



Remote Learning Policy 2020

Hawthorns School Remote Learning Policy

1.Aims

This remote learning policy aims to:

- Support emotional, social and health wellbeing during periods of remote learning.
- Ensure consistency in the school's approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning in the event of full or partial school closure due to government guidance or due to extended periods of self-isolation
- Provide appropriate guidelines for data protection

2.Roles and Responsibilities

In the event of a part or full school closure of the school we will provide remote learning (online) via individual pupil Ipads sent home for pupils that are not able to attend school. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents. Hawthorns School are fully aware that these are exceptional times and that this document seeks to inform and guide families. Each family is unique and because of this, should approach home learning in way which suits their individual needs

If any staff are unable to work due to COVID symptoms or illness , or they have been told to shield and/or have received a letter to confirm this, or if they are sick or have other reasons for absence e.g caring for dependents, then the absence needs to be reported by calling our absence line – 0161 883 2401 and follow the reporting instructions in the normal way. That message will be picked up by the cover teams and HR. The call must be received by no later than 8.15am. If you are not able to give a definitive date of return then you must ring the absence line again by no later than 2.30pm to let us know whether you will be in work the following working day. If you are not returning the following working day, you need to ring the absence line again by 2.30pm to give an update. This needs to be the process until such time as you either return to work or have a definite date of return.

In addition, please also text or email your line manager /class staff or ring the Hawthorns main reception but your primary responsibility is reporting via the absence line.

Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

Whilst self-isolating, and if able to do so, staff will liaise with and support other staff in school to ensure learning continues for pupils. If staff are self-isolating but well, they are expected to lead the remote teaching with support from class staff.

If teachers continue to work in school but are also providing remote learning they will delegate some of the remote learning to their TA's but they will have overall responsibility for ensuring the remote work is provided.

All staff have specific roles and responsibilities around remote learning. Please look at the statements below and familiarise yourself with details of your responsibilities.

2.1 Teachers

When providing remote learning, the expectation is that teachers will be available between 8.30am and 3.30pm. However, there are many different scenarios why a pupil, whole class or teacher will be teaching and learning remotely and the expectations will depend on the individual circumstances. It is important you are familiar with the COVID-19 Protocols with regards to your individual situation and contact your Head of Site if you are unsure about the expectations.

Should a staff member require support with the use of technology, it is their responsibility to seek this support from school and Senior Leaders will ensure that IT support is given promptly

Remote learning protocols

Teachers will follow the 'remote learning session' teacher protocols when providing remote learning sessions

- ensuring that you are wearing professional dress working with a neutral background behind you and in an appropriate public living area
- Avoid areas with background noise, nothing inappropriate in the background
- Use appropriate language – this includes others in their household
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission
- Always remain aware that they are visible
- Ensure no other family members are visible to pupils

One to one remote session must be discussed and approved by a DSL to assess any risks. This could be required, to provide pastoral care or provide support for pupils. Helpful solutions may involve including a parent or additional staff member on the call.

When providing remote learning teachers are responsible for:

➤ **Setting work for pupils on their current timetable**

- Teachers should plan lessons/provide activities for all pupils following the class timetable where possible that are relevant to the curriculum focus and individual needs of their class. The way and amount of work provided will be different across different pathways. This will be via class emails, Twitter, Showbie, and the class page on the website for updated information
- During these uncertain times, the timetable might change to reflect the on-going demands of COVID-19 but it is important that pupils are set work in accordance with their timetable.
- The amount of work provided for pupils will be different for each pupil but it should be meaningful and ambitious reflecting the different subjects on the timetable each day.
- The work set for pupils should be available for access by the start of the school day. It is important to plan sequenced tasks to build knowledge and skills incrementally, so that work is not overwhelming in volume.
- Work should be uploaded in the agreed way for each class/pathway . Some pathways will use our approved app Showbie. It is important that these apps are familiar to the pupils and/or parents before work is set for remote learning and are not introduced once remote learning is needed.
- All pupils have access to a workflow platform such as Showbie via their school-provided iPad. It is expected that teachers will create the work for pupils and for teaching assistants to access from either at home or within the school setting.
- When setting work, a range of resources should be used which are engaging and a continuation of the high-quality curriculum provided within school. This might consist of digital worksheets, presentations, videos, links to websites, use of other apps, etc.

➤ **Providing feedback**

- The Showbie app allow pupils to complete work directly on the app itself or upload their work for the teacher to view and provide feedback. Feedback may be also via comments in email, or on pupil workbooks/sheets returned to school. Work received via email is to be saved, feedback given and then filed electronically within a pupil folder
- Feedback to pupils will need to be meaningful. This means feedback could be in the form of annotation on work, text comments, voice notes or video chat but it is the decision of the teacher what method of feedback is meaningful.

Feedback should be timely. This means that feedback should be given before the next lesson or activity. Teachers should consider what time of day they are providing feedback so that they are not perceived to be requesting work out of school hours

➤ **Keeping in touch with both pupils and parents**

- When a pupil is not in school due to COVID related reasons such as self-isolation you are expected to maintain regular contact at least weekly with pupils and/or parents (in line with the COVID-19 Protocols on your site) via the school-provided platforms of email, twitter, phone call or the parent app and keep a record of contact made.
- When communicating with parents and pupils via any of the school-provided platforms, it is expected that this will be within working hours and logged on CPOMS.
- Microsoft Teams will be used to contact parents for meetings – Parents have been provided with a Microsoft Teams guide to support them with using it.
- Respond, within reason, promptly to requests for support from families at home. This should be via class emails or phonecalls.
- Ensure school email accounts are used for all correspondence.
- When emailing parents with weekly updates please ensure that you use the BCC option. We must continue to follow the GDPR rules and keep personal information private and secure.
- Any concerns or complaints must be shared with the Senior Leadership team who will advise how to respond.
- Vulnerable pupils will also receive a weekly call from the Family Link Worker
- Any safeguarding concerns raised by parents and pupils should be reported immediately to the designated DSL for your site and school procedures followed. See the safeguarding addendum attached to the Child Protection and Safeguarding Policy and relevant sections below.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30 -3.30pm

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

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils on an individual basis via regular contact with parents or pupils through school provided platforms such as Showbie, Microsoft Outlook, Microsoft Teams or phone call.

- Supporting the teacher with any arranged 'live video sessions'. This might involve support via the Showbie Video Chat in a class discussion or via Microsoft Teams if the class is having a live virtual session within school.
- Supporting pupils to complete work within school in a situation where the teacher has to self-isolate but is teaching remotely.
- Attending virtual meetings with teachers, parents and pupils.
- Completing the Apple Teacher programme and attending relevant training to support remote learning.
- Having an up to date awareness of e-safety matters and of the current school e-safety policy and practices.
- Reporting any incidents of misuse to the HOS or DSL on your site and log the incident on CPOMS.
- Supporting pupils who aren't in school with learning remotely under the guidance of the class teacher via email, showbie , social media or phone calls.
- Attending virtual meetings with teachers, parents and pupils, following online safety protocols.

2.3 Pupils and parents

Staff can expect pupils to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers and alert teachers if able to, if they're not able to complete work
- seek help if they need it and are able to . from teachers or TA's
- Behave in an appropriate manner and in accordance with the Acceptable Use Agreement when interacting with others on school-provided communication platforms, such as Showbie Video Chat, Showbie class discussion or Microsoft Outlook email.
- take part in the remote learning sessions provided by the class teacher where possible
- complete work /show some evidence of participation in activities set by teachers.

Staff can expect parents with children learning remotely to:

- make the school aware if their child is sick or otherwise can't complete work.
- seek help from the school if they need it.
- be respectful when making any complaints or concerns known to staff.
- where possible to maintain a regular and familiar routine so that each 'school day' maintains structure.
- communicate with class teachers via their class email address if they have any concerns or queries
- contact school promptly if there are problems accessing work. School cannot guarantee that the chosen platforms will work on all devices
- keep work that children complete at home safe, and send back to school when safe to do so
- attempt to make use of the resources shared with them i.e. printing sheets out
- be aware of the Remote Learning document, the Online Safety Guide and the video guides on our NewTube channel within Microsoft Stream, if they're struggling to support their child with remote learning.
- support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Staff will promote and monitor the safe use of the school provided iPad in accordance with the Acceptable Use Agreement.

2.4 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Providing work/activities/resources to support the classes they usually work with, in discussion with the class teacher
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by themselves /teachers in their subject through regular meetings with teachers or by reviewing work set. A record of activities provided and undertaken by pupils should be evidenced and recorded through email/Twitter/photo evidence
- Alerting teachers to resources they can use to teach their subject remotely.
- Updating the resource list within the Remote Learning document.

2.5 Senior leadership team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Supporting teachers with resources they could use for remote learning.
- Working with teachers to make sure that the work set is appropriate and consistent.
- Monitoring the effectiveness of remote learning through regular virtual meetings with teachers and subject leaders, through Microsoft Teams, reviewing work set and suggesting changes as required.
- Setting up and leading remote staff meetings.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Emailing and keeping parents informed via Parentapp about school issues and providing Coronavirus update messages from the Government, the DfE and/or the Local Authority.

2.6 Designated safeguarding leads

Safeguarding is everyone's responsibility. Staff should always act in the best interests of the child and have an attitude of 'it could happen here'. All staff have a responsibility to safeguard children and promote their welfare in line with the child protection policy. Staff should not themselves investigate possible abuse or neglect and but report any concerns to the DSL on their site.

The Designated Safeguarding Lead is: Debbie Fitton. The Deputy Designated Safeguarding Leads are: Pierre Coiffait, Janet Sarno, Sonia Jones

The DSL will follow the guidelines set out in the addendum to the School's Child Protection and Safeguarding policy COVID-19 arrangements for Safeguarding and Child Protection at Hawthorns School. This is available on the school website and in the staff handbook. Any safeguarding concerns should be immediately reported to the DSL

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to child protection systems and liaising with the offsite DSL (or deputy).

The DSL is responsible for:

- Ensuring all concerns and/or disclosures are recorded on CPOMS (Child protection online monitoring) immediately. Any notes to accompany the concern/disclosure should be uploaded to CPOMS.
- Informing the IT technicians of any access restrictions that need applying to pupil accounts as a result of a reported incident.
- Liaise with the e-safety coordinator on site or centrally to ensure all technology used for remote learning is suitable for purpose and follow-up any online safety incidents.
- Passing on any information about suspected abuse or neglect as soon as it is known.
- Attending child protection meetings/conferences as appropriate
- Acting as a source of support, advice and knowledge within school.
- Working in partnership with Children's Social Care and other relevant agencies.
- Having a full awareness of online safety risks with remote learning and keeping children safe in education, undertaking regular training and promoting all staff to complete online safety training.
- Attending safeguarding network meetings to keep up to date with new guidance.
- Notifying any concerns around radicalisation and extremism to the single point of contact for Prevent who will liaise with the local authority and Channel, as may be necessary.

Full guidance on the roles and responsibilities of DSLs can be found within the child protection policy.

2.7 E Safety Lead

The E Safety lead is responsible for:

- Emailing regular online safety messages to parents/carers to reinforce the importance of children staying safe online
- Updating the school website with E safety information
- Ensuring online learning and ipad agreements have been signed by both parents and staff
- Ensuring safety protocols are followed – See E Safety Policy and addendum

2.8 IT staff

Having a school-provided iPad at home is a fantastic resource for a pupil to be able to continue learning but ensuring our IT systems are safe and secure is vitally important in preventing unwanted contact, content or conduct whilst online. Therefore, our IT technicians are an integral part of our remote learning offer and are responsible for:

- Fixing any issues with the IT platforms used to set and collect work.
- Ensuring internet filtering is applied so that no inappropriate content can be accessed when browsing online.
- Ensuring communication systems are 'locked down' and only school-provided platforms of communication are accessed . These will include Showbie, Microsoft Outlook and Microsoft Teams. Setting pupil access restrictions to device features, websites and apps requested by the HOS or DSL.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Helping staff pupils and parents with any technical issues they're experiencing

2.9 Trustees/Governors

Trustees/Governors are responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to contact

If you have any issues with setting work, behaviour, own workload or well-being please contact a member of the senior management team.

- Issues with online safety – report to the DSL and seek advice from the e-safety coordinator around follow-up work
- Issues with IT – email the IT technicians on support@newbridgegroup.org
- Concerns about safeguarding – report to the DSL on site

4. Data Protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, staff must only:

- Access the data via school provided accounts on a secure cloud service or a server in the school IT network.
- Access the data via school provided devices such as laptops or iPads that are password protected, rather than your own personal devices

4.2 Processing personal data

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

However, staff are reminded to collect and/or share as little personal data as possible online. Everyone responsible for using personal data has to follow strict rules called 'data protection principles. They must make sure the information is:

- Used fairly, lawfully and transparently processed for limited purposes
- Used for specified, explicit purposes
- Used in a way that is adequate, relevant and limited to only what is necessary Processed in accordance with the data subject's rights
- Accurate and, where necessary, kept up to date
- Kept for no longer than is necessary
- Handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

Staff should refer to the school's data protection policy for further guidance.

4.3 Keeping devices secure

- All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:
- keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

- making sure the device locks if left inactive for a period of time
- not sharing the device among family or friends

All school laptops and Ipads have

- encrypted hard drives – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- antivirus and antispyware software installed
- Updated operating systems

5. Monitoring

This policy will be reviewed regularly. At every review, it will be approved by Trustees/Governors/Executive Team/HOS

6.Links with other policies

This policy is linked to our:

COVID-19 Protocols

Behaviour policy and Covid 19 addendum

Child protection and Safeguarding policy and Covid 19 addendum

E safety policy and Covid 19 addendum

Home School Agreement

Staff Code of Conduct

Data protection policy and privacy notices

Acceptable use agreement

Appendix 1 Pupil Parent iPad agreement

Pupil/Parent User Agreement

This Acceptable User Agreement is for use of iPads and ICT in school.

In the case of a Lockdown or an individual or class being in isolation for a period of 14 days or more, the iPads will be sent home for remote learning. Individual pupil iPads will not be sent home with your child unless this agreement has been signed by a parent or carer. Please read carefully before you sign.

As the parent / carer of the young person

- I give permission for my child to have access to the internet and to ICT systems at school.
- I know that my child has received, or will receive, e-safety education to help them understand the importance of safe use of ICT – both in and out of school.
- I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that my child will be safe when they use the internet and ICT systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.
- I understand that my child's activity on the ICT systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Agreement.
- I will encourage my child to adopt safe use of the internet and digital technologies at home and

will inform the school if I have concerns over my child's e-safety.

- I will immediately report any damage or faults involving equipment or software.
- I will handle my school-provided iPad with care and respect at all times and never remove it from the protective case.
- I will take full responsibility for the cost of replacing or repairing the school-provided iPad if it becomes lost, stolen or broken.

In the event of remote home learning, using the iPad during any video/live sessions with school;

- I am aware that the pupil will not be alone on video chat with their teacher, and there will be a teaching assistant present also.
- I will ensure my child is on time and dressed appropriately (not in bed or pyjamas) whenever there is video call planned by the teacher
- I will ensure that there will only be my child on the video chat and any siblings will not be present.
- I understand that if my child misuses the video chat feature of learning (swearing, rude, unkind to others, etc) then they will be removed from the class discussion by the teacher.
- I understand that if any of the above is breached during a live video chat session then my child will be removed from the session

As a pupil I will;

- treat any usernames and passwords like my toothbrush – I will not share it, and I won't try to use any other person's username and password.

- report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.
- respect the work and property of other people and will not access, copy, remove or alter any other person's files.

I will not:

- disclose or share personal information about myself or others when on-line.
- arrange to meet people off-line that I have communicated with on-line.
- download or upload unless I have permission.
- take or show images of anyone without their permission

I agree to return the school iPad, case and charger immediately back to school once requested.

Name of pupil: _____ Date: _____

I have read the above agreement and I agree to use of ICT for my child in school

Please indicate below:

I wish to take receipt of my child's school iPad in the event of home/remote learning _____

I do not wish to take receipt of the school iPad at this time _____

Signed: _____ Parent/Carer

Appendix 2 Staff user acceptable use agreement

Staff Acceptable Use Agreement

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users. I recognise the value of the use of ICT for enhancing learning and will ensure that the young people receive opportunities to gain from the use of ICT. I will, where possible, educate the young people in my care in the safe use of ICT and embed e- safety in my work with young people.

For my professional and personal safety:

- a. I understand that the school will monitor my use of the ICT systems, email and other digital communications including personal devices that are connected to the network via Wi-Fi.
- b. I understand that the school ICT systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the rules set down by the school
- c. I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password.
- d. I will immediately report any illegal, inappropriate or harmful material or incident become aware of to the appropriate person.
- e. I will be professional in my communications and actions when using school ICT systems:
- f. I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- g. I will communicate with others in a professional manner,
- h. I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- i. I will ensure that when I take images of others I will do so with their permission and in accordance with the school's policy on the use of digital and video images. I will only use my personal equipment to record these images, in accordance with school's policy on the use of digital and video images. I understand only the External Communications Manager is able to publish (eg. on the school website / VLE/ social media) images and it will not be possible to identify by full name, or other personal information, those who are featured.
- j. I will only use chat and social media sites during unstructured times in school and in accordance with the school's policies. I will never accept a 'friends' request from a young person.
- k. I will only communicate with young people and parents / carers using official school systems. Any such communication will be professional in tone and manner.
- l. I understand that if I engage in any on-line activity it may compromise my professional responsibilities.
- a. I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.

- b. I will ensure that my data is regularly backed up.
- c. I will not upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others.
- d. I will not use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- e. I will not (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- f. I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- g. I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- h. Where personal data is transferred outside the secure school network, it must be encrypted. Not use portable storage media such as USBs, and only use school-approved Cloud services which are GDPR compliant.
- i. I understand that data protection policy requires that any staff or young person's data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by the school to disclose such information to an appropriate authority.
- j. I will handle my school-provided iPad with care and respect at all times and never remove it from the protective case.
- k. keep my iPad secure at all times, not leaving it unattended in my vehicle, and lock it away whenever it is not being used.
- l. I will immediately report any damage or faults involving equipment or software however this may have happened.
- m. I will not carry out repairs on any school-owned device, or solicit any individual or company to repair a school-owned device on my behalf.
- n. I will not attempt to remove my device from school's device management system and ensure my files are only backed up to my school iCloud, Office 365 account or to the New Bridge IT systems (staff drive/home drive).
- o. I will only host video calls with young people when I have another staff member present in the call and will always end the call so that young people cannot communicate without me being present.
- p. If I host a video live lesson I will dress and behave appropriately and professionally as I would during the school day.

When using the internet in my professional capacity or for school sanctioned personal use:

- a. I will ensure that I have permission to use the original work of others in my own work
- b. Where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of school:

- a. I understand that this Acceptable Use Agreement applies not only to my work and use of school ICT equipment in school, but also applies to my use of school ICT systems and equipment out of school and my use of personal equipment in school or in situations related to my employment by the school.
- b. I understand that if I fail to comply with this Acceptable Use Agreement, I could be subject to disciplinary action.

Staff name: _____

Signature: _____

Date: _____

Appendix 3 Remote Learning overview

Teaching and Learning	Pathway 1 EYFS Model	Pathway 2 Primary Model	Pathway 3 Engagement Model	Pathway 4 Communication Model (Rowan/Buds/Elm)	Pathway 5 Communication Model (Cherry/Elder/Blossom)
Teaching and Learning Supports	<p>Pupil iPads Pack of resources to support learning if needed and appropriate Wellbeing Profiles Personalised Learning Plans Class visual timetable on website 2 x weekly emails sent to keep parents informed of work/activities for the week and as general support Minimum of 1 x weekly phone calls to support parents Daily tweets (or email for those not on Twitter) with the days timetable and links to appropriate resources Links to appropriate websites/Codes for free Twinkl Resources/Appropriate YouTube links on Website Class email/Twitter accounts</p>	<p>Pupil iPads Pack of resources to support learning if appropriate Wellbeing Profiles Personalised Learning Plans Class visual timetable on website 2 x weekly emails sent to keep parents informed of work/activities for the week and as general support Minimum of 1 x weekly phone calls to support parents Daily tweets (or email for those not on Twitter) with the days timetable and links to appropriate resources Links to appropriate websites/Codes for free Twinkl Resources/Appropriate YouTube links on Website Class email/Twitter accounts</p>	<p>Pupil iPads Pack of resources to support learning if appropriate Wellbeing Profiles Personalised Learning Plans Class visual timetable on website 2 x weekly emails sent to keep parents informed of work/activities for the week and as general support Minimum of 1 x weekly phone calls to support parents Daily tweets (or email for those not on Twitter) with the days timetable and links to appropriate resources Links to appropriate websites/Codes for free Twinkl Resources/Appropriate YouTube links on Website Class email/Twitter accounts</p>	<p>Pupil iPads Pack of resources to support learning if appropriate Wellbeing Profiles Personalised Learning Plans Class visual timetable on website 2 x weekly emails sent to keep parents informed of work/activities for the week and as general support Minimum of 1 x weekly phone calls to support parents Daily tweets (or email for those not on Twitter) with the days timetable and links to appropriate resources Links to appropriate websites/Codes for free Twinkl Resources/Appropriate YouTube links on Website Class email/Twitter accounts</p>	<p>Pupil iPads Pack of resources to support learning if appropriate Wellbeing Profiles Personalised Learning Plans Class visual timetable on website 2 x weekly emails sent to keep parents informed of work/activities for the week and as general support Minimum of 1 x weekly phone calls to support parents Daily tweets (or email for those not on Twitter) with the days timetable and links to appropriate resources Links to appropriate websites/Codes for free Twinkl Resources/Appropriate YouTube links on Website Class email/Twitter accounts</p>
Cognition and Learning	Blended and Remote Learning	Blended and Remote Learning	Blended and Remote Learning	Blended and Remote Learning	Blended and Remote Learning
	<p>Class topic and ideas on the website Reading, writing and number packs matched to pupil's needs (where appropriate) Websites and Apps: Reading: Oxford Owl/Epic/ Teach your monster to read Phonics: Meet the Alphablocks, PhonicsPlay, ABC Kids, YouTube links to Jolly Phonics and Letters and Sounds for Home, Phonics Bloom/Oxford phonics world Fine Motor: Dough Disco on YouTube, Writing Wizard – Handwriting, Draw and Tell, Finger Paint/Draw and tell Shapes Writing: Writing Wizard/ABC Star Mathematics: Meet the Numberblocks, Nrich Maths Website, NCETM Maths Website/Numbots/Learn number/Pirates 123/Tynker Junior/Beebot General Activities and Learning: Go Explore from CBeebies, Playtime Island from CBeebies, EYFShome, Hungry Little Minds, BBC, ABCYA Purple Mash/Showbie</p>	<p>Class topic and ideas on the website Reading, writing and number packs matched to pupil's needs Phonics: Alpha blocks/Showbie Reading: Epic Books Maths: Numberblocks/Education City/Showbie Cross Curriculum: Showbie/Education City/Purple Mash/Kahoot</p>	<p>Class topic and ideas on the website Reading, writing and number packs matched to pupil's needs Apps to support learning Phonics - Showbie/Alpha blocks Reading: Teach your monster to read Number: Numberblocks/Splash Learn Writing: Playdoh touch/Writing Wizard Activities on Showbie Targets on PKLP's</p>	<p>Bank of resources available on Teachers Drive/Communication Model/Blended and Remote Learning Offer for teachers to access and distribute to parents Types of play ideas emailed/printed. Daily activities posted on twitter.</p>	<p>Bank of resources available on Teachers Drive/Communication Model/Blended and Remote Learning Offer for teachers to access and distribute to parents Daily cross-curricula activities on Twitter . Printed learning packs for consolidation in core areas (phonics, number, reading, writing) Recommended apps/ websites: Reading: epic, let me talk, teach your monster to read. Number: Numbots , education city, purple mash. Writing: education city, purple mash. Phonics: Twinkl phonics suite, phonics play, education city. Live quizzes on Kahoot</p>
Communication and Language	<p>SALT targets Ash - Links to SALT PDF Programmes on the website for parents to access Oak: Some activities will be linked to communication and language</p>	<p>SALT targets Speaking and Listening: links to a website to support word level understanding</p>	<p>SALT targets Activities on Showbie</p>	<p>SALT targets SC targets on PLP's Printed packs of communication supports and information about how to use them for language partner children. Access to videos/learning journals so parents can see how to use communication supports in activities for social partner / language partner children. Information sharing around attention autism activities and purposes</p>	<p>SALT targets SC Targets on PLP's Speaking and listening activities in packs/ on twitter. Printed packs of communication supports and information about how to use them for language partner children. Access to videos/learning journals so parents can see how to use communication supports in activities for social partner / language partner children.</p>
Physical and Sensory	<p>Ash – Physical development section on the website: Links to YouTube videos and websites/apps: Change for Life, Cosmic Yoga, Super Simple Songs List of ideas for Physical Development around the house Ideas for 'Life Skills' development on website Resource packs offered to parents such as tweezers, play doh, laminated handwriting sheets etc</p>	<p>Sycamore: Just Dance/Cosmic K18ds/Go Noodle;/5 A DAY/Joe Wicks/Learning Station (YouTube)/Story Massage Calming Colouring</p>	<p>Sensory relaxation links on website Links to Cosmic Yoga</p>	<p>Sensory Processing information on the website. Sensory Profiles Sensory movement links on website Sensory relaxation links on website Forest School links on website</p>	<p>Sensory Profiles where appropriate. Sensory Processing information on the website. Sensory movement activity ideas. Joe Wicks PE</p>
Social and Emotional	<p>Ash – Zones of Regulation – Transporters information on the website (updated regularly) Current episodes emailed to parents during home learning. Information about Starblazers on website. Oak – PSHE ideas and activities where appropriate</p>	<p>Class Dojo's Zones of Regulation links on the website</p>	<p>Zones of Regulation-to Showbie Links to games for turn taking etc Targets on PLPs</p>	<p>Music links on website ER targets on PLP's SCERTS information on website</p>	<p>ER targets on PLP's Zones of regulation links on you tube SCERTS information on website</p>
Assessment and Feedback	<p>2 weekly (Monday and Friday) emails sent to check in on parents – with 1-2 replies a week expected or follow up phone calls if no response Oak – Showbie/Kahoot/Twitter Home Learning folder in Pupil's folders to evidence learning</p>	<p>Live response systems: Kahoot etc Home Learning folder in Pupil's folders to evidence learning</p>	<p>Twitter Sharing Showbie Home Learning folder in Pupil's folders to evidence learning</p>	<p>Communication with parents Home Learning folder in Pupil's folders to evidence learning</p>	<p>Communication with parents Home Learning folder in Pupil's folders to evidence learning</p>

