Blended/Remote Learning Policy

Brickhill Primary School

November 2021 Update

Blended/Remote Learning Policy

This policy covers the support for pupils of Brickhill Primary School in the event of Blended/Remote Learning being implemented.

Blended learning is a style of education in which pupils learn via electronic and online media **as well as** traditional face-to-face teaching. The learning is not separate, but instead is part of the planned sequence of learning within our curriculum.

Remote learning is whereby pupils access their learning through electronic and online media.

Context

The Department for Education have outlined that schools should:

• 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 so that pupils can progress through the school's curriculum

• select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)

• overcome barriers to digital access for pupils by:
• distributing school-owned laptops accompanied by a user agreement or contract
• providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work

• It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

• have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

• identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

• publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation

November 2021 Update

When teaching pupils remotely, we expect schools to:

• set meaningful and ambitious work each day in an appropriate range of subjects
• provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
• Key Stage 2: 4 hours a day
• Key Stages 3 and 4: 5 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content.
• consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
• providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
• providing opportunities for interactivity, including questioning, eliciting and reflective discussion
• providing scaffolded practice and opportunities to apply new knowledge
• enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
• using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
• avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.
We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

Purpose

The purpose of this policy is to ensure that there are procedures in place to ensure pupils are supported effectively in the event they are unable to be taught within the school grounds due to Covid-19 related reasons.

In the event that the school or classes are closed due to the need to isolate, the policy will identify the steps in place to ensure all pupils are able to access learning while at home.

The need for equity will be identified and support for both parents and pupils in accessing effective teaching will be addressed.

November 2021 Update

Curriculum

Building on the successful approach during the initial lockdown, we will be providing a document which has links to online units of work for Maths, Literacy and for foundation stage subjects. Where live/online resources cannot be used, a brief explanation of the learning will be given, with any resources such as worksheets provided.

In line with the DfE's guidance on remote education support, learning set remotely will be based on our current curriculum sequence in school. Where we can provide high quality learning that fits the sequence we shall, however adjustments are likely to be needed to be made due to our creative curriculum and topic based approach in some subject areas.

The curriculum lead will curate the blended learning/remote learning packs for individual isolating pupils so that the learning provided focuses on the key objectives for that pupil's year group. The objectives will not necessarily mirror exactly what is being covered in school whilst they are isolating but will instead focus on revisiting prior, key learning where the spacing effect will support this key learning being remembered even better.

The expectation would be: 1 x Maths, 1 x Literacy and 1 x Foundation Subject with additional learning provided for spelling/phonics, times tables and reading.

Maths: Where access to live lessons is possible, we will continue to follow our whole-school policy, using Power Maths. Where live lessons are not possible, we will set Maths learning based on our current planning, using White Rose Maths resources. The rationale behind this is due to the success of this resource during lockdown, but also its similarity and links to our in-school Maths scheme, Power Maths.

Literacy: Where access to live lessons is possible, we will continue to follow our long term plan in literacy across the school, continuing with our units of learning. Where access to live lessons is not possible, we will set work based on the skills, concepts and genre of focus, by blending the high-quality resources from National Oak Academy alongside our face-to-face teaching. For example, in class there may be a creative curriculum approach to teaching instructions influenced by the topic choice and text shared in class. Although the remote learning would not be necessarily based on the topic or text, the key skills, concepts and genre would be through selection of the instructions unit from Oak Academy.

Foundation Subjects: Like during lockdown, we will suggest learning based on the topic. Where access to a live lesson is not possible, online links will be given directing pupils to high-quality video learning. These activities and lessons will be part of in-school curriculum and part of the sequence of lessons within each topic.

Live/Video Teaching: Where possible, teachers will strive to offer live lessons for Maths, Literacy and a foundation stage subject each day. However, this is dependent on the circumstances (for example whether the whole class is working remotely or an individual). Where live lessons are not possible, video lessons for learning will be provided either pre-recorded by staff or making effective use of government funded and approved resources such as Oak Academy and White Rose Maths. This is especially the case when the need for blended/remote learning being provided is for a small number of pupils in the class. Live lessons will be hosted on Zoom (see Zoom Protocol in the appendix).

Contact and Assessment: The level of communication and assessment given to pupils who are learning remotely will be dependent on the following: whether the whole class is isolating, a small number of pupils is isolating or the member of staff is isolating.

November 2021 Update

If a small number of pupils, where possible, parents/pupils will be submit work daily and, where possible, teachers will check this daily, however, appreciation will be given to the fact that this may not be possible whilst balancing teaching in school and remotely. The learning will be submitted via Class Dojo or our class email system.

If the whole class, teachers will be available to respond to emails between 9 and 3.30 and also be available to make comments based on the pupils' learning. However, appreciation will be given to those members of staff who would also be responsible for young children at home.

Feedback: The level of feedback provided should address misconceptions held by the pupil in the work submitted and acknowledgement of the work completed. Pupils should be made aware that their work has been seen.

Equity

Although the government are placing a high expectation on the use of high-quality learning resources online, we need to be mindful of the inequity that exists for some of our families. These would include families without WIFI internet and/or without any or multi-devices (particularly those where there is one device for several siblings). With that in mind, we will offer learning for these pupils by:
- Offering the use of devices received through support of the local authority and government.
- Offering the use of school iPads/tablets/Chromebooks where a user agreement would be signed for.
- Using existing curriculum resources, for example in maths, where we will send home the Power Maths textbooks and photocopy the workbook pages. This would supplement a printed copy of our remote learning format (see appendix). These resources would be delivered to the families.
- We would also look support these families through offering children places in a key worker group, if we return to a full lockdown.

Workload

There is a lot of potential for workload pressure on both teaching staff and SLT and our processes need to be manageable as well as effective. We have identified effective resources that will supplement our in-school curriculum to achieve blended learning and these will take pressure off of teachers where duplicates of lessons/resources may happen.

We will be expecting the children to return their work through photos via our email or Class Dojo and feedback will be given. We will not be expecting detailed written feedback as this would contradict our marking and feedback policy and has the potential to reduce teachers to marking more than providing support and effective feedback.

We will be clear with parents that any completed work must be sent in daily (with exceptions given in certain circumstances). This will ensure that teachers are not overburdened with large amounts of work to look at due to late submissions.

Where staff are unable to provide specific feedback to remote learning, acknowledgement of receiving the work will be given and feedback provided at a later time. An example of this is where one or a small number of pupils are self-isolating and the teacher is still responsible for their class at school.

November 2021 Update

Consideration will also be given to staff who are working from home and managing teaching responsibilities. Flexibility in expectations will be needed if they are unable to be responsive during the working day due to childcare or health issues. In this event, clear communication will be given to parents with specific working times given as we aim to relieve the pressures of remote teaching and home care.

We will also be mindful of embracing new digital approaches to teaching remotely and consider the need for training. To support this, we will look to build on our achievements so far (use of zoom), but also support the whole school rollout of Class Dojo.

Safeguarding

In order to maintain our high expectations of safeguarding our pupils, families and staff, we will ensure our processes are clear and effective. We will build on our successes during the first lockdown by providing daily/weekly phone calls and house visits for our vulnerable children (this would be referenced by our red (vulnerable) and amber (those children/families who may need additional support or care in the event of self-isolation) lists). We will also refer to the definition of vulnerable children and strive to invite them into school in the event of future school attendance restriction.

We will also safeguard staff by providing a code of conduct during Zoom communications.

This Policy will be reviewed annually, but will may be amended if circumstances or Government guidance changes.

Reviewed on ………………………..   Signed by…………………………………………………….

November 2021 Update

Appendices:

Blended Learning Planning Templates

Zoom Protocol

November 2021 Update

November 2021 Update

January 2021 Learning Packs

November 2021 Update

_____ Class
Blended Learning

Here is the suggested learning to be completed whilst you are away from school. You will find a suggested timetable and suggested learning activities. These activities cover the same objectives that will be covered in school and are part of our sequence of learning and our curriculum. We have made links to high quality resources that we would also use in school and these should be completed daily.

Please email photographs of the completed learning to your class teacher, ideally at the end of each day. We appreciate that this may not be possible but please be aware that we may not be able to provide any feedback if you return it too late.

We will try and provide feedback as soon as we can, but please bear with us as we are still in school teaching the remaining children.

OR

We will try and provide feedback as soon as we can, but please bear with us as this may take a day or two.

If you have any questions or concerns, or you need learning printed off, please continue to use our class email address which is *****@brickhillprimary.co.uk

Suggested Timetable

9-9:30	Active Learning
9:30-10:15	Maths
10:15-10:30	Break
10:30-10:45	Spelling
10:45-11:30	Literacy
11:30-1	Lunch
1-130	Reading
1:30-2:30	Topic

Monday	BBC Supermovers LINK Choose a subject and get moving!
Tuesday	**Just Dance** LINK
Wednesday	**PE with Joe Wicks –** LIVE at 9am on Youtube LINK
Thursday	**Kids Yoga** Link Something for a calmer start.
Friday	It's Friday! Choose your favourite PE from this week.

	Core Learning
	Maths
Mon	WAL: To add decimals within 1: Watch the video using the link and then work through the questions. Remember, use the number to help and complete the bar model to help you solve question 1. Tip: Use your knowledge of numbers bonds to 100 and 10 to help you calculate mentally. https://vimeo.com/403247597
Tues	WAL: To add decimals within 1: Watch the video using the link and then work through the questions. Remember, use the number to help and complete the bar model to help you solve question 1. Tip: Use your knowledge of numbers bonds to 100 and 10 to help you calculate mentally. https://vimeo.com/403247597
Weds	WAL: To add decimals within 1: Watch the video using the link and then work through the questions. Remember, use the number to help and complete the bar model to help you solve question 1. Tip: Use your knowledge of numbers bonds to 100 and 10 to help you calculate mentally. https://vimeo.com/403247597
Thurs	WAL: To add decimals within 1: Watch the video using the link and then work through the questions. Remember, use the number to help and complete the bar model to help you solve question 1. Tip: Use your knowledge of numbers bonds to 100 and 10 to help you calculate mentally. https://vimeo.com/403247597
Fri	WAL: To add decimals within 1: Watch the video using the link and then work through the questions. Remember, use the number to help and complete the bar model to help you solve question 1. Tip: Use your knowledge of numbers bonds to 100 and 10 to help you calculate mentally. https://vimeo.com/403247597

November 2021 Update

	Literacy
Mon	WAL: **To develop an understanding of the chocolate making process** In this lesson, we will learn how chocolate is made. We will then summarise each of the four main stages by writing a sentence for each stage. https://classroom.thenational.academy/lessons/to-identify-the-features-of-an-explanation-text-6cwk4d
Tues	WAL: **To develop an understanding of the chocolate making process** In this lesson, we will learn how chocolate is made. We will then summarise each of the four main stages by writing a sentence for each stage. https://classroom.thenational.academy/lessons/to-identify-the-features-of-an-explanation-text-6cwk4d
Weds	WAL: **To develop an understanding of the chocolate making process** In this lesson, we will learn how chocolate is made. We will then summarise each of the four main stages by writing a sentence for each stage. https://classroom.thenational.academy/lessons/to-identify-the-features-of-an-explanation-text-6cwk4d
Thurs	WAL: **To develop an understanding of the chocolate making process** In this lesson, we will learn how chocolate is made. We will then summarise each of the four main stages by writing a sentence for each stage. https://classroom.thenational.academy/lessons/to-identify-the-features-of-an-explanation-text-6cwk4d
Fri	WAL: **To develop an understanding of the chocolate making process** In this lesson, we will learn how chocolate is made. We will then summarise each of the four main stages by writing a sentence for each stage. https://classroom.thenational.academy/lessons/to-identify-the-features-of-an-explanation-text-6cwk4d

	Foundation Subjects
	Here you will find learning linked to our foundation subjects. Where the content may be different, the key objectives are the same.
Creative Curriculum	To make this process quick. Copy and paste your planning into this box and amend for the child/parent. Below is are examples take from Oak Academy but you may find it easier for lessons such as RE and PSHE to copy and paste your planning and attach any worksheets.
RE	WAL: **How did Hinduism begin and develop as a religion?** In this lesson, we are going to be learning about different religions that have emerged throughout history, the origins of Hinduism and the Vedas, which are the religious texts which inform the religion of Hinduism. https://classroom.thenational.academy/lessons/how-did-hinduism-begin-and-develop-as-a-religion-71k38t
PE	In PE this week, we are practicing our throwing and catching. With a small ball, practice throwing the ball up in the air and catch it. You could move onto using one hand, then your less-dominant hand. If you have someone at home that you can practice with, throw and catch with them.
Science	WAL: **How is sedimentary rock formed?** In this lesson, we will learn about our third type of rock: sedimentary rock. We will look at the steps needed to make sedimentary rock and how fossils are formed in sedimentary rock. We will then learn what a palaeontologist is and identify some different fossils. For this lesson you will need a piece of paper and a pencil. https://classroom.thenational.academy/lessons/how-is-sedimentary-rock-formed-6tj3ae
Computing	**WAL** how to put in capital letters. Ask the children about capital letters and when we use them. Do they already know how to put in CL? Show them using Caps Lock and Shift to type out sentences and single letters with CL. Then explain that sometimes you will need to edit CL in pieces of text that has already been typed. This is when we can use the change case icon/menu Aa.

November 2021 Update

Phonics/Spelling Suggestions	Reading Suggestions
WAL: To investigate suffixes: Past and present tense In this lesson, we will explore the rules associated with adding the suffix -ed. 10 spelling words will be explained and set to learn. **https://classroom.thenational.academy/lessons/to-investigate-suffixes-past-and-present-tense-6nhkjc**	WAL: **To develop reading for pleasure** In this lesson, we will reflect on what reading for pleasure means. We will spend time thinking about different texts that are important to us and create a 'Reading River' to show our own personal journeys in Reading. https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-cgukgt
WAL: **To practise and apply knowledge of suffixes: Past and present tense, including a test** In this lesson, we will practise the rules associated with adding the suffix -ed. We will learn how to practise using the small to large strategy and will test the words previously set to learn. https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-past-and-present-tense-including-a-test-61h3ce	**WAL: To develop reading for pleasure** In this lesson, we will develop reading for pleasure through book recommendations and then discuss and describe character traits of our favourite characters. https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-74w3cr

November 2021 Update

November 2021 Learning Packs example:

November 2021 Update

Year 4
Blended Learning
Autumn

The DfE's guidance to schools is as follows:

Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.

If your child is asymptomatic or is well enough, please encourage them to complete this remote learning. You will find the timetable and learning activities. These activities cover the same objectives that will be covered in school and are part of our sequence of learning and our curriculum.

If you have any questions or concerns particularly around accessing the learning, or you need learning printed off, please contact us via Class Dojo or our class email address which is herons@brickhillprimary.co.uk

Here is the suggested timetable:

9:30 – 10:30	Literacy
10:30-10:45	Break
10:45-11:00	Spelling
11:00-12:00	Maths
12-1	Lunch
1-130	Reading
Afternoon	Foundation subject

November 2021 Update

Core Learning
Literacy
To support your child with their learning, we have set Oak Academy lessons that focus on core knowledge/skills your child is expected to have learnt by the end of the school year. The Oak Academy lessons are delivered by qualified teachers and are recognised as effective practice by the DfE. Each lesson contains a quiz to help identify what your child knows prior to the learning whilst also breaking the lesson into small chunks to help them understand.
To explore simple and compound sentences In this lesson, we will revise our understanding of verbs and learn how to write simple and compound sentences. Watch: https://classroom.thenational.academy/lessons/to-explore-simple-and-compound-sentences-6hk3ed
To revise our understanding of simple and compound sentences In this lesson, we will revise our understanding of simple and compound sentences. Watch: https://classroom.thenational.academy/lessons/to-revise-our-understanding-of-simple-and-compound-sentences-65gkje
To explore complex sentences In this lesson, we will explore 'As' complex sentences and have a go at writing our own, based on the clip we watched in the first lesson. Watch: https://classroom.thenational.academy/lessons/to-explore-complex-sentences-68wp8c
To develop understanding of complex sentences In this lesson, we will explore using 'As' adverbial complex sentences and complex sentences that have relative clauses in them. We will practise writing sentences throughout the lesson. Watch: https://classroom.thenational.academy/lessons/to-develop-understanding-of-complex-sentences-crtpar
To develop our understanding of simple, compound and complex sentences In this lesson, we will learn all about clauses and how they can be used to make simple, compound and complex sentences. We will also learn about the coordinating and subordinating conjunctions that we use to make the different sentence types. Watch: https://classroom.thenational.academy/lessons/to-develop-our-understanding-of-simple-compound-and-complex-sentences-ccvket

	Core Learning
	Maths
	To support your child with their learning, we have set White Rose Maths units of learning. White Rose Maths supported Pearson in creating the Power Maths scheme we use so the resources are very similar. You will also find that the pupils are likely to have covered these objectives in school. We have set these lessons based on the core knowledge/skills children are expected to have achieved by the end of the year and through additional retrieval, these additional lessons will help your child remember the learning even better.
	Add two 4-digit numbers with more than one exchange Watch the video: https://vimeo.com/462718069 Then complete the worksheet titled Day 1.
	Subtract two 4-digit numbers with one exchange Watch the video: https://vimeo.com/463378320 Then complete the worksheet titles Day 2.
	Subtract two 4 – digit numbers with more than one exchange Watch the video: https://vimeo.com/465337176 Then complete the worksheet titled Day 3.
	Efficient Subtraction Watch the video: https://vimeo.com/465337207 Then complete the worksheet titled Day 4.
	Checking Strategies Watch the video: https://vimeo.com/465356812 Then complete the worksheet titled Day 5.
onus	**You can also encourage your child to log in to Times Table Rockstars and practice their times tables too!** https://ttrockstars.com/

November 2021 Update

	Core Learning
	Spelling
	To support your child with their learning, we have set Oak Academy lessons that focus on core knowledge/skills your child is expected to have learnt by the end of the school year. The Oak Academy lessons are delivered by qualified teachers and are recognised as effective practice by the DfE. Each lesson contains a quiz to help identify what your child knows prior to the learning whilst also breaking the lesson into small chunks to help them understand.
	To investigate homonyms In this lesson, we will explore homonyms. We will learn what they are and look at some examples. Ten spelling words will be explained and set to learn. Watch: https://classroom.thenational.academy/lessons/to-investigate-homonyms-6gup4e
	To practise and apply knowledge of homonyms, including test In this lesson, we will practise and apply our knowledge of homonyms. We will learn how to practise using the 'Look, Cover, Write, Check' strategy and will test the words previously set to learn. Watch: https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-homonyms-including-test-65h36d
	To investigate homophones (1) In this lesson, we will explore homophones. We will learn what they are and look at some examples. Ten spelling words will be explained and set to learn. Watch: https://classroom.thenational.academy/lessons/to-investigate-homophones-cruk2t
	To practise and apply knowledge of homophones, including test In this lesson, we will practise and apply our knowledge of homophones. We will learn how to practise using the pyramid strategy and will test the words previously set to learn. Watch: https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-homophones-including-test-6cw62d
	To investigate homophones (2) In this lesson, we will be investigating homophones. We will explore key vocabulary, investigate and generate rules and find out the new words to learn. Watch: https://classroom.thenational.academy/lessons/to-investigate-homophones-60vp2d

	Foundation Subjects
	To support your child with their learning, we have set White Rose Maths units of learning. White Rose Maths supported Pearson in creating the Power Maths scheme we use so the resources are very similar. You will also find that the pupils are likely to have covered these objectives in school. We have set these lessons based on the core knowledge/skills children are expected to have achieved by the end of the year and through additional retrieval, these additional lessons will help your child remember the learning even better.
	Geography: What are North America's countries and physical features? In this lesson, we will be learning to locate North America, as well as the countries within North America, on a map. We will also be learning about the five different regions of North America and at the end of the lesson, comparing two of the regions. Watch: https://classroom.thenational.academy/lessons/what-are-north-americas-countries-and-physical-features-ctgked
	Geography: What are some of North America's most important human characteristics? In this lesson, we will be learning about the major cities in North America. We will also be learning about how agriculture, forestry and mining are important for the continent economically. Finally, we will learn about the natural resources that North America has and where these natural resources are located within the continent. Watch: https://classroom.thenational.academy/lessons/what-are-some-of-north-americas-most-important-human-characteristics-c8vk8r
	RE: What are the festivals of Islam? In this lesson, we will be learning about the most important celebrations/festivals in Islam. Watch: https://classroom.thenational.academy/lessons/what-are-the-festivals-of-islam-70u36r
	PSHE: King of the road Children will be looking at some common road signs and will learn how to keep safe whilst out on a bike. Children will become familiar with the car seat law and create a fact sheet on what they have learnt. Watch: https://classroom.thenational.academy/lessons/king-of-the-road-6mu36t
	Science: What is an ecosystem? In this lesson, we will recap our knowledge of plants, animals and habitats and learn about ecosystems. Watch: https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cgtpcr

November 2021 Update

November 2021 Update

Protocols for Virtual Live Lessons and Live Chat

These protocols have been suggested to protect your child and the class teacher when they are teaching and learning together online. Please read the document carefully and be objective about the information listed below.

Expectations for parent/carers

- During an online lesson or assembly, your child must wear suitable clothing (no pyjamas or offensive slogan T-shirts) as should anyone else in the household when webcams are switched on. It will be the parent's responsibility to immediately switch off any webcam (pupils will be asked to leave the online lesson if it is felt that a pupil or family members clothing is inappropriate). Once they have changed into appropriate clothing, they will be permitted to re-join the session.

- All digital devices must be used in appropriate areas of the house, for example, not in bedrooms.

- Please try to ensure your child sits against a neutral background.

- All live lessons are recorded. This is for safeguarding purposes, if any issues were to arise, the video could be reviewed. (The recorded lessons will be stored for one year and then deleted). Please do not record from home.

- Live classes will be kept to a reasonable length of time. The ideal time for a session is around 20 to 30 mins. The live lessons will always fall within normal school hours.

- All Language used must be appropriate, including any family members and adults in the background of any household. Inappropriate language used or heard may result in ejection from the meeting.

- Children are not permitted to eat during online lessons. The session is a representation of a real classroom, teachers do not permit eating during lessons when they are physically in school so please do not allow your child to eat during live lessons. Having a drink whilst learning and participating is fine.

November 2021 Update

- To recreate a suitable learning environment for your child, make sure they can sit at a table for the lesson (where possible). Have access to a drink, pencil, ruler, rubber, and paper or workbooks (*school will provide these if needed, for your child to use).

- When your child is learning online, please reduce distractions i.e. television, telephone calls, pets etc. in the background.

- Let your child learn independently – do not sit next to them and coach them. Only offer support if there is a technical issue but please be present somewhere near them.

- If a parent has questions, use the appropriate communication channels after the lesson. You can send a message to your child's class teacher via Class Dojo or using the class email. The teacher will respond to your query or call you within 24hrs.

- Please be aware that the lesson could be for a class of 30 children not just for your child. It is an open forum; any distractions will disturb not only your child but 29 others.

- Please engage in conversations with your child after the lesson and discuss the learning tasks and assignments. This will help your children to strengthen their understanding of the learning content.

- Teachers will respond to your child's work once your child returns it but be mindful that teachers will not be able to reply instantly due to the structure of their day/week.

- Remember to consider and balance your child's emotional wellbeing too by providing ample room and time for reflection, physical activity, conversation, and play. The teacher input will be online but most of the activities and learning should be completed away from the computer. Monitor your child's access to digital devices. Try and follow the structure of the timetable which will be set by your child's school. The timetable will set a balanced approach to working on digital devices. Screen time will be taken into consideration when the weekly timetables are planned by the teachers

- Ensure your child is fully engaged and following expectations. This is the most challenging aspect but can also be the most rewarding for your child's future education.

Please contact school immediately if you do not have a device at home for your child or you cannot access the internet. A computer or tablet is now a vital part of your child's education and they need to be able to have access to online learning.

November 2021 Update

Please discuss these expectations with your children

Expectations for pupils

- Get ready to work and wear appropriate clothes
- Let people in my household know you are going online to learn
- Try and find somewhere quiet where you can concentrate on your learning
- Ensure an adult is nearby
- Login and be ready to learn on time (if participating in a live session)
- Ensure your microphone is turned off at the start of the lesson but ready to switch on when   needed
- Listen carefully to the teacher so you know what to do
- Work hard and remember to respect the efforts of others taking part in the lesson
- If you have a question for the teacher use the hands up/chat function to let them know
- Never record a lesson

November 2021 Update