highest priority whether children are learning in school or at home.

The Trust's Safeguarding Policy (updated for Covid-19) should be read in conjunction with this policy.

Our core procedures for safeguarding and ensuring online safety during periods of home learning are:

- The academies' Agreed User Protocols for staff, children and parents apply unless the Principal decides otherwise for safeguarding purposes.
- The Online Safety Coordinator should be consulted for advice as usual.
- Staff should always take every opportunity to reinforce positive online safety messages.
- Staff should only use their personal devices in the last resort and with permission from the Principal.
- No pupil information should be downloaded and kept on personal devices.
- Staff must not use social media apps with children.
- Staff should not set up their own systems of communication with children. The method should be chosen by the school and approved by the Principal.
- If children are being asked to share photos of their work with their teacher, the teacher should remind them about key messages around online safety and the school's usual policy around photographs should apply.
- Videoconferencing will require parental involvement in the conference.
- Academy staff should not use WhatsApp or Facebook Messenger etc for video calling/conferencing. These would require sharing of personal mobile numbers or Facebook accounts with children which may lead to safeguarding concerns.
- Staff should only use generic school-based accounts and apps to communicate with children. Under no circumstances should staff use their personal accounts for this work.
- If staff are holding video conferencing live sessions with children of any age, this must be with parental permission which is obtained prior to the

commencement of home learning. An example of an agreement between the academy and the parent is contained in Appendix G.

- It is good practice to have at least two adults in the conference at any one time. Where this is not possible, live sessions should be recorded. Recordings are not to be shared or viewed unless a safeguarding need arises. The recording is to be stored for one year and then deleted.
- Parents should be available to give a virtual hello at the start of the session and a virtual goodbye at the end of the session. This is to reassure the teacher that the parent is monitoring the child's use of the internet and that the child is not home alone. There is no need for the parent to be present for the whole of the session, but it should be made clear that they are invited to pop in at any point.
- When videoconferencing, teachers and children should be appropriately dressed and in a living space, i.e. not a bedroom.
- The children have produced their own set of protocols for safe online learning, which should be followed. These can be found in Appendix D.
- The academy 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 SENCO. There may be the need for the parent to attend the whole session with the child.
- Children not using devices or software as intended will be disciplined in line with the Behaviour Policy and the parents notified.
- Each child who is learning from home should be contacted daily by the class teacher to ensure they can be accounted for and to 'check in' on their wellbeing. Our blended learning strategy for isolating bubbles will be based on daily interaction with the teacher, teaching assistant or member of senior leadership. If the teacher is unwell and unable to teach remotely, there may be another teacher from the team that takes the lead. This is set out in our FRMAT Staffing Capacity Scenario Planning for Covid-19 Isolation (see Appendix C).
- Any child who cannot be contacted should be targeted by the pastoral team to establish their circumstances and provide the necessary support.

During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
- 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.

The academy will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

1f) Specific Support for Vulnerable Children who are Learning Remotely:

The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

the DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

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

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits will:
- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the DSL 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.

1g) Food Provision

Following the need to initiate home / remote learning for a child or a bubble of children, free school meals will continue to be made available to those eligible.

Where a child who is eligible for free school meals needs to learn from home, a food hamper will be available for delivery or collection.

Where children are not eligible for a free school meal and families are unable to access food provisions at home, the academy will continue to provide support via the pastoral teams. This includes effective signposting to local food banks and supporting families via MAST or social care where appropriate.

1h) Costs and Expenses

The academies will not contribute to any household expenses incurred while children learn remotely, e.g. heating, lighting, or council tax.

The academies will not reimburse any costs for travel between children's homes and the school premises.

The academies will not reimburse any costs for childcare.

1i) Data protection

This section of the policy will be enacted in conjunction with the trust's Toolkit and Policies for Information Governance.

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

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

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.

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

All contact details will be stored and retained in line with the Records Management Policy.

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

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

Any unintentional breach of confidentiality will be dealt with in accordance with the trust's policies on information governance.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy and / or the Disciplinary Policy and Procedure.

1j) Covid-19 Contingency Planning

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the academies will implement provision for remote learning to ensure children never miss out on education. We will ensure that our curriculum is inclusive and accessible to all.

This section outlines additional measures that will be implemented for delivering remote learning during the pandemic.

The academies will work closely with the LA to ensure the premises are COVID-secure, and will complete all necessary risk assessments.

The academies will work closely with the local health protection team when local restrictions apply and implement the provisions advised.

The trust has developed a contingency escalation plan to ensure enhanced measures can be put in place quickly as local infection rates rise and fall. This is available in Appendix E.

The academy will communicate its plans for local restrictions with parents, including which pupils it will remain open to and which pupils will receive remote education.

The academy will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.

If local restrictions are not applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, these tiers will not apply. The school will remain fully open to all those not required to self-isolate.

Tier 1 local restrictions

The academies will remain open if tier 1 restrictions are in place, and wide scale remote learning will not be provided at this time.

Tier 2 local restrictions

The academies will remain open if tier 2 restrictions are in place, and wide scale remote learning will not be provided at this time.

Tier 3 local restrictions
The academies will remain open if tier 3 restrictions are in place, and wider remote learning will not be provided at this time.

Tier 4 local restrictions
The academies will limit on-site attendance to just vulnerable pupils. All other pupils will receive remote education in line with this policy.

1k) Monitoring and Review

COVID-19 is an unprecedented emergency that is impacting greatly on all schools. There have been no other circumstances in recent history which have demanded the need for such extraordinary measures.

Leaders and staff in both academies have responded with extraordinary speed to establish routines and approaches as quickly as possible to support children while the majority of staff are well and available for work. In an emergency, there is a tendency, and often a need, to solve problems quickly.

In this context, however, we also need to see home learning as something that will develop dynamically and improve over time as we share our practice and develop our resources. We are unlikely to get everything right straight away and so this policy will remain under regular review. We remain to be 'outward looking' and are linked to networks locally and nationally, which all help with sharing best practice.

Section Two: Lessons Informing Our Strategy

The lockdown period provided invaluable lessons with regards to how we needed to strengthen our practices to support a more sustainable and blended home learning programme for our children and families.

Here, we reflect on each aspect of provision which has informed our policy.

2a) Access to technology at home

According to the EEF (Education Endowment Fund) ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

Lessons

At the start of the lockdown period, school leaders conducted a quick survey of parents to identify what, if any, technology and internet connectivity was available for the child to use at home.

It was found that out of those who responded the percentage of families with adequate technology and connectivity was relatively low. Even where families did have technology available, their broadband did not enable extended access to the internet. Often, the only technology available was a smartphone which was not practical for enabling access to online learning.

We also found that if there were a number of siblings in the household, the younger children struggled to access online resources. Generally, the older child was given priority.

The small sample of live zoom sessions (synchronous learning) offered during lockdown proved to be very popular and these were well attended if the technology was available at home. Equally, accessing pre-recorded or project style work which could be completed offline (asynchronous learning) was also popular.

Zoom parent meetings were popular and well attended.

How we have enhanced our practice:

A key element of the FRMAT home learning strategy is to invest in additional technology that can be taken home with the child to support their continuity of learning. Without adequate technology at home, the child loses crucial learning opportunities in the absence of remote communications.

A heavy investment has been made from MAT reserves to significantly enhance the home learning offer for our families and Covid-19 recovery plan. This will ensure that **every family**, regardless of their economic status, can access learning.

New laptops and dongles have been purchased by the MAT based on an extended assessment of need. These are available for children to take home with them if they need to isolate for a period of time and or to facilitate additional learning as part of their individual catch-up plan.

A register is kept to ensure technology is signed out and returned following the period of home learning.

All laptops have the necessary functionality to support remote communications including a camera and microphone and the Microsoft Teams / Classrooms software. A link is also installed to our Virtual Learning Environment (VLE) which has been developed in partnership with the EdTech Sheff Hub and funded by the Department for Education. Links are also added to the home page to enable children to access online learning platforms e.g. Times Table Rockstars, Oak Academy (https://www.thenational.academy/), and the BBC (https://www.bbc.co.uk/bitesize).

Each laptop is secured in a laptop bag and within the bag is a laminated list of expectations (including those in relation to safeguarding) which is to be read and adhered to by both the child and the family. This laminate also gives advice on how to facilitate effective home learning and the environmental factors that support this. This is available for reference in Appendix B. Additional support will be offered to families to be able to access this information through translation or demonstration.

The Trust will also, by means of enhancing our provision, apply for additional laptops via the DfE 'Free Laptops for Schools' Scheme.

2b) Utilising best practice developed in school at home

We know from our own practice and in connecting with EEF research that supporting pupils to work independently can greatly improve learning outcomes. Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

Lessons

Our high-quality teaching practices that have embedded independent strategies as part of normal class-based lessons have ensured that children are able to use the support resources appropriately and adeptly during lockdown.

These include:

- Writing toolkits
- Knowledge organisers
- Assessment criteria
- WAGOLLS (what a good one looks like – model)
- Self-review tables
- Word banks
- Key visuals (Communicate in Print resources)
- Dictionary skills
- Extension tasks (mathematics)

Children's confidence in the use of applications such as Microsoft Teams and Zoom was limited due to lack of experiential use in school.

How we have enhanced our practice

We have tried and tested strategies for supporting independence in learning and we intend to re-create the same or similar resources for use at home to ensure familiarity in application.

We are providing regular opportunities for children to access applications such as Zoom and MS Teams whilst at school so that they become familiar with them in preparation for home learning.

2c) Striking the right balance between practical and theoretical home learning activities

We knew from the very beginning of our planning for closure that there needed to be clear principles for the home learning offer which would include a blend of practical and theoretical home learning activities.

There needed to be a balance of consolidation of knowledge for fluency, physical health and fitness, creative or imaginative challenges and wellbeing activities. We also knew that whilst the practical resources would develop and adapt, the guiding principles would remain consistent.

As the EEF (Education Endowment Fund) research concludes, teaching quality is more important than how lessons are delivered. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching"). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

The EEF also concludes that peer interactions can provide motivation and improve learning outcomes. Multiple reviews highlight the importance of peer interaction during remote learning as a way to motivate pupils and improve outcomes. Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content. The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

The academies publicised a range of online resources that could supplement the offer from individual class teachers.

All resources were shared by the websites, Facebook, Twitter and email.

Lessons

Access to learning was analysed to further support our understanding of how effective the strategies were for different ages and stages taking into consideration our families' capacity to support their children.

We knew at the start of our planning that many of our children have multiple siblings and parents that would be working from home or only available for short periods of support - the lockdown experiences confirmed this. The amount and quality of adult support varied greatly from household to household. As such we know that all tasks set need to be accessible with minimal support and clear instructions available for any adults who can engage with their children's learning.

Families fed back that they did not want their children in front of a screen for prolonged periods and that they preferred paper-based tasks for younger children.

The zoom lessons we trialled improved the quality of learning because children were motivated to engage and interact with the teacher and with other children – this reaffirms the EEF research in relation to this issue.

How we have enhanced our practice

We have drawn together the learning from our experiences and developed a home learning offer that provides a mix between academia and experiential learning. This learning will, going forward, be new learning for all children.

Although we provided essentials like pencils and paper, other materials that were available from home were limited, e.g. craft materials, scissors, glue etc. and so the schools provided all these additional materials which were taken home to facilitate a wider, more experiential curriculum.

We have gifted a number of books to children which were sent home during the lockdown period and invested heavily to ensure this provision can continue. We did this because we know that the availability of reading books at home is sometimes limited.

There are a number of competing factors when we think about home learning: to try to deliver a modified version of planned learning, to produce a super-charged version of homework, or to design content that best supports families in surviving at home. If the content of home learning is overly academic it may not adequately meet the needs of families.

With this in mind, our blended learning has been designed to match as closely as possible with the curriculum provided at school. However, we want to avoid children spending prolonged periods of time in front of a screen.

Learning packs will be produced and will include learning for a maximum of a 2-week period as a default (to accommodate the current isolation period of 14 days for Covid-19). However, if home learning needs to continue for a longer period for whatever reason, the learning will be reviewed and adjusted accordingly. There may be a temporary narrowing of the curriculum for the 2-week period with the expectation that the timetable can be adjusted to compensate for missed learning in other subjects on the return to school and as part of the individual catch up plan.

Each bubble has a home learning pack ready to take with them at short notice. The pack will include their equipment (e.g. white boards and pens), reciprocal reading book, reading books, exercise books and practical or physical projects in addition to the login information for accessing the VLE and Microsoft Teams site.

It is appropriate to provide a different offer for the age and stage of the children and for those children with specific learning needs who would benefit from a bespoke provision. Each year group has designed a blended learning curriculum which is fully accessible at home.

As reaffirmed by the EEF research, different approaches to remote learning suit different types of content and pupils. Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils. For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

It is important to identify the learning aims and then consider which application or approach fulfils those needs best. This often involves:

- Providing content in short sessions and repeating over time
- Using worked examples where possible for children to refer to and enabling children to check their understanding so that they know they are making progress
- Using self-marking quizzes (e.g. Microsoft Forms)
- Using platforms such as Microsoft Teams for submission of work or to provide feedback
- Specialist programmes that children can login to personalised sessions
- Synchronous (live) sessions delivered by teacher, TA or specialist in delivering a particular intervention or lesson to individuals, groups or whole classes
- Providing asynchronous (recorded) sessions that can be accessed at the child's convenience
- Guided tasks with scaffolded support resources (homework style)
- Paper based projects, e.g. cooking / baking at home for DT projects or creating an art piece
- A physical challenge whereby the child completes the challenge at their own convenience. (e.g. a timed activity which is included in the pack whereby the child completes a chart or they record themselves participating in it and then share the video with the teacher on Teams – with parental permissions following safeguarding protocols) An example of a physical challenge task is contained in Appendix F.

Each year group pack and packs for children with SEND will be agreed with the Senior Leadership Team and may vary in content to meet the needs of the particular cohort.

2d) Principles of maintaining positive mental health and wellbeing for children

The nationwide school closures placed additional pressures on many families and children in what were already worrying and difficult circumstances throughout the spread of the virus. The prospect of children staying at home instead of attending school brought additional strain for many families. As a trust, the promotion of positive mental health and wellbeing is always at the heart of what we do and so our steps to support children and families through this time were carefully considered as we entered the period of closure.

We wanted, as far as practicably possible, families to be protected from additional pressures that could potentially harm mental health and family relationships.

To this end, we supported families who needed to access benefits, housing support services, MAST and social care. We also helped families to access adequate provisions such as food parcels, hygiene products and gas and electricity supplies.

Our staff also delivered essential supplies to the home for the most vulnerable during the lockdown period. This also gave an opportunity to check in on our children on a daily basis.

Lessons

During lockdown, both academies developed a contact schedule to ensure regular conversations with families and children. The regular 'checking in' created the opportunity to both guide children to appropriate and realistic home learning opportunities, and to monitor and support the emotional wellbeing and safeguarding of our children. Any child who couldn't be contacted were targeted by the pastoral team to establish their circumstances and provide the necessary support. This procedure was crucial in helping us to continue our duty of care during these extraordinary times.

We also learned that our keeping in touch strategy helped to spread out the workload amongst our staff teams because the contact schedule was set up to distribute responsibilities equally across the week. This not only reduced workload for teachers and TAs but it also helped to mitigate the unintended risk of causing anxiety to children if particular staff members were unavailable at certain times. The mapping of communication also supported our liaison with other colleagues in relation to additional or modified communications with our most vulnerable children.

The Trust utilised the CAMHS Healthy Minds Mental Health Guidance document which included a prompt sheet to help school staff when supporting emotional wellbeing via telephone for children. These resources have helped to structure conversations between school colleagues, children and families. The approach focuses on how children and young people are spending their day, with a focus on engagement, rather than achievement.

How we are enhancing provision

The essential learning from lockdown reaffirms the need to continue with our keeping in touch strategy, regardless of the context we are in. Safeguarding and promoting the wellbeing of our children is paramount in all scenarios, not least during times of challenge and as such, our robust contact schedule will remain in place. With the move to blended learning, the synchronous sessions (live teaching) provide an opportunity to check in with children at home and an attendance register taken as would normally happen in school. Any children not in attendance will be contacted by the pastoral or teaching teams to ensure their safety and to assist them with gaining access to the online resources. (Pay as you Go mobile telephones will be taken home by the teacher if a bubble needs to isolate, to enable them to contact families without using their own personal telephones).

Both academies have continued to provide regular support materials to families to help with strategies to care for their children's mental health.

Further resources, including some strong pupil-focused resources from MAST, have also been made available to staff.

Our blended learning strategy for isolating bubbles will be based on daily interaction with the teacher, teaching assistant or member of senior leadership. If the teacher is unwell and unable to teach remotely, there may be another teacher from the team that takes the lead. This is set out in our FRMAT Staffing Capacity Scenario Planning for Covid-19 Isolation (see Appendix C).

The team will endeavour to provide a familiar face so the children are comfortable with the sessions and can engage fully with their learning.

We have also given due consideration to the occasions where individual children are needing to isolate (not the whole bubble). It is important both for the child's wellbeing and educational progress that their learning can continue in this scenario. In most cases, the child will be given a paper pack of work to complete. There may be occasions where an in-school tutor can support their learning synchronously during Teams.

Sharing a class book using reciprocal reading protocols has been an established part of the curriculum core offer across the academies. On the wider re-opening the team have used these shared reading experiences to support their children's emotional wellbeing. The familiar structure of the sessions combined with the immersive interaction with the text provides a safe and comfortable forum to explore emotions through the characters and events. The EEF blog: *Handbooks for humans – 5 simple ways to use stories to deepen children's social and emotional learning skills* by Beth Rowe states 'Sharing a class story gives endless opportunity to share emotional responses (our own and those of characters in the book): feeling sad, feeling angry, feeling joy, feeling uncomfortable can all be explored together and unpicked through story. One of the best things about having a class novel is that it is a simple routine that embeds emotional literacy into your everyday teaching. Pick the right book and you will naturally find yourself reflecting with the children on why people are behaving or feeling a certain way.'

Additional whole class books have been purchased so that every child can have one to take home in their home learning pack. The regular reading session will continue

remotely in a synchronous session which will support their emotional wellbeing and academic progress.

2e) Staff Skills, Confidence and Wellbeing

The prospect of trying to maintain an offer of quality education during a lockdown scenario was a daunting one for many leaders and teachers. The notion of delivering lessons using remote software such as Zoom and Microsoft Teams was unchartered waters for most and working from home whilst managing personal challenges (e.g. caring for their own children / other family members) was a feat of endurance. All of this posed great concern for MAT leaders and whilst our staff team coped admirably, we are clear that we must tackle these challenges if home / blended learning is to be sustainable in the future.

The trust prides itself on being a great employer and has been working for a number of years on the embedding of an ethical culture and positive mental health strategies. During this time it was more important than ever to ensure we were meeting this challenge. We disseminated regular surveys to obtain feedback on what more the trust could do to support wellbeing and workload.

Throughout the lockdown period, we distributed semi regular newsletters giving information and advice to team members on how to maintain a healthy work life balance and setting out our clear commitment of support.

We developed a weekly 'check in' telephone schedule with every staff member to ensure their wellbeing and to signpost them to appropriate services as necessary.

In addition to this, we conducted individual risk assessments to every staff member to ensure they had the support necessary.

Sharing experiences and learning was key for staff during this time to ensure they could learn from each other in what were very unusual circumstances.

Lessons

It was clear from the beginning of lockdown that many staff simply didn't have the experience, skill set or confidence to deliver high quality remote lessons.

Once we began to unpick this, we found that a small number of support staff did not have the basic computer skills necessary to support a short term or sustained home learning programme. Skills such as accessing email or logging on to the Microsoft package were missing and needed targeting.

We supported staff to target their efforts according to their skill set which saw some teachers offering to do live zoom lessons and others to prepare resources, contacting families to support safeguarding or providing the in-school childcare key worker provision. Some staff were also supporting the pastoral team in the provision of support packages for families. This redistribution of skills and competencies meant we could have everyone working together as a team but on different elements of the task in hand according to their skill set and confidence levels.

All staff were also allocated time during lockdown to access essential CPD to support their onward development.

Our staff gave us some excellent feedback as part of the staff surveys which reaffirmed our strategies for success during this period.

How we are enhancing provision

Those staff members who clearly excelled at remote learning and with the highest levels of computer literacy and confidence are now training others in how to deliver an effective lesson online. An online demonstration has been recorded and this is being shared with all teaching and classroom support staff.

All staff have received the SheffEd Tech Hub training on how to use the VLE to facilitate home learning via the Microsoft Teams suite.

Teachers are working with children in class to become familiar with accessing and using the Microsoft Teams suite so that they are competent in its use when it is needed at home.

Individual support is being provided to the small number of staff who do not have the basic technology skills. There is also a reiterated expectation that all staff take personal responsibility to practise and upskill themselves in the use of email and logging in to appropriate programmes.

The Trust is in the final stages of developing a Workforce Charter which sets out a priority commitment to supporting staff wellbeing, CPD, talent management and workload reduction. Many of these initiatives are already in place and further work will take place to properly embed these principles across the MAT following consultation with staff and unions.

2f) Communication and feedback

During normal school operations, children will have ample opportunities during lessons to ask questions and receive feedback and clarification. This is an important part of the learning process and ensures children are fully competent and knowledgeable before moving them on to new learning.

During the lockdown period, due to the limited number of synchronous lessons taking place, communication and feedback between the child and the teacher was also limited.

Lessons

During lockdown, those children with access to technology were able to access learning platforms such as Mathletics, TT Rockstars and Bug Club which are designed to give instant assessment by awarding points or certificates for correct work. They can then progress up to the next level once they have mastered the learning.

It was not possible to provide marking and feedback on all the work completed during lockdown due to the nature of the primary learning method in place. It would have been unreasonable to ask teachers to mark five months' worth of work once the children return to school in September, particularly as those children would then be taught by a new teacher.

In order to support sustainable, high quality home / blended learning in the future we need to address this gap.

How are we enhancing provision?

The introduction of synchronous learning via the live Microsoft Teams suite will create an opportunity for communication and feedback during the lesson similar to those available in-school. In this case, children can show their work on the camera and ask questions using the chat function or by raising their hand.

We are also encouraging parents to email a photograph of their child(ren)'s work to the teacher for feedback where their child is not accessing live lessons.

We will continue to use the online learning platforms such as Oxford Reading Buddy, Study Ladder, Bug Club and TT Rockstars as these have proven successful in both motivating children to learn and providing instant feedback through the award of certificates and points. The teacher can also log in to check in on individual and whole class progress.

Consideration is being given to the use of One Note / Forms which is a function of the VLE and gives children an opportunity to type (or write freehand) their work on to the drive for immediate access by the teacher, as opposed to uploading the work afterwards or showing the work using the camera.

We know that these methods of receiving feedback and communicating with the teacher will not be accessible to all and so we are also supporting the marking of work after the child has returned to school following the period of home learning. To reduce workload for teachers, we would not expect every piece of work in their exercise books to be marked but rather it be used as a benchmark for future planning where any common misconceptions or gaps are quickly addressed.

2g) Additional support needed for vulnerable children

We knew that vulnerable children were likely to need additional support in lockdown beyond the regular contact that was being prioritised for all children. This additional support was targeted specifically according to the needs of the individual child.

All vulnerable children were subject to a risk assessment which set out their individual needs and the steps the school were going to take to mitigate these risks.

This included examples such as the allocation of specialist resources to support their learning at home.

Lessons

The unique nature of the conditions in which we were working meant that despite our best endeavours, not all learning needs could be met for various reasons relating to the complexity of the child(ren)'s needs. Some parents refused to send their children in to school for prioritised childcare which limited some of the more specialist support we could offer. This was also experienced in other schools regionally and nationally and due to fear of contracting the virus.

How we are enhancing provision

We have looked at personalised support packs for individual children which are ready for them to take home if the need arises. This will give them access to the appropriate resources from day one.

Our schools are also working with individual children to enable them to familiarise themselves with online learning tools to facilitate synchronous learning from home. We are allocating a good amount of time to this to ensure these children are supported in this way so that they are as comfortable as possible. We are also supporting parents with this to ensure they know how to log in for their child at home if necessary.

2h) Working with and engaging parents

As previously set out, the engagement from parents in the learning we sought to provide during lockdown varied from household to household.

To help us to develop a sustainable blended and home learning strategy, we needed to seek feedback from parents, carers and children in order to adjust the offer to accelerate progress.

Lessons

During lockdown we experienced a small number of disengaged parents for a variety of reasons including:

- A lack of confidence in supporting their child to learn at home due to their own standards of education / IT knowledge
- Language barriers
- A lack of time due to other commitments (e.g. caring responsibilities / work)
- Challenges relating to behaviour management at home
- A reluctance to take on the demanding role of teaching
- Challenges relating to meeting the complex learning needs of multiple children whilst feeding and caring for them in other ways

How are we enhancing provision?

Blended learning is led by the teacher and we do not foresee another situation whereby parents are expected to teach at home which is the ultimate enhancement to provision.

In a situation whereby children are learning from home due to isolation it might be that there are multiple children at home at the same time, however this will not be for prolonged periods and this will be supported by the school much more robustly.

We need our families to not only support children with their home learning but also buy in to the school catch up programme and through these enhanced relationships and the forums that exist across our MAT, we are hopeful of greater engagement over time. Communication has been sent out to all parents to clarify that if their child(ren) must isolate, their weekdays are to be viewed as normal school days and this means that they must co-operate with the home learning process.

As a MAT we are committed to continually seeking views and feedback from children and parents. We circulate an annual survey from which we are able to inform our practice. However, we know that the current pandemic has brought our families closer to our schools in many areas and this provides a unique opportunity to build on these relationships, particularly with those who are sometimes harder to reach.

"As you will be aware, Class Diamond was one [of] the first classes that self-isolated. This was a worrying time for me as a parent, as I felt the children had missed out on so much already, but the school together with the teachers did a brilliant job. [My child] didn't miss anything, her classroom was at home, the teachers were online face to face with them, teaching them, doing PE and projects as normal. They adjusted well, so I'd like to thank the school and the teachers again. They made sure the laptops were set, ready and even came out to help set them up, so the children are ready for their lessons. Keep up the good work to all the staff!" (Parent, 30/09/2020)

2i) Safeguarding

Home learning brings added complexities in relation to the safeguarding of children in that they aren't being seen in person every day. In addition to this, there are many other factors to consider with regard to e-safety and the monitoring of internet usage throughout the school day.

It is critical that safeguarding remains the highest priority whether children are learning in school or at home.

Our procedures for safeguarding / ensuring online safety during lockdown were extensive and included the following:

- The academies' Agreed User Protocols for staff, children and parents apply unless the Principal decides otherwise for safeguarding purposes.
- The Online Safety Coordinator should be consulted for advice as usual.
- Staff should take every opportunity to reinforce positive online safety messages at all times.
- Staff should only use their personal devices in the last resort and with permission from the Principal.
- No pupil information should be downloaded and kept on personal devices.
- As a general rule, two school staff should have access to each online space e.g. each Google Classroom or Seesaw class and each blog, message board

or video conference. The second person could be a parent in the case of a video conference.

- Staff must not use social media apps with children.
- Staff should not set up their own systems of communication with children. The method should be chosen by the school and approved by the Principal.
- If children are being asked to share photos of their work with their teacher, the teacher should remind them about key messages around online safety and the school's usual policy around photographs should apply.
- Videoconferencing will require parental involvement in the conference. School should not use WhatsApp or Facebook Messenger etc for video calling/conferencing. These would require sharing of personal mobile numbers or Facebook accounts with children which may lead to safeguarding concerns.
- Staff should only use generic school-based accounts and apps to communicate with children. Under no circumstances should staff use their personal accounts for this work.
- If you are holding video conferencing live sessions with children of any age, this must be with parental permission and with the approval of the Principal. It is good practice to have at least two adults in the conference at any one time.
- Parental permission should take the form of a virtual hello at the start of the session and a virtual goodbye at the end of the session. There is no need for the parent to be present for the whole of the session, but it should be made clear that they are invited to pop in at any point.
- When videoconferencing, teachers and children should be appropriately dressed and in a living space, i.e. not a bedroom.
- Background noise interference can be removed by muting microphones for all but the current speaker.
- The children have produced their own set of protocols for safe online learning, which can be found in Appendix D.

Lessons

We spent considerable time reviewing and scrutinising the trust and academies' safeguarding policies with a view to ensuring they were adapted to meet the changing landscape of our provision. This helped us to be prepared for every eventuality to ensure our children's welfare was prioritised.

Our 'check in' procedure was crucial in ensuring our children were accounted for and well.

We produced easy to reference guides to support the safety of children whilst online and whilst learning through Zoom or Teams. This included issuing children with safer user protocols such as appropriate use of the chat function.

Our engagement with authorities such as MAST and Social Care remained a priority and we supported access to families as necessary.

One of the most significant challenges in this area during lockdown was the problem of staff using personal mobile or home phones to call students. This sometimes took

place; however this was by prior agreement – these protocols have been strengthened going forward.

How we are enhancing provision

Our synchronous offer of education now enables teachers to see children in person which is a significant improvement from contacting children via telephone. All children will have a laptop and dongle (if necessary) provided by the school to enable this. This minimises the number of home visits needed so the Pastoral team can be freed up to target the most vulnerable children or those not engaged with the online learning.

Our adaptations to the safeguarding policies and e-safety policies were robust and will be under constant review as we adapt home learning practices.

We have invested in additional mobile phones so that staff who are needing to teach from home are able to contact families if a child is absent.

2j) Safe and effective home working for staff

During the lockdown period we had to react very quickly and ask teachers and support staff to work from home without robust policies in place. This was the case nationally for many organisations.

The trust approached this new expectation with support and encouragement and developed some general principles and advice to staff whilst working from home during the lockdown period:

- Look after your own health and wellbeing (get good sleep and eat well)
- Structure your day so that you set boundaries between work and home life and set yourself regular breaks
- Talk to someone at school if you need support or access the Employee Assistance Programme for more specific counselling services
- Connect with others socially when you can via Zoom or Teams
- Take time to learn something new or invest in your CPD
- Be active throughout the day, ensuring you leave your desk / work area at regular intervals to stretch and unwind
- Work flexibly where you can to ensure you can balance home commitments
- Continue to report illnesses in the usual way
- Ensure your workstation (wherever that is) has adequate lighting and is free of hazards
- Ensure your seat has adequate back support

Additional protocols were introduced to ensure staff can continue to adhere to GDPR guidelines and regulations. These included:

- All staff who requested/need one should have a school laptop.
- Because remote access capacity can sometimes be an issue, memory sticks were issued to teachers. It was made clear that these memory sticks are the property of the academies and are only to be used for storage of non-

sensitive information e.g. curriculum content – and are to be returned to academies when lockdown ends.

- Staff without a work mobile telephone were asked to try to avoid making work calls where possible. If staff had to make a call, they were reimbursed for the cost.
- To ensure protection of key data, staff were encouraged to try to work in a private area of the house where possible. If this is not possible, they should use lock screen whenever they leave their laptop, especially if this is located near to a downstairs window.
- Any confidential telephone calls or videoconferencing calls were to be taken in a private room of the house where possible. If this is not possible, names or personal identifiable information should not be specified, and staff were to make sure the other participants are also aware when they were not in a private space.
- Continue to use password protection when sending sensitive documents on email.
- We expected that sensitive documents would not be removed from sites in paper form – but if the job requires it, any sensitive information should be stored securely within the home.
- For any documentation removed from school, 'Work taken home' forms were completed so that the Information Asset Register could be updated.

How we are enhancing our plans

Our main enhancement is in the production of a more permanent home working policy for staff which should be followed by all.

The key element of this is the introduction of individual risk assessments which are carried out by the manager and assesses the safety and suitability of the staff member's home working environment.

Appendix A: DfE Expectations for Remote Education Support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, **we expect schools to have the capacity to offer immediate remote education**. Schools are expected to consider how to continue to improve the quality of their existing offer **and have a strong contingency plan in place for remote education provision by the end of September**. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment, and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- enable teachers to 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

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. **We expect schools to avoid an over-reliance on long-term projects or internet research activities.**

Appendix B: Home Learning Requirements for Children and Families

General Principles for when your child(ren) is / are learning from home:

- Parents should always answer the phone to school staff or return calls, messages or emails. Staff may call from withheld number.
- Supervise your child's internet use and online learning – make sure you are aware of what they have been asked to do and the websites they need to access.
- Make sure you know who your child is talking to or messaging.
- If a member of staff calls to speak to your child(ren) check that you know who they are, speak to the member of staff yourself before your child talks to them, stay in the room while your child is on the phone.

During your child's isolation period they will be expected to attend online Microsoft Teams Lessons and you will have already given permission for this. Here are some essential rules which must be followed:

Live Lessons (via Microsoft Teams or Zoom)

- The parent or carer must make sure their child and other members of the household are aware the live lesson is happening
- Parents will need to appear on screen at the start of the lesson to confirm the child is not home alone. There is no need for the parent to be present for the whole of the session, but parents should remain within earshot
- All live lessons will be recorded. This is for safeguarding purposes. If any issues were to arise then the video could be reviewed. The recorded lesson will not be shared with anyone or viewed unless a need arises. The recording will be stored for one year and then deleted
- Staff, children and other members of the household must wear suitable clothing
- Devices used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background
- Language must be professional and appropriate, including any family members in the background
- The same expectations apply for remote teaching and conversations as normal school conduct
- If your child takes part in a live lesson, they can be seen by the teacher and other pupils (and members of their household) that are part of the conversation
- If the teacher has any concerns about children (or other members of the household) using unsuitable language, dress, location, the conversation will be ended and concerns will be recorded and passed to the head teacher or deputy head
- Live classes will be kept to a reasonable length of time and will take place at various times of the day according to your child's timetable (this will be pre-agreed)
- The teacher (as host) has full control of the lesson, including sharing their screen

- Children cannot enter a Zoom lesson without being accepted in by the teacher (there will be a waiting room for each session)
- All children are 'muted' on entry into the Zoom lesson with only the mic enabled for the teacher and teaching assistant until the lesson has been introduced, then the children will have their mic enabled too
- The teacher has control to 'mute' all the children during the lesson without them being able to unmute themselves
- The teacher can remotely remove a child/pupil from a live lesson if there is inappropriate behaviour
- Only the teacher can share their screen and the 'chat' function may be disabled by the teacher if children are abusing the privilege
- All lessons have encrypted invites, unique meeting IDs as well as secure passwords
- No file sharing is permitted
- All children will be asked to end the call before the teacher leaves the meeting
- We acknowledge that from time to time, due to internet peaks and interferences, that some connections may be patchy; please try not to let you or your child become unduly stressed by this if it happens. In this eventuality you may feel it best for your child to temporarily exit the Zoom lesson and try to reconnect.

Tutoring sessions over Teams / Zoom

If your child has been allocated additional tutor time as part of their catch-up plan, this may take place out of normal school hours during the evening or weekend. The date of this tutoring will be agreed with you and your child(ren) beforehand. The following rules for this will apply:

- There may be occasions where we have to record the lesson (where your child is the only one to attend). This is to ensure we are being transparent in order to protect your child and the tutor. The recording will not be shared anywhere else and will only be used if there is a disclosure or issue.

Your child's home learning environment

Having a suitable environment for home learning is essential for the child's concentration and comfort. We recommend that your child(ren)'s learning takes place in a location which has:

- Good natural light
- Quiet surroundings (an area of the house where they can concentrate with little distraction, e.g. the TV off)
- Comfortable temperatures (e.g. with a window open if it is hot)
- A desk or table (so that the laptop is secure and positioned at the child's eye level)
- A comfortable chair (try to avoid bean bag chairs, recliners or beds – a good sitting posture is important)
- No clutter or mess

Appendix C: FRMAT Staffing Capacity Scenario Planning for Covid-19 Isolation

Scenario	Solutions	Requirements
SCENARIO 1 Child or Teacher has a confirmed case of Covid-19. Class bubble needs to isolate for 2 weeks Teacher / TA is **not unwell** and is able to work from home Area is NOT in a local lockdown	Education for the bubble affected shifts to remote learning through the VLE and use of laptops Home learning packs are provided as children leave school to start their isolation. (refer to year group flow charts)	• Secure appropriate number of laptops with correct functionality (e.g. Wi-Fi, camera, microphone) from catch up funding / reserves • Access to internet at home (dongles?) • Training for children on how to access the VLE • Training for parents on how to access the internet using the dongle • Teachers and TA training on how to deliver a quality lesson remotely – blend of online learning resources, e.g. Oak Academy, Twinkle, Oxford Reading etc and teacher led curriculum content • Home learning packs to be produced (bespoke for each year group and should include equipment, reciprocal reading book, reading for pleasure book, curriculum materials / resources, exercise books, stationery and PE, Art and Music suggestions) Practical subjects may be themed and included as project ideas to be completed offline • Home learning expectations guide to be produced – laminated and to go home with every pack? (to include safeguarding online, how to get online and participation)
SCENARIO 2 As scenario 1 but there is a government initiated local **lockdown** in place	As above	• As above except laptop is secured from the DfE 'get laptops for schools' scheme

		• Allocate 2 days' worth of home learning in the child's take-home pack for those without internet access at home OR disadvantaged children to loan a classroom laptop and DfE laptop to backfill this when they arrive (backfill only for years 3 and above)
SCENARIO 3 Child or teacher has a confirmed case of Covid-19. Class bubble needs to isolate for 2 weeks Teacher is **unwell** and is unable to work from home	Education shifts to remote learning through the VLE and use of laptops TA3+ OR member of SLT leads the remote learning (either the TA in the bubble who is isolating can lead this from home if they are a TA3+ OR another TA3+ in school OR SLT member in school can lead the session remotely) Home learning packs are provided as children leave school to start their isolation. (refer to year group flow charts)	As scenario 1 AND: • Allocate suitable staff member responsible for leading the remote learning for children in the bubble
SCENARIO 4 Teacher has a confirmed case of Covid-19. Class bubble needs to isolate for 2 weeks There is nobody in school who can teach the bubble remotely (due to high levels of absence) and supply is not an	The bubble closes for a period of time until a teacher or TA3+ becomes available to teach them remotely Home learning packs are provided as children leave school to start their isolation (refer to year group charts)	• Evaluate teaching capacity across the school • Allocate a teacher / TA3+ to a bubble based on health and experience • Decide how much of the curriculum is received through online resources or paper-based project packs

option due to cost / appropriateness	Children are directed to use the home learning packs to complete assigned work. They will have regular contact from senior leaders to ensure safeguarding and to check on progress OR: Isolate another class in the year group or entire year group so that the healthy Teacher / TA can lead virtual learning for all children across the year group OR: If there are not enough teachers available to teach remotely and / or in class the school may need to close so that children can be taught in larger groups remotely	
SCENARIO 5 An individual child is needing to isolate whilst their class is still in school because they or a member of their household has symptoms	A paper pack of learning and appropriate resources are sent home to the child to complete whilst they are isolating, in addition to being able to access synchronous learning via MS Teams.	• Home learning pack to be produced (bespoke for the child and should include equipment, reading book, curriculum materials / resources, exercise books, stationery and PE, Art and Music suggestions) Practical subjects may be themed and included as project ideas to be completed offline. • Remote learning requirements as in scenario 1.

Appendix D: Children's Online Learning Rules

Rules for online learning.

- Use the chat function to ask the teacher for support.

- When going live, wear appropriate clothing.

- Avoid having your own conversations.

- Be respectful towards others.

- Avoid using GIFs or emojis.

Ground Rules

- Make sure an adult is present when using live classrooms.

- Be sensible when going online.

- Do not use offensive language.

- Wait for your turn to speak on live video.

Appendix E: FRMAT Covid-19 Escalation Planning

All school leaders are facing the challenge of keeping schools operational whilst navigating the risks presented by the Covid-19 pandemic.

This planning document aims to provide a clear strategy to support escalation and de-escalation decisions.

Thresholds / Considerations

Each week, ELT will consider a number of factors to determine if our schools (individually) are in green, red or amber risk phase:

Phase	Risk Level	Risk mitigation level	Indicators:	Weekly considerations
Green	Low Risk	A number of precautionary measures need to be in place but pre-Covid normality cannot yet resume	• Clear evidence to show that infection rates are falling significantly • Local cases of infection are at 0 for a period of at least 2 months • Vaccinations are available and local uptake is high	National (England) infection rate per 100,000 (rate of change) Sheffield infection rate per 100,000 (rate of change)
Amber	Medium Risk	Extra precautions are necessary to ensure the safety of children and staff in our schools	• Our region is on the government 'watch-list' • Acceleration in infection rates at ward level (doubling each week) • Acceleration in infection rates at Sheffield wide level (doubling each week) • Acceleration in number of positive tests in our academies (children and staff) • Acceleration of absenteeism amongst children and staff due to waiting for test results or the need for isolation	Ward level infection rates* Infection rates within our schools (staff and children) The number of children and staff accessing tests (rate of change) Cases of in-school transmission
Red	High Risk	Maximum precautions are necessary	• Regional and or National lockdown imposed by government • In school transmissions are occurring • Acceleration in infection rates in ward data (more than doubling each week)	

			• Acceleration in infection rates in Sheffield (more than doubling each week)	

*There are a number of factors associated with rises in the rate of infection e.g. deprivation, lack of education, culture, ethnicity and quality of housing (e.g. overcrowding) to name a few. Monitoring only the England or Sheffield wide infection rate would not help to identify hot spots within our own communities. With this in mind there is also a need to drill down to ward level prevalence due to the risk factors that exist in our school communities.

The ward data monitored for Abbeyfield includes *Shirecliffe & Parkwood Springs, Crabtree & Fir Vale and Burngreave & Grimesthorpe* (three wards in total).
The ward data monitored for Tinsley includes *Tinsley and Brinsworth* (two wards in total).

Phased Risk Mitigation Measures

This section gives a breakdown of the additional high level measures that should be initiated at each phase, though a detailed risk assessment will also be developed.

	Green phase	Amber phase	Red phase
Face coverings	• Optional use of face coverings for staff in school • Children may wear face coverings but this will not be encouraged	• Mandatory face coverings for staff in communal areas only • Children may wear face coverings and this will be gently encouraged	• Mandatory face coverings for all staff (all the time) as well as face shields (unless working in isolation) • Children in KS2 strongly encouraged to wear face coverings in common areas (e.g. corridors)
Shared resources (e.g. reciprocal reading books, dictionaries, class resources)	• Resources can be shared amongst small groups of staff / children but cleaned between each use	• Resources are shared by a maximum of 2 children / people but cleaned in between each use	• Cease the rotational use of items such as science equipment and allocate resources for each bubble with meticulous cleaning in between uses • Cease the use of shared resources in bubbles such as dictionaries, books, games etc

			• Cease the use of fixed and non-fixed outdoor play equipment
Lessons	• Curriculum to be reviewed to reduce social interaction where possible	• PE to take place outdoors only • In music lessons there should be no sharing of instruments and no choral singing • Curriculum to be reviewed to minimise social interaction and sharing of resources • Catch up lessons to take place with 2m distance or virtually where possible	• PE lessons to cease entirely • Curriculum to be reviewed to eradicate social interaction within 2m and all sharing of resources • All catch up lessons and home learning to be carried out virtually
General school operations	• All school staff to be physically based in school unless isolating or sick (except MAT Central Team) • Hot desking permitted with cleaning in place between each use • Children should wear uniform but no need to wash every evening • School meetings can take place at a 2m distance	• Back office staff to consider working from home for part of the week to reduce contact with others • Hot desking permitted but subject to deep clean between use • Recommend to parents that uniforms are washed every evening • School meetings can take place with a 2m distance in place and masks to be worn	• All those whose roles allow it should work from home every day • All meetings and staff training to take place remotely (even for those in school – should use different rooms) • No hot desking • Relaxation of school uniform policy if clothes can't be washed every night In addition: • No parent appointments to be made on school site (unless social care issue) Any interaction with parents should be at a safe distance on the yard or virtual • Specialist interventions e.g. speech therapy to be assessed as whether

		or not this is safe – use of PPE mandatory if deemed necessary. If the session can take place virtually it should. • Children should not bring school bags in to school • Greater staggering of times of arrival / departure • Only emergency contracting works to take place • Lifts out of use unless for disability reasons (Principal to facilitate safe use) • Follow government advice in relation to the clinically extremely vulnerable • School meals to be delivered to classrooms (children not to eat in the lunch hall) • Lunchboxes not to be brought in to school (throwaway bags only)

Appendix F: An example of a PE weekly calendar

Tinsley Meadows Primary Academy PE Weekly Calendar

Marathon Monday	Twirling Tuesday	Workout Wednesday	Thinking Thursday	Fun-Time Friday
Run, walk or jog for 30 minutes How many laps of your room can you do in 30 seconds? How many laps of your garden can you do in a minute? Can you beat it?	Create your own dance routine. How many shapes can you do? Can you put them together for a performance? Want music would you use?	Develop your own fitness circuit. Can you add running, skipping, press-ups, jumping in to it? Can you create your own fitness movement? How long will you do it for?	Using the snakes and ladders sheet, how many movements will you do? Using the active monopoly, how many spaces will you move?	Create your own active game. Add how many movements you can do in a minute. Could you add different animals for example run like a tiger or jump like a kangaroo? Can you add your own rules?
How many did you do?_____	What kind of routine did you do? _____	How many movements did you add? _____	How many spaces did you move? _____	What was your game called? _____

PE Weekly Student Booklet

Marathon Mondays	Twirling Tuesday

- Did you walk/run or jog?

  _____

- How many laps did you do?

  _____

- Could you beat that number again?

  _____

- Draw a picture of you running/walking or jogging:

- What kind of dance did you do?

  _____

- How many shapes can you do?

  _____

- Can you put them together for a performance?

  _____

- Draw a picture of your dance:

Appendix G – Example of an agreement between the academy and the families to engage in remote learning

Dear Families,
Your child is starting remote learning from 8.20am tomorrow during their period of self-isolation.

During your child's isolation period they will be expected to stay at home and to commit to Remote Learning between 8.20 and 3.20pm.

Please confirm your agreement with the following:

✓ I will support my child to access Remote Learning, including meetings and assignments on Teams and other websites the teacher has recommended.

✓ I will ensure that my child and other members of the household follow the attached essential rules and guidance.

Signed: _____

Child's name	class

Additional Agreement for Families who are borrowing a school laptop:
The school is lending your child a laptop to support them to access home learning.

laptop number	Date of loan

✓ We know accidents happen but you agree to do your very best to look after the laptop, keeping it in its bag in a safe place when not in use;
✓ The laptop will only be used by the child named above and only during school hours 8.30 – 3.00pm;
✓ It will only be used to access work assigned from school, including Teams meetings, the school website, and websites the teacher has recommended;
✓ It will be returned to school immediately the day your child returns to school.

Signed: _____

General Principles for when your child(ren) is / are learning from home:

Parents should always:
- Answer the phone to school staff or return calls, messages or emails. (note:staff may call from withheld number)

- Supervise your child's internet use and online learning – make sure you are aware of what they have been asked to do and the websites they need to access.
- Make sure you know who your child is talking to or messaging.
- If a member of staff calls to speak to your child(ren) check that you know who they are, speak to the member of staff yourself before your child talks to them, stay in the room while your child is on the phone.

Live Lessons (via Microsoft Teams or Zoom)

- The parent or carer must make sure their child and other members of the household are aware when the live lesson is happening
- Parents will need to appear on screen at the start of the lesson to confirm the child is not home alone. There is no need for the parent to be present for the whole of the session, but parents should remain within earshot.
- Staff parents, carers and other members of the household must wear suitable clothing.
- Devices used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background.
- The same expectations apply for remote teaching and conversations as normal school conduct. Children must wear school uniform.
- If your child takes part in a live lesson, they can be seen by the teacher and other pupils (and members of their household) that are part of the conversation
- If the teacher has any concerns about children (or other members of the household) using unsuitable language, dress, location, the conversation will be ended and concerns will be recorded and passed to the head teacher or deputy head.
- Live classes will be kept to a reasonable length of time and will take place at various times of the day according to your child's timetable (this will be pre-agreed).
- The teacher (as host) has full control of the lesson, including sharing their screen.
- Children cannot enter a zoom lesson without being accepted in by the teacher (there will be a waiting room for each session).
- All children are 'muted' on entry into the zoom lesson with only the mic enabled for the teacher and teaching assistant until the lesson has been introduced, then the children will have their mic enabled too.
- The teacher and teaching assistant have control to 'mute' all the children during the lesson without them being able to unmute themselves.
- The teacher can remotely remove a child/pupil from a live lesson if there is inappropriate behaviour.
- Only the teacher can share their screen and the 'chat' function may be disabled by the teacher if children are abusing the privilege.
- All lessons have encrypted invites, unique meeting IDs as well as secure passwords.
- No file sharing is permitted.

- All children will be asked to end the call before the teacher leaves the meeting.
- We acknowledge that from time to time, due to internet peaks and interferences, that some connections may be patchy; please try not to let you or your child become unduly stressed by this if it happens. In this eventuality you may feel it best for your child to temporarily exit the zoom lesson and try to reconnect.

Tutoring sessions over Teams / Zoom:

If your child has been allocated additional tutor time as part of their catch-up plan, this may take place out of normal school hours during the evening or weekend. The date of this tutoring will be agreed with you and your child(ren) beforehand.

There may be occasions where we have to record the lesson (where your child is the only one to attend). This is to ensure we are being transparent in order to protect your child and the tutor. The recording will not be shared anywhere else and will only be used if there is a disclosure or issue.

Your child's home learning environment:

Having a suitable environment for home learning is essential for the child's concentration and comfort.
We recommend that your child(ren)'s learning takes place in a location which has:
- Good natural light.
- Quiet surroundings (an area of the house where they can concentrate with little distraction, e.g. the TV off).
- Comfortable temperatures (e.g. with a window open if it is hot).
- A desk or table (so that the laptop is secure and positioned at the child's eye level). Contact the school if you have any difficulties with this.
- A comfortable chair (try to avoid bean bag chairs, recliners or beds – a good sitting posture is important).
- No clutter or mess.

Appendix H Remote Learning Pack

The Remote Learning packs and the Bubble Closure pack are the same thing.
It should contain:

Prepared in advance:
- pencil, rubber, ruler
- whiteboard & whiteboard pen
- pink book & blue book
- PE printed pack
- Teams help file & Log in details (if using Teams)
- Log in details for TT Rockstars, Bug Club, Oxford Owl etc.
- A copy of the class timetable and
  A CIP child-friendly version with timings for logging on (if needed)
- Remote Learning agreement

Added on the first day of absence:
- Reciprocal Reading book & two individual reading books (or more if appropriate)
- Read Write Inc spelling practice book (KS2);
- A menu of craft and other home learning activities & resources (FS2)
- Any printed worksheets that may be needed (such as diagrams for science)
- French workbook (KS2)
- Craft / art materials where appropriate

On the first day of absence teachers & TAs should consider what is planned for the next two weeks and add resources to the packs as appropriate. A staff member can deliver the Remote Learning packs to the family home on the afternoon of the first day of self-isolating (and a laptop if needed).
Remote learning starts on the second day of absence.

Support
You may need colleagues to support you with:
- Printout resources for packs;
- Deliver packs & technology on the first day – or later on;
- Scan and upload textbook pages for maths or reading skills;
- Talk a child through how to complete an assignment;
- Prompting children to keep their camera on or sit at a table;
- Participate in a lesson to keep a child engaged and on task;
- Calling home if a child is not logged in at the correct time.

Appendix I …. Subject guides for remote learning

Maths

The child's work **must be seen by the teacher each day** and daily feedback given.
A daily task should be created and MS word document uploaded to the 'assignments' tab, which children can use to record their work
Questions can be included on the MS Word file or might take the form of:

1. Pdf scan of the textbook page(s)
2. Questions copied into the chat function
3. Questions on the flip chart

Writing

The child's work **must be seen by the teacher each day** and daily feedback given.
A daily task should be created and/or uploaded to the 'assignments' tab, this should take the form of a MS word document which children can use to record their work. It is likely that a child will edit the same document over time, editing and improving based on your daily feedback.

PE

A printout of the week of PE activities should be included in the RL pack. Children can be directed to these activities during PE sessions and break / lunchtimes. Teachers may decide to take the Teams laptop to the indoor hall PE sessions so that children can participate fully in appropriate sessions (such as Yoga).

Reading & Phonics

An individual copy of the class Reciprocal Reading book should be sent home in the RL Pack. The Read Write Inc Phonics Book for EYFS & KS1 can either be copied and a printed copy sent in the RL pack or shown on screen using the webcam.
At least two independent reading books should also be in the pack (this should be more if the child is working on smaller books in the early book bands). It is essential to keep a note of what books are sent home so that we can monitor and chase what is / is not returned.
Answers in the Reading Skills sessions can be recorded in the Pink Book or communicated on whiteboards. They could also be recorded on an MS Word document on the assignments tab if appropriate. The child will receive oral feedback as they would if they were in the classroom.

Spelling & Handwriting

Handwriting practice sheets or activities can be included in the RL pack (EYFS & KS1). Handwriting can also be practiced in the Pink Book.
Read Write Inc spelling workbooks should be included in the RL Pack (KS2). Answers in spelling tests can be recorded in the Pink Book or communicated on whiteboards. The child will self-mark and receive oral feedback as they would if they were in the classroom.

Science, History, Geography

Science & topic work can be recorded in the Pink Book and marked upon return to school. Teachers should consider what is planned for science and printouts of

diagrams may need to be included in the RL Pack. Where appropriate a child could might send a photograph of their work.

If a practical science lesson is planned, the child can either observe the activity or may be directed to a suitable online unit on BBC Bitesize or the Oak Academy.

A pdf version of the Learning Journey and Knowledge organiser should be uploaded to the 'Class materials' section of the Files tab for reference.

French, PSHE, P4C

Children can participate in oral aspects of the French P4C, PSHE lessons and class. French workbooks should be included in the RL Pack (KS2).

The child will receive receive oral feedback as they would if they were in the classroom.

Art skills, Craft & DT

Art work can either be recorded in the Pink book or art / craft resources sent home with the RL pack.

If the class are doing DT, teachers should send home resources that may be needed. Additional resources can be delivered by BB as the week goes on if need be.