



WHITEFIELD PRIMARY SCHOOL
HEALTHY HEARTS; HEALTHY BODIES; HEALTHY MINDS

PUPIL REMOTE LEARNING POLICY

The Governing Board of *Whitefield Primary School* adopted this policy in October 2020.

This policy will be reviewed on a termly basis for the academic year 2020/21 by the Headteacher.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

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Statement of intent

At WHITEFIELD PRIMARY SCHOOL, 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 pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Ensure those pupils learning remotely are monitored and learning is tracked in line with systems used in school

1. Legal framework

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

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Truancy Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
Ensuring that the school has a business continuity plan in place (NEEDS UPDATING IN LIGHT OF COVID-19 CHANGES), where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy initially on a terly basis for the academic year 2020/21 and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the school business manager and inclusion manager.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction (for example children with SEND, children identified as a welfare concern), as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3. The school business manager is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.4. The DSL (Sarah Foster), with support from the back up DSLs (Janice Adams, Vicky King, Sarah Willers, Julie Garry, Rebecca Caslake, Liz Carnall) is responsible for:

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

2.5. The inclusion manager (Janice Adams), with support from the deputy inclusion support (Andy Jackson), is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6. The SBM is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance and technical support to cover all remote working arrangements.

2.7. The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the school business manager and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician via the online jobs list (google drive).
- Adhering to the Staff Code of Conduct at all times.

2.9. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.10. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.

- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the relevant aspects of the Behavioural Policy at all times.

3. Resources

Learning materials

- 3.1. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:
 - Work booklets and activity sheets
 - Learning platform SEESAW
 - White Rose Mathematics
 - Active Learn
 - Bug Club
 - Literacy Shed
 - Purple Mash
 - Parent contact via Seesaw, zoom, telephone.
 - Other Educational websites eg BBC Bitesize, Topmarks
 - Reading tasks
 - Head Start materials
 - Times Table Rockstars
 - Pre-recorded video or audio lessons via The Oak Academy
- 3.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
- 3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- 3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.6. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- 3.7. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.

- 3.8. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- 3.9. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs.
- 3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.11. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 3.12. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.
- 3.13. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.14. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy.
- 3.15. The ICT technicians and school staff are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

- 3.16. The school will signpost parents via letter towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.17. Where applicable, the school via Lancashire Catering Services will provide the following provision for pupils who receive FSM:
 - Making food hampers available for delivery or collection
 - Providing food vouchers via Edenred

Costs and expenses

- 3.18. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.19. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.20. The school will not reimburse any costs for childcare.
- 3.21. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.
- 4.2. Where possible, all interactions will be textual and public.
- 4.3. All staff and pupils using video communication ie zoom must:
 - Communicate in groups – one-to-one sessions are not permitted.
 - Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in 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.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible.
- 4.4. All staff and pupils using audio communication eg telephone conversations must:
 - 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 audio material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they can be heard.
- 4.5. The school 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 headteacher, in collaboration with the inclusion manager.
- 4.6. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.
- 4.7. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 4.8. Parents must communicate with the school prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- 4.9. The school 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.

- 4.10. The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.11. During the period of remote learning, the school will maintain regular contact with parents via seesaw, telephone, zoom 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.
- 4.12. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. 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.
- 5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning – this may include communication via seesaw, telephone call, zoom, home visits.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded via CPOMS.
- 5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. All home visits must:

- Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded via CPOMS so that the DSL has access to them.
 - Actively involve the pupil.
- 5.9. 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.
- 5.10. 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.
- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately.
- 5.12. 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.

6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. 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.
- 6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

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

7. Marking and feedback

- 7.1. All schoolwork completed through remote learning must be:
- Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Teachers will approve work seen and offer feedback where necessary.
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- 7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.
- 7.7. The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be reported to parents via formal reporting to parents procedures or, if there is a concern, individually via telephone.
- 7.8. The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

8. Health and safety

- 8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 8.2. Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

- 8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
- 8.4. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- 8.5. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

- 9.1. Pupils with SEND or additional medical conditions may require more regular breaks.
- 9.2. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.3. Parents will inform their **child's teacher** if their child is unwell.
- 9.4. The school will monitor absence from remote learning in line with the **Attendance and Truancy Policy**.

10. Communication

- 10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The school will communicate with parents via the school app, letter, Facebook and the school website about remote learning arrangements as soon as possible.
- 10.3. The headteacher will communicate with staff as soon as possible via whatsapp message and email about any remote learning arrangements.
- 10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- 10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – direct communication is only permitted during school hours.
- 10.6. Members of staff will have contact with their line manager at least once per week.
- 10.7. All direct communication with pupils and their parents will take place within the school hours outlined in section 9.
- 10.8. Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call.

- 10.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.10. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- 10.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.12. The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

- 11.1. This policy will be reviewed on a termly basis by the headteacher.
- 11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

ROLES WITHIN SCHOOL

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, the senior leadership team will direct a staff member to take responsibility for this. If this is the case, remote learning provision will need to be adapted so that school leaders can continue to manage their leadership roles whilst carrying out remote learning for the class.

Teachers will:

- Share the teaching and learning activities with their class through SEESAW
- Continue to plan the teaching content in line with the planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult for children to follow, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through SEESAW
- Reply to messages, set work and give feedback on activities during the normal teaching hours 8.50 am - 3:30 pm on weekdays;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow
- If unwell themselves, be covered by another staff member for the sharing of activities. Parents will be informed of any changes via the school app
- Monitor children's engagement and contact directly if no work has been completed.
- Will provide feedback for the duration of the on-line learning. This will be in a number of ways: written comments, moving on/next steps; stickers; 'well done'. All pieces of work will not be responded to with written comments.

Teaching Assistants will

- Assist with remote learning
- Liaise with class teacher
- Be available during their normal working hours

Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with SEESAW posts from their teacher;

- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the SEESAW
- Know they can continue to contact their class teacher as normal through the SEESAW or via school if they require support of any kind;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

Children will:

- Ensure their health and wellbeing is a priority and therefore take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult

3.0 Monitoring and review

- 3.1 This policy annex will be reviewed in line with any updates to government guidance.
- 3.2 All changes to the policy will be communicated to relevant members of the school community.

Pupil Remote Learning Options:

A child is absent from school due to awaiting a test result (possible timescale 2-4 days)

- A year group work pack will be sent home with the child or picked up by an adult containing core learning for English and Maths plus activities linked to the current curriculum in the classroom.
- The child will access Maths and English activities online by following the guidance in the year group work pack.

One child is absent and self-isolating due to a positive test result within the household (14 days)

- A year group work pack will be sent home with the child or picked up by an adult containing core learning for English and Maths plus activities linked to the current curriculum in the classroom.
- The child will access Maths and English activities online by following the guidance in the year group work pack.
- Mirrored learning will be sent via Seesaw linking to The Oak Academy remote learning lessons plus any specific class resources

A bubble is absent and isolating due to a positive test result of a child/staff member (14 days)

- All learning will translate to online learning and the planned class work will be mirrored via Seesaw, The Oak Academy and zoom/telephone contact with the child/groups of children. This will be organised and led by the class teacher.
- A year group pack of resources will be sent to any child unable to access online learning.
- Should the class teacher be absent due to illness, the remote learning provision will be picked up by the inclusion manager and/or the PPA cover teachers.

Pupil Remote Learning Curriculum – January 2021

Each day, the children will be given

- **One English lesson that may include reading, writing, spelling, handwriting and grammar**
- **One maths lesson that may include arithmetic**
- **One other subject area that may include science, history, geography, PE, computing, French, RE, DT, Art and/or PSHE**
-

EYFS / Year 1

Self-care – dressing themselves, dressing their toys, zipping up coats, putting on gloves, putting shoes on the correct feet, opening food packets,

Speaking and listening – face to face games, taking turns

English (EYFS- Literacy)

Year 1 – 6 Headstart learning for spelling, reading comprehension, punctuation and grammar, Literacy Shed units. Daily reading independently or with an adult. Oak Academy lessons.

Reception – daily reading with an adult or through Active Learn. Phonics activities from the home learning pack.

Maths (EYFS – Maths)

Years 1– 6 CGP maths books, white rose maths materials, Big Maths for challenges, arithmetic and applications tasks. Oak Academy lessons.

Reception- Maths activities on Seesaw and practical maths activities.

Science (EYFS – Knowledge and understanding of the world)

Bitesize and class clips videos and quizzes and short response activities linked to core knowledge. Instructions & links to activities on seesaw. BBC bitesize / Oak academy lessons based on current science planning.

Music (EYFS Expressive Arts and Design)

Years R – 6 Charanga learning set via seesaw.

DT (EYFS Expressive Arts and Design)

Reception- Junk modelling. Design and construct (using lego, duplo from home).

Years 1 – 6 - Depending on the position of the learning when child/ren go in to isolation

1. Research, design or evaluation stage where no additional equipment is needed children can complete the work via seesaw.

2. Where specific school resources are needed a stand alone task will be set based on the food knowledge and preparation objectives from the cooking and nutrition sections of the national curriculum.

Art (EYFS Expressive Arts and Design)

Years R – 6 Sketching – still life, collages using apps, painting apps (seesaw paint)

Responding to artists and their artworks

<https://www.tate.org.uk/kids> or <https://artuk.org/>
<https://theartyteacher.com/tasks-to-set-art-students-if-your-school-closes/>

Computing (EYFS- Technology)

Year R – 6 - Appropriate tasks will be set via Purple Mash – tasks can be scheduled for a specific day and time. Links to purple mash activities can be sent through seesaw.

Staff can send a link to the activity on purple mash through seesaw.

PE (EYFS - Physical Development)

Years R – 6 Tasks will be scheduled using seesaw and may include Joe Wicks, Just Dance, Les Mills online activities – athletics, yoga; 1 minute fitness challenges, BBC Bitesize for dance tasks

History & Geography (EYFS - Understanding the World)

Reception- links to videos, songs and activities via Seesaw.

Years 1- 6

BBC Bitesize – quizzes, games

Oak Academy lessons

French

Years 3-6 - Oak Academy lessons; language angels lessons via seesaw

RE

Years R-Y6 will be provided with activities linked to the Lancashire RE syllabus themes

PSHCE

Years R-Y6 tasks will be provided using Jigsaw materials via seesaw