REMOTE LEARNING POLICY

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic.

It sets out the systems and technology that staff will use to maintain teaching and learning provision for children, and details how they can be used effectively and safely, whilst allowing for the differing needs of families.

The school's Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances.

The staff remote learning lead is **Moira Bearwish (Deputy Headteacher / DSL)** and any concerns, questions or feedback can be communicated with her through the school's office email office@damers.dorset.sch.uk . If you are unable to access the internet or do not have enough devices then please get in touch, we may be able to help.

A Flexible Approach:

Maintaining effective teaching and learning for all children during the period that schools are closed or at a time when individual children are unable to access school is vital. We aim to reduce the impact of the pandemic on children's education, however we also recognise and understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more and some things may work differently on different devices. Some parents will have sufficient time to support their children's learning, while others will be working from home and may have much less time. Some children will be able to work more independently than others or need greater challenge or support.

With this in mind, we are providing a flexible and tailored approach to remote learning.

Remote Educational Provision For Individuals Who Are Self-Isolating or Shielding

In the event that individual pupils are confirmed to be self-isolating or shielding due to COVID-19, class teachers will provide:

- A paper pack of activities*
- Logins and passwords for various online learning platforms
- Blog posts to keep children updated on what's going on in their year group or Google Classroom (KS2)
- Home Learning leaflets to offer suggestions of projects around the current year group

theme
- Individual telephone support

Paper packs will, as far as possible, link to work done in school and will cover a variety of subjects.

We appreciate that some families won't be able to engage with every activity. In this case, we suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.

Staff will endeavour to view and provide feedback on as much of each pupil's work as they are able to, balancing this alongside their teaching commitments within school.

*For further details about how we tailor this provision to individual year groups please see **Appendix 1 - Remote Education Provision: Information for Parents***

Remote Educational Provision for Whole Classes or Year Groups

In the event of a 'bubble' (i.e. class or year group) having to self-isolate due to COVID-19, class teachers will provide:

- Daily Blog posts to set expectations for the day (core and foundation subjects)
- KS2 (Years 3 and 4) will provide content and feedback via Google Classroom
- Daily live check-ins via Google Meet to clarify expectations, check understanding, share learning and provide feedback
- Live story sessions / guided reading
- Communication, support and feedback via year group emails, blogs or telephone if needed
- Access to weekly live whole-school assemblies (led by the Headteacher)
- Parent briefings via Google Meet
- Access to sequences of learning for all core subjects via websites such as White Rose, BBC Bitesize and Oak National Academy
- More individualised, tailored lessons for those children with specific needs (including small group Google Meet sessions with specialist TAs / SENCo)

*For further details about how we tailor this provision to individual year groups please see **Appendix 1 - Remote Education Provision: Information for Parents***

Remote Educational Provision for Extended Whole Class/Year Group Isolation

In the event of a 'bubble' (i.e. class or year group) having to self-isolate due to COVID-19 for an extended period of time, class teachers will provide all the things listed above, and:

- Recorded teacher-led inputs that can be paused and replayed (using Loom software)

For further details about how we tailor this provision to individual year groups please see
Appendix 1 - Remote EducationProvision: Information for Parents

Again, we appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.

Interaction:

We value the role of daily interaction within our remote learning experience and therefore strive to achieve this through live interactions with teachers, the submission and sharing of work by children and the delivery of feedback from teachers. We also encourage opportunities for pupils and families to compete, interact and collaborate, for example through Times Tables Rockstars Battles, Spelling Shed Hive Games, etc.

We offer daily face-to-face contact opportunities for children, to maintain a sense for them of remaining part of a class. We do this via Google Meet and provide safe, supervised and structured opportunities for children to 'meet up' with their teacher and classmates. Our Google Meet Protocol can be found below in **Appendix 2**.

Communication between staff and pupils / families must be through the authorised school systems above and not through personal email or social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements.

Due consideration should be taken by staff before sharing a photo or video as to whether there are any issues regarding reputation, professional conduct, online safety or other safeguarding concerns. Staff should only use authorised school equipment.

Use of Video Conferencing Technologies (Google Meet):

If whole classes are self isolating, we will arrange 1-to-1 and group meetings for children to connect and interact with their teacher and peers via Google Meet. These events will be outlined on the class blogs, with links shared via parent emails.

These meetings are not compulsory and we appreciate that not all families will be able to join live sessions at specific times. However, if families would like to attend but are unable to due to technology restraints, the school will provide additional support to ensure that any barriers to attendance (such as limited devices, poor broadband connection) are overcome.

The safety of both children and staff when using this technology remains paramount and in addition to our usual online safety procedures, we will be following relevant advice from Google Education, the Children's Commissioner and the NSPCC. We will also send out our own 'child-friendly' video chat protocol (**Appendix 2**).

In order to protect both children and staff, we require that if you wish to take advantage of these opportunities on Google Meet that the requirements below are met.

Parents agree to the following:

- To provide written consent for their child to take part in live sessions (Google Form or paper copy available for completion)
- Children and parents will access virtual learning via the personal links provided to Google Meet. These links will not be shared
- An appropriate adult must remain in the same room as the child during video or conference calls to monitor and ensure they are safe and using the appropriate protocols
- When joining any school Google Meet you will need to briefly be on screen with your child so that we know that they have an appropriate adult nearby. This will also allow us a chance to talk with you if we need to
- Children must take part in the meet in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in daytime clothing (not pyjamas) that covers the top and bottom half of the body)
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background
- You must make sure that you and your child have 'logged off' the call correctly once it is finished, before turning off any devices
- You and your child will not try to contact any staff using these online tools outside of the pre-arranged meetings. If you need to contact staff for any reason you should do so via year group emails
- Screenshots, photos or recordings of Google Meets must not be taken and the links must not be shared with others outside of the invited group.

We will ensure that:

- No staff member will contact you or your child using Google Meet outside of any pre-arranged meetings
- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users invited with a password or direct link. Screen sharing, file-sharing, annotation and chat will be restricted
- Participants' audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed
- In virtual meetings, where possible, two staff members will be present throughout the video call to help safeguard all participants and monitor appropriate use
- Where only one member of staff is present on a video call, the call will be recorded. The recording will be stored for 7 days, after which the recording will be deleted
- Teachers will stay in the meeting until everyone has 'logged off'
- Teachers and any other adults on the call (or in the background) will use

appropriate language / behaviour throughout the call

Sites and Services:

We deliver remote learning through a range of sites and services, most of which are part of our usual online provision for children:

Class blogs are also a method of communication between school and families and are used for posting daily links to activities and text, video and photo updates between staff and families.

http://www.damers.dorset.sch.uk/blogs/

The sites below are currently used in school by the named year groups (this list will develop as practice evolves):

Year 4:

Oak Academy https://classroom.thenational.academy/

White Rose Maths https://whiterosemaths.com/

BBC Bitesize https://www.bbc.co.uk/bitesize

Google Classroom https://edu.google.com/intl/en_uk/products/classroom/

Ttrockstars https://play.ttrockstars.com/auth/school/student

MyMaths https://login.mymaths.co.uk/login

Spelling Shed https://www.spellingshed.com/en-gb/

Duolingo https://www.duolingo.com/learn

Scratch https://scratch.mit.edu/

Reading Eggs https://readingeggs.co.uk/

Pobble 365 https://www.pobble365.com/

Year 3:

Oak Academy https://classroom.thenational.academy/

White Rose Maths https://whiterosemaths.com/

BBC Bitesize https://www.bbc.co.uk/bitesize

Google Classroom https://edu.google.com/intl/en_uk/products/classroom/

Ttrockstars https://play.ttrockstars.com/auth/school/student

Numbots https://play.numbots.com/#/intro

MyMaths https://login.mymaths.co.uk/login

Spelling Shed https://www.spellingshed.com/en-gb/

Duolingo https://www.duolingo.com/learn

Scratch https://scratch.mit.edu/

Reading Eggs https://readingeggs.co.uk/

Pobble 365 https://www.pobble365.com/

Year 2:

Oak Academy https://classroom.thenational.academy/

White Rose Maths https://whiterosemaths.com/

BBC Bitesize https://www.bbc.co.uk/bitesize

Phonics Bloom phonicsbloom.com

Phonics Play https://www.phonicsplay.co.uk/

NCETM (maths) https://www.ncetm.org.uk/

Year 1:

Oak Academy https://classroom.thenational.academy/

White Rose Maths https://whiterosemaths.com/

BBC Bitesize https://www.bbc.co.uk/bitesize

Reading Eggs https://readingeggs.co.uk/

ICT games https://www.ictgames.com/

Hit the Button https://www.topmarks.co.uk/maths-games/hit-the-button

Top Marks https://www.topmarks.co.uk/

Foundation:

Safeguarding & Remote Learning:

With the increased use of digital technologies through remote learning, safeguarding implications require careful consideration.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. All pupils receive regular e-safety lessons and they will be aware of many online dangers. However, children will benefit from more input at home particularly as they will be spending more time than usual online.

Please report any safety concerns that you have through the school office office@damers.dorset.sch.uk .

The following websites offer useful support:

- Childline - for general support and advice linked with safety concerns
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

- Internet matters - support for parents and carers to keep their children safe online

- London Grid for Learning - support for parents and carers to keep their children

  safe online

- Net-aware - support for parents and carers from the NSPCC

- Parent info - support for parents and carers to keep their children safe online

- Thinkuknow - advice from the National Crime Agency to stay safe online

- UK Safer Internet Centre - advice for parents and carers

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly in person or by phone in the first instance if any safeguarding concerns arise.

Links to Other Policies (Available on the Damers website):

Safeguarding / Child Protection Policy

Online Safety Policy / Acceptable Use Agreements

Behaviour Management Policy

Guidance For Safer Working Practice For Those Working With

Children

Data Protection / GDPR Policy

Date effective	January 2021	Approval	LGB
Maintenance	SLT	Role/responsibility	Moira Bearwish - Deputy Headteacher / DSL Tim Oram - ICT Leader
Date of next review	March 2021	Date of last update	January 2021

Appendix 1 - Remote Education Provision: Information for Parents

Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

For all year groups, support for remote education can be accessed immediately through the class blogs.

This initial support will include activities that can be carried out at home with minimal resources and links to familiar online learning support. The material will support provision for key skills in reading, writing and maths linked with current classroom practice, alongside broader foundation subject activities. Teachers will ensure that within their messages there is an immediate focus on wellbeing and familiarity.

Parents / carers will be encouraged to use year group email addresses for further support and communication. Children's learning outcomes can also be shared via year group email addresses and class blogs to maintain motivation and facilitate engagement and connection with the classroom from Day 1.

Teachers will collate home learning packs which will either be sent home with children (if time allows) or collected from the school entrance at specified times. These will include a variety of resources to support remote learning such as exercise books, Maths No Problem workbooks (Yrs 1-4), whiteboards and pens, erasers, pencils, line guides, handwriting books, individual log in details for online educational sites (including access to virtual reading books), learning support materials such as phonic mats, handwriting guides etc. Resources will be specific to each year group and their current learning focus. In addition, KS2 packs will contain whole class guided reading books.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Teachers will continue to provide access to the same curriculum that would be taught in school. Access will be tailored across the school.

EYFS

Phonics, literacy and maths will be delivered through blogs, teacher-led videos and Google Meet video calls. Blogs will be used to share activities linked with creative, PE and Understanding the World activities. Feedback and assessment opportunities will be available through small group live streaming sessions with the class teacher and the use of EExAT.

KS1

Phonics, literacy, maths and specific skills relating to foundation subjects (eg drawing skills) will be delivered through blogs, teacher-led videos, live-streamed lessons / story sessions and Google Meet video calls. This may be supplemented with links to other online educational support materials via sites such as BBC Bitesize and Oak National Academy where appropriate. Teachers will provide suggested timetabled slots and a structure for the day to maintain motivation and engagement. Feedback and assessment opportunities will be available daily in afternoon live Google Meet 'catch up' sessions. Learning around current themes will be shared on blogs.

KS2

English, Maths, Science and a variety of foundation subjects will be delivered through Google Classroom, blogs, teacher-led videos (Loom), live-streamed guided reading sessions and Google Meet video calls. This may be supplemented with links to other online educational support materials via sites such as White Rose Maths, BBC Bitesize and Oak National Academy where appropriate. Google Classroom will be used to provide a daily workflow, opportunities for interaction, uploading learning outcomes, assessment and evaluation of learning. Teachers will provide daily check-ins, celebrating achievements and setting expectations for remote learners at the beginning of each day as well as a planned 'check-in' during the day to clarify / check understanding of concepts.

Children will be encouraged to access live weekly whole school assemblies for Years 1-4 which will be delivered by the Headteacher.

Parents / carers will be encouraged to use year group email addresses (or Google Classroom in KS2) for further support and communication. Children's learning outcomes can also be shared via year group email addresses and class blogs to maintain motivation and facilitate a consistent connection with the classroom and the Class Teacher.

Plans for all year groups may be adapted to ensure that children learning remotely have access to the materials that they will need to support all learning opportunities and additional resources will be made available for collection from school to support longer term curriculum projects.

Year groups may offer tailored support group sessions for parents via Google Meet according to need.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The average expectation for primary school-aged pupils is **3 hours per day** but we have broken this down into a general guide below. Timings will vary considerably for individual children so this should be taken as a simple rough guide:

EYFS

- Daily phonics / Maths / Literacy sessions - 20 mins each
- Group sessions (x4 a week) for celebration of work and show and tell - 30 mins
- Daily story time - 15 mins
- Other areas of learning - 30 mins

KS1

- Daily phonics - 30 mins
- Daily Maths / English session 30 mins plus independent follow-up work 30 mins
- Foundation subjects (1 per day) - 30 mins
- Catch up session (x4 a week) for assessment and feedback alongside the opportunity to teach any common misconceptions - 30 mins
- Story time - 30 mins

KS2

- Daily Maths / Literacy inputs - 30 mins each plus independent follow-up 30 mins +
- Daily Guided Reading - 30 mins
- Foundation Subjects - 30 mins - 1 hour
- Catch up session (x4 a week) for assessment and feedback alongside the opportunity to teach any common misconceptions - 30 mins

Accessing remote education

How will my child access any online remote education you are providing?

All year groups provide access to online remote education via their class / remote learning blogs or Google Classroom (KS2).

Live interactions with class teachers / story times / guided reading (KS2) / live-streamed lessons take place via Google Meet and links are issued to parents / carers via personal emails.

Pre-recorded teacher-led instructional / learning videos are provided via links to Loom or Youtube and these can be found on class / year group blogs or Google Classroom (KS2).

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- In the first instance, remote learning paper packs containing all necessary learning support resources will be available to collect from the school entrance.

- Digital devices (chromebooks) will be made available to any families who do not have access to a digital device to support their child's remote learning or who are sharing one device between two or more children.

- Parents are regularly encouraged to contact the school to request support when needed but the leadership team, alongside class teachers will also monitor engagement from all families and will proactively make contact with any families who are not accessing online support to offer assistance.

- Chromebooks are provided where a need exists and the school can also provide technical support, via the school's IT Technician, and support families who do not have a suitable broadband connection or access to unlimited data so that any barriers to accessing online remote education are removed.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely.

EYFS

All learning will be outlined on the Foundation Remote Learning blog.

On the blog you will find:

- Pre-recorded instructional videos (films / teaching inputs recorded by familiar teachers)

- Suggested activities to support learning
- Links to online games to support maths learning, phonics, PE and literacy

The afternoon group session allows for some feedback opportunities on work uploaded by parents to EExAT and the year group email. This session will also be an opportunity to celebrate work and to talk about the highlights of remote learning from the week.

- Remote learning packs will include a range of paper resources linked to the curriculum planning and resources from the classroom for everyday use such as a whiteboard and a tower of ten cubes.
- Children will be able to access reading books on the Collins Big Cat website
- Children will have a chance to meet with their teacher for a daily story time.

KS1

All learning will be outlined on the class / year group blogs.

Children will be invited to join some live-streamed or pre-recorded sessions for phonics, maths/english, story time/reading and a catch up session via Google Meet. Teachers will provide a suggested timetable / structure for the day.

Any children who are unable to attend the live sessions will still find work on the blog that matches what is covered in class. This can be accessed at any time.

Science and Humanities sessions will be covered using pre-recorded instructional videos (Loom) recorded by familiar teachers and the Oak National Academy recorded lessons. Support for other foundation subjects will be provided on the blog.

The afternoon catch up sessions allow for assessment and feedback opportunities. Parents are asked to email in photos of learning outcomes to the year group email addresses.

Access to support and further reading activities can be found via Reading Eggs, and Collins Big Cat Reading. Alongside this regular maths support from MyMaths, TT Rockstars and Numbots.

Physical packs of work will be sent home where needed, including resources and work books.

KS2

All learning will be outlined on the year group Remote Learning blog or Google Classroom.

Teachers will be using a combination of live, recorded and independent learning and will provide a suggested timetable / structure for the day. This will ensure the children have adequate teacher contact but reduced screen time. Remote education will include the following:

- Live Google Meet sessions - twice daily. These will enable teachers to deliver introductions to lessons, stories or inputs for other activities and to set expectations.

- Recorded teaching (Video/audio recording made by year group teachers (Loom) and Oak

National Academy).

- Learning materials such as maths workbooks and a blank book for recording all work.

- Class Guided Reading books - daily live reading on Google Meet.

- Access to websites used in school to aid learning (e.g Spelling Shed, TT Rockstars, Reading Eggs, MyMaths) as well as commercially available websites (e.g BBC Bitesize).

Physical packs of work will be sent home where needed, including resources and work books.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Maintaining effective teaching and learning for all children during the period that schools are closed or at a time when individual children are unable to access school is vital. We aim to reduce the impact of the pandemic on children's education, however we also recognise and understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more and some things may work differently on different devices. Some parents will have sufficient time to support their children's learning, while others will be working from home and may have much less time. Some children will be able to work more independently than others or need greater challenge or support.

With this in mind, we offer the following suggestions to support your child's remote learning experience where you can:

- Provide a quiet environment for your child to access their remote learning.

- Establish a set routine for learning every day where you can - schedule in breaks and ensure that you spend regular periods of time outdoors and away from a screen.

- Focus on one thing at a time.

- Ensure that the resources needed to support learning are readily available.

- Help your child where necessary when accessing resources and reading through blog posts.

- Support your child to ask questions to clarify their understanding of tasks. Where possible it is hoped that children are able to share the input with an adult, particularly for maths where concepts may be taught differently from how parents were taught.

- Continue reading with your child every day, using the online Reading Eggs or Collins libraries.

- Join live sessions as much as possible (daily story time and group sessions) to enable your child to maintain their sense of belonging to their class and their social contact with their teacher and peers.

- Join live sessions alongside your child so that you are able to help with the technology and ensure that all Google Meet safeguarding protocols are understood and established.

- During live sessions, remind your child that they should be fully engaged in learning as if they were in the classroom, following the classroom expectations.

- Support your child in completing the activities set following the teacher input and celebrate their achievements.

- Upload evidence of completed tasks to EExAT (EYFS), blogs, year group emails, Google Classroom (KS2) on a daily basis.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers will maintain a daily register of engagement which will track access to EExAT (EYFS), attendance at live sessions, evaluation and assessment of learning during the 'catch-up' sessions, email contact via the year group email or engagement with Google Classroom (KS2).

Any concerns relating to engagement will be addressed by the class teacher in the first instance and the class teacher will make contact with parents / carers via email or phone. During this initial phone call any barriers to engagement will be explored and identified and further support offered.

If the teacher feels that additional support is required, or that the family needs support with devices or technology, contact will be passed on to a member of the leadership team who will then speak to parents / carers to offer further tailored support and resources. This contact will be maintained regularly until engagement is secured.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

EYFS

- Comments on work uploaded to EExAT and celebrated in small group live stream sessions.

- Feedback will happen at least once a week per child. During our small group live sessions children will have a chance to show and tell their favourite piece of work from the week.

KS1

- Daily feedback through virtual sessions with time to celebrate work, praise efforts and assess

achievements.

- A combination of observations and questioning during live sessions, and within catch up sessions using individual whiteboards.

- Work that is emailed in will be viewed and responded to and necessary feedback given.

- In addition the use of quizzes and games will also allow assessment opportunities where appropriate.

- There are also opportunities for teacher assessment on the interactive online accounts such as MyMaths and TT Rockstars.

KS2

- Daily feedback through virtual sessions to celebrate work, praise efforts and assess achievements.

- Work that is emailed in will be viewed and responded to and necessary feedback given.

- Use of Google Forms, quizzes and games will also allow assessment opportunities where appropriate.

- Written feedback where necessary via individual Google Classrooms.

- Commercial websites that we use such as Spelling Shed, TT rockstars and Reading Eggs mark and provide instant feedback.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Personalised differentiated resources will be sent home in packs to cater for individual needs.

- Communication with parents through EExAT (EYFS), year group emails and contact with the school's SENCo will be tailored to address individual needs.

- Where appropriate differentiated tasks will be given, this will be carried out discreetly at the end of live teaching sessions if needed or by different tasks provided on the blog.

- Contact with parents/carers of children who may require additional support will be frequent and will be provided either by phone or email.

- Individual questioning and targeted activities will be provided where appropriate. However, in order to manage this sensitively additional sessions with specialist staff / SENCo may be offered to supplement teaching within the class.

- Where appropriate differentiated learning packs and individual education plans will be sent home. These will be followed by phone calls for support which will be made by either the class teacher or the SENCo and further virtual support may be planned.

- SALT / SENSS programmes will continue remotely with additional support from the SENCo, external professionals and specialist support staff.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Parents and carers will be emailed directly by the teacher detailing learning to be carried out remotely. Any paper resources or additional technology needed will be provided to enable connection with the classroom where possible.

Appendix 2 - Google Meet Protocol for Children

Appendix 3 - Parents' Guide to Successful Home Learning