ULEY C OF E PRIMARY SCHOOL
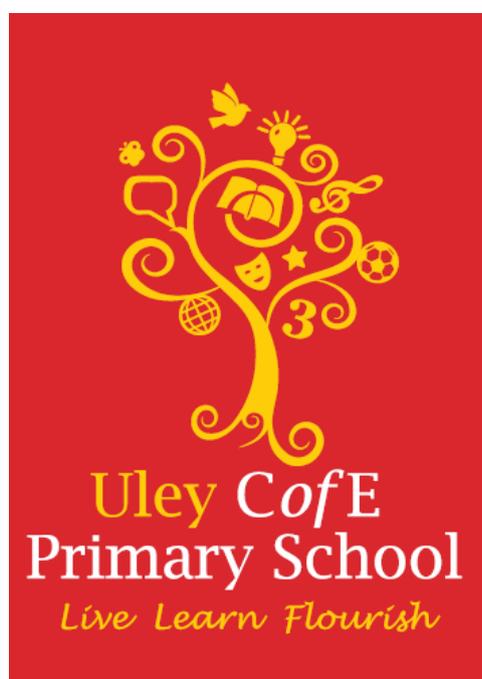
REMOTE LEARNING POLICY

SPRING 2023

Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between children, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

- Live: at home, in school, and in our local community

- Learn: about self, others, and our ever-changing world

- Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

- We give all – children and staff – the opportunities and encouragement to be the best that they can be

- We create an environment that has the right balance of challenge and support

- We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas

- We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do

- We develop strong and effective partnerships between children, staff, governors, parents and the wider community

- We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision "I have come that they may have LIFE, and have it to the full". (John 10:10)

Remote Education Research
Research on remote education took place during the pandemic and research findings can be accessed via https://www.gov.uk/government/publications/remote-education-research/remote-education-research

Since the pandemic, the landscape of remote learning has changed and every school is now expected to have a remote leaning policy in place.

What is remote education?
At Ofsted, we have defined remote education as being more than just education delivered through digital methods. The term 'digital education' has developed as a term that means involving or relating to use of computer technology. However, we also need to take non-digital elements into consideration. Some schools may still be at the early stages of incorporating digital technology into their remote solution or, as our evidence indicates, may have decided against using any form of digital education due to their local contexts and other barriers to delivery. The following definitions therefore apply throughout this paper:
- Remote education: any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. This includes both digital and non-digital remote solutions.

- Digital remote education: remote learning delivered through digital technologies, often known as online learning.

- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happens in class.

- Synchronous education: this is live, typically a live lesson but also reflects other live practices such as chat groups, tutorials and one-to-one discussions that also happen in a live online setting. Asynchronous education is when the teacher prepares the material and the pupil accesses it at a later date. Asynchronous can involve both digital (pre-recorded videos) and non-digital (textbooks) materials.

RATIONALE
The school's priority is always to deliver high-quality face-to-face education to all pupils. Therefore, remote education will only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

When will the school offer remote learning?
Attendance is mandatory for all pupils of compulsory school age. Uley Primary School will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:
- occasions when a decision has been made that it is not possible for Uley Primary School to open safely (such as weather or school facilities), or that opening would contradict guidance from local or central government

- occasions when individual pupils, for a limited duration, are unable to physically attend Uley Primary School but are able to continue learning, for example, pupils with an infectious illness that are well enough to do so

The government in its non-statutory guidance, Providing Remote Education: Guidance for Schools (available at: https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools) states: 'In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.'

This policy will come into effect in the event of
- a whole school closure
- a partial school closure i.e. involving a whole class
- individual children/adults being affected

AIMS
At Uley Primary school, we understand the need to continually deliver high quality education, including during periods of remote working. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all children have access to the learning resources and support they need to succeed.

This policy aims to:
- Ensure consistency in the approach to remote learning for children who are unable to attend school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Protect children from the risks associated with using devices connected to the internet.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all children have are happy, healthy, and supported during periods of remote learning.

LEGAL FRAMEWORK
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)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2022) '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'

REMOTE LEARNING INTRODUCTION
In the event of school closure, staff at Uley Primary School will continue to provide education and support to our children, using, educational packs of resources, the school website, **Microsoft Teams** and other links to other digital learning platforms. This will ensure that the needs of all children are catered for and allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with the children in their class. Teaching and learning can be tailored, changed and adapted as time progresses, in-line with DFE guidance.

FLEXIBILITY
We realise that the circumstances of a remote learning approach may affect families in a number of ways. In our planning and expectations we are aware of the need for flexibility from all sides:
- parents may be trying to work from home and there may be older or younger siblings in the family therefore access to technology as a family may be limited;
- teachers may be trying to manage their home situation and the learning of their own children, with the effective planning for both in-school and remote learning opportunities;
- systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

EXPECTATIONS OF THE CHILDREN'S AND PARENT'S ENGAGEMENT
In the event of any class or school closure, we believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. The work that children engage in during a period of closure will be part of our current planning and education, and **so cannot be considered as optional**. We will work with families to support setting up routines and access to materials to support your child's education. We do request a high level of involvement and good communication between school and home, and urge families to get in touch should there be any problems, questions, requests for help or guidance etc.

THE CURRICULUM – WHAT WILL BE TAUGHT REMOTELY?
We teach the same curriculum remotely as we do in school wherever possible and appropriate, this may also mean that we set work that the children are familiar with (in order for them to work independently) and that consolidates learning. However, we may need to make some adaptions in some subjects for example PE and Sports.

We expect that remote education will take children broadly the following number of hours each day.

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

This does not equate to live teaching time but rather it is the time considered to be best practice for activities to be completed and may include live/recorded teaching.

Some examples of remote teaching approaches
- live teaching (online lessons);
- recorded teaching (e.g. video/audio recordings made by teachers from Copnor Primary School of other appropriate sources);
- printed paper packs produced by teachers (e.g. workbooks, worksheets);
- textbooks and reading books pupils have at home;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches and we will minimise the use of such projects).

The table below sets out the content of our remote learning approach for all those pupils having to learn remotely and is in line with the age and stage of our children. For children in our Early Years Foundation Stage, we know that learning happens best through play, where they can pursue their own interests and where they can explore, create and think critically. During remote learning, EYFS teachers will provide a mixture of short, online lessons plus ideas for practical and creative activities that children and parents can engage with at home. A key priority during remote learning is that our children continue to read regularly!

In the event of individual classes/whole school having to access remote learning, daily lessons may include the following:		
EYFS	**KS1**	**KS2**
Reading/Phonics Maths Ideas for Creative Play Curriculum topics Story time	Reading/Phonics English Maths using White Rose Maths Curriculum topics Story time	Reading/spelling Maths using White Rose Maths English Curriculum topics
Teachers are expected to deliver at least 2 live lessons per day. These lessons will be organised by the teachers. Teachers will inform the children and families. It may be that the teachers organise children in to groups or year groups.		

Whole School Closure
 	
Consideration for families at home with siblings, working parents
 	
Consideration of school staff caring/providing home learning for their own families
	Video communication across the days of closure via **Microsoft Teams**
	
	This will look like:
	• Daily attendance through Microsoft TEAMS for registration and check in for the day. If your child is unable to check in then please let the school know via the class email or admin@ email.
	• If your child does not check in during registration times and the school does not know why, then you will be contacted
	
	PLEASE NOTE – any changes in timings, you will be notified
	
	Registration/check in/live interaction
	     ○ Class 4 9:00am
	     ○ Class 3 9:20am
	     ○ Class 2 9:40am
	     ○ Class 1 10:00am
	
	Live interaction
	     ○ Class 3 11:00am
	     ○ Class 4 11:20am
	     ○ Class 2 11.50am
	     ○ Class 1 1.30pm
	
	Registration/check in/live interaction
	     ○ Class 2 1:30pm
	     ○ Class 3 2:15pm
	     ○ Class 4 2:40pm
	     ○ Class 1 3:00pm
	
	Other opportunities will be planned for via TEAMS such as:
	• Beginning of the day/week to introduce the work
	• PSHE/wellbeing activities
	• School pre-recorded activities as required
	• As the teacher sees is best to support learning and wellbeing
	• Individual 1-1 for those in need of support
	
	Class emails for communication:
	class1@uley.gloucs.sch.uk
	class2@uley.gloucs.sch.uk
	class3@uley.gloucs.sch.uk
	class4@uley.gloucs.sch.uk

	Phone calls/video calls to check in and support by class and office staff
	Monitoring Levels of Engagement
	Levels of engagement with school provision provided will be monitored daily through video conferencing with the children and through the work returned to school via Teams, email etc.
	Where levels of engagement are becoming a concern, the school will contact families to explore the reasons behind non-engagement or declining engagement, and to work with the families to reach to a solution in order to best support the children's education.
	Assessing Children's Work
	Assessing children's work can take many forms and may not mean extensive written comments for individual children. All feedback with by teacher judgement and appropriate to the children's age and the task.
	There will tasks where parents/carers support the children's learning too, and this is absolutely fine. It would be helpful to know assessment and feedback the level of support given particularly younger children as older children will be able to articulate this. This can be done by simply writing on the children's work before sending it or emailing the class teacher.
	Our approach to assessment and feeding back on children's work include: • Verbal feedback as a smaller group or class via TEAMS • Sharing work and asking questions • Individualised feedback via email • Using 'wows' and 'nows' in line with our Feedback Policy
	Supporting My Plans at home.
	If a child has a My Plan, the targets will be looked at by the Class Teacher and where possible, adapted for remote learning and on needs basis depending on the targets. Class Teachers will offer support in ways of supporting these targets remotely.
In the event of a teacher being unwell and unable to provide the above then another member of staff may be able to support the children but please be mindful that this member of staff will not be as familiar with the children and will not know the children academically.	

ROLES AND RESPONSIBILITIES

Class teachers	Plan and deliver lessons and learning assignments for children in their class/year group using Microsoft Teams. Provide feedback. Monitor and respond to remote learning emails for their class. Communicate with children and parents/carers. Report any absences/concerns to the Head Teacher.
Support staff	Liaise with SEND leads and teachers to differentiate remote learning for any SEND pupils, or compile tailored remote learning packs. Report any concerns in the first instance to class teacher/Head Teacher. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below. To support access to remote learning
Subject Leaders	To monitor coverage of curriculum areas.
Senior Leadership Team	To ensure equality of access and standards of teaching and learning. To support the school in developing home/school use laptops and tablets where possible.
SENDCO	Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children. Liaise with Learning Support Assistants to ensure that alternative work has been provided for SEND pupils where necessary. Make regular phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below.
Designated Safeguarding Leads	Monitor children's engagement with online registration and learning/regular phone calls. Conduct regular welfare checks with families of vulnerable children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below Compile and deliver remote learning packs for those families without access.
Children	Read and agree to the Acceptable Use Policy terms and materials. Register online each day at the allocated times. Engage with and complete online learning.
Parents	Read and support children with understanding the Acceptable Use Policy terms and materials. Support children each day to make sure that they have registered for lessons, accessed learning and submitted tasks. Alert staff if their child is sick or unable to submit learning. Seek help from teachers using class email accounts and staff by using admin@uley.gloucs.sch.uk

SAFEGUARDING

This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection policy and addendum which has been updated to include safeguarding procedures in relation to remote working.

The Headteacher/DSL working with staff will identify 'vulnerable' children (children who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable children, prior to the period of remote learning in accordance with the policy.

Phone calls made to vulnerable children will be made using school phones where possible. The DSL will arrange for regular contact with vulnerable children once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable children will be recorded using CPOMS (the school's online recording system).

The DSL will keep in contact with vulnerable children' social workers or other care professionals during the period of remote working, as required.
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 so that a full chronology is maintained.
• Actively involve the child.

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 children learning remotely.

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

DSL's will communicate all updates to the school community. It remains the responsibility of every staff member during this time to take responsibility to stay updated with the latest advice and guidance for safeguarding.

Please see the School's updated Child Protection and Safeguarding Policy 2022 on the school's website.

HEAD TEACHER

The Head Teacher is responsible for:

- Ensuring that staff, parents and children always adhere to the relevant policies.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing risks associated with remote learning including health and safety risks as well as ensuring GDPR compliance in consultation with the DPO
- Putting procedures and safe systems for learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that vulnerable children are provided with necessary information and instruction, as required.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Arranging any additional training staff may require to support children during the period of remote learning.
- Conducting regular reviews of the remote learning arrangements to ensure children's education does not suffer.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Reviewing the effectiveness of this policy on a regular basis and communicating any changes to staff, parents, and children.
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for children to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. (See provided GDPR and support Docs)

ALL STAFF

All 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 Head Teacher 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 Head Teacher
- Reporting any defects on school-owned equipment used for remote learning to the Head teacher or office staff.
- Adhering to the Staff Code of Conduct at all times.

GOVERNING BOARD

The governing board is 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

WHO TO CONTACT

If staff have any questions or concerns, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to other members of staff or Head Teacher
- Issues with their own workload or wellbeing – talk to Head Teacher
- Concerns about data protection – talk to the Head Teacher/Office staff
- Concerns about safeguarding – talk to the DSLs

DATA PROTECTION

When accessing personal data for remote learning purposes, all staff members will:

- Use the school's agreed learning platforms: Microsoft Teams and the school website;
- SIMs server/Teachers to Parents must be used to facilitate or circulate information to parents/carers via text. Staff are encouraged to use these communication modes ONLY as they are recorded and monitored.
- Remote access is provided for all staff to access school information so no sensitive data should be taken off site or saved in personal devices.
- Staff members may need to collect and/or share personal data such as parent emails if communicating with them as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

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
- Installing antivirus and anti-spyware software – SOPHOS
- Keeping operating systems up to date – always install the latest updates

ONLINE SAFETY

This section of the policy will be enacted in conjunction with the school's online safety policy. Where possible, all interactions will be textual and public.

Using video communication

All staff, children and parents using video communication must:

- Communicate in groups – **one-to-one sessions are not permitted unless parents are also in the room and school staff are near another member of staff.**
- 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.

Using audio communication

All staff, children and parents using audio communication 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.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for children with SEND. This will be decided and approved by the Head Teacher in collaboration with the SENDCO.

Children not using devices or software as intended will be disciplined in line with the behaviour policy.

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.

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.

The school will communicate to parents via newsletter 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. This will be at regular intervals.

During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The 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.

MONITORING ARRANGEMENTS
This policy will be reviewed regularly throughout this period. At every review, it will be approved by Curriculum Committee.

Links with other policies
This policy is linked to our:
- Safeguarding Policy and coronavirus appendix to this policy
- Behaviour Policy
- Data protection policy and privacy notices
- Acceptable use policy
- Online safety policy
- Code of conduct

Signposting

Class 1

class1@uley.gloucs.sch.uk **– for use ONLY during remote education**
Mrs Sara Delrosa/Mrs Kirsty Harbin
Mrs Debbie Brazier

	Subject	Signposting for additional activities, problems with IT or access to staff
Phonics	Unlocking Letters and Sounds	Recap the pure sounds and common exception words with your child. Video will be sent out to parents to help with sounds. Alphablocks Cbeebies - https://www.bbc.co.uk/cbeebies/shows/alphablocks https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae#
Spelling	Blending and segmenting CVC words	Blending and segmenting CVC words such as cat, dog, tin etc Practice the Common Exception word spellings.
Reading	Reading books managed and returned to school weekly	Oxford Owl and any other stories available at home - https://www.oxfordowl.co.uk/ Magazines – age appropriate School reading books for extra fluency
Writing	Fine motor tasks Name writing	Letter formation Layout 1 (d3hgrlq6yacptf.cloudfront.net) Writing simple sentences about their reading book.
Maths	Practical work White Rose Numberblocks Cbeebies Topmarks Mathletics	Practical work linked to White Rose Maths Numberblocks Cbeebies - https://www.bbc.co.uk/cbeebies/shows/numberblocks Topmarks - https://www.topmarks.co.uk/Search.aspx?Subject=37 Mathletics - https://login.mathletics.com/
Topic	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)
E-safety	Digital Literacy and SCARF resources	
Health and wellbeing	SCARF resources	SCARF At Home Resources https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-1
Worship	Daily worship	
SEN	Post and pre-interventions	Support to help parents with re-enforcing work
EHCP	Targets with support for TA	Targets set by Teacher/TA
PE	Jumpstart Jonny BBC Supermovers Active 10	Jumpstart Jonny - https://www.jumpstartjonny.co.uk/free-stuff Active 10 Cbeebies Boogiebeebies - https://www.bbc.co.uk/programmes/m000jsds Joe Wicks – https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c
Please note that a balanced level of work will be provided, and not all areas will be covered daily or weekly. Resources suggested maybe adjusted to those found more suitable or appropriate at the time.		

Class 2

class2@uley.gloucs.sch.uk– **for use ONLY during remote education**
Miss Abby Spain
Mrs Rosie Dean
Mrs Liz Trotman
Mrs West-Boyle
Mrs Kirsty Harbin

	Subject	Signposting for additional activities, problems with IT or access to staff
Phonics	Phonics Unlocking letters and sounds	Recap the pure sounds and common exception words with your child. Video will be sent out to parents to help with sounds. Alphablocks Cbeebies - https://www.bbc.co.uk/cbeebies/shows/alphablocks https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae#
Spelling	Using Unlocking letters and sounds Phase 5 mastery and alternative spelling	Spelling of Common Expectation Words from Unlocking Letters and Sounds Alternative spellings (prefix/ suffixes & other spelling rules) www.phonicsplay.com www.spellingplay.com Practical activity or web link to www.phonicsplay.com game & rhyming list to spell Power-points & suggested activities for given spelling rule/ word group - emailed
Reading	Read Common Exception Words from Unlocking letters and sounds phases upto phase 5. Reading books managed and returned to school weekly Guided Reading (enjoy/retrieve/infer/predict/define/summarise) Book reviews	Lists to be emailed. Online resources: www.worldstories.org.uk https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae# Directed read of a text, practical tasks or questions linked to focused. Form to be emailed for home use with children who are ready Online resources: www.literacyshed.com Email "Twinkl" differentiated packs relating to Topic Read and explore a wide range of text types around the home – fairy-tales/ nursery rhymes/ listening CDs

	Comprehension appropriate to level of reader Story Time & exposure to wide range of texts	
Handwriting	Letter formation	Layout 1 (d3hgrlq6yacptf.cloudfront.net) Video demonstrating -
Spelling, Punctuation, and Grammar	Grammar Toolkit for punctuation, word level and sentence level work (linked to English genre being covered)	SPAG focus - www.sentenceplay.com
Extended Writing	English Unit including speaking listening, text analyse, SPAG focuses, stimulus, planning, writing & editing	Writing task linked to topic using the SPAG focus given.
Maths	White Rose including practical work linked to National Curriculum outcomes Hundred Square work Counting & Times Tables Rainbow Maths	• White rose – sequence of learning and activities to complete – use white rose video plus doit sheets all accessed through class teams • Use of Mathletics to support children's learning throughout the week linked to White Rose Maths • Times table games • Rainbow Maths practise – available on school website • Arithmetic practise - Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk) Maths games for children to practise Maths: https://mathsframe.co.uk/en/resources/category/22/most-popular https://www.timestables.co.uk/
Topic	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)
E-safety	Rolling Programme	E-safety tasks part of activities web as required
Health and wellbeing	SCARF resources PE Rolling programme – National Curriculum	SCARF At Home Resources https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-1 Jump Start Jonny activities · PE challenges: Joe Wicks: https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c
Worship	Daily worship	Activities to be signposted on grid
SEN	Intervention, My Plan/ + delivery	Support to help parents with re-enforcing work
EHCP	Targets with support for TA	Targets set by Teacher/TA
Please note that a balanced level of work will be provided, and not all areas will be covered daily or weekly. Resources suggested maybe adjusted to those found more suitable or appropriate at the time.		

Class 3

class3@uley.gloucs.sch.uk– **for use ONLY during remote education**
Miss Laura Davies
Mrs Philippa Nash
Mrs Kirsty Harbin

	Subject	Signposting for additional activities, problems with IT or access to staff
Spelling/SPAG	Tricky words/High Frequency words/ weekly spellings National Curriculum	Tricky words/High Frequency words National Curriculum Spelling activities such as rainbow writing, pyramid writing, fancy writing, bubble writing.
Reading	Reading books managed and returned to school weekly Comprehension	https://www.everyschool.co.uk/english-key-stage-2-comprehension-2.html
Writing	Letter formation Specific focus writing task linked to SPAG or the topic – introduced via video	Layout 1 (d3hgrlq6yacptf.cloudfront.net) Simple joins Specific focus writing task linked SPAG to the topic – introduced via video Dictionary work Synonyms
Maths	Practical work White Rose Rainbow Maths	Practical work White Rose Rainbow Maths https://mathsframe.co.uk/en/resources/category/22/most-popular https://www.timestables.co.uk/ Top marks https://www.topmarks.co.uk/maths-games/hit-the-button https://nrich.maths.org/9084
Topic	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan) Explanations and guidance https://www.theschoolrun.com/ Topic web for cross curricular activities
E-safety	Rolling programme and on needs basis	https://www.purplemash.com/sch/uley-gl11#/ Purple mash units 3.2 and 4.2 Class blogg
Health and wellbeing	SCARF resources PE Rolling programme – National Curriculum	SCARF At Home Resources https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-1 Jump Start Jonny PE challenges

			Zumba https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c Cosmic kids yoga https://cosmickids.com/
Worship	Daily worship		Tasks set on activities map
SEN	Intervention, My Plan/ + delivery		Support to help parents with re-enforcing work
EHCP	Targets with support for TA		Targets set by Teacher/TA
Please note that a balanced level of work will be provided, and not all areas will be covered daily or weekly. Resources suggested maybe adjusted to those found more suitable or appropriate at the time.			

Class 4

class4@uley.gloucs.sch.uk**– for use ONLY during remote education**
Miss Hannah Morris
Mrs Bonny Dance
Mrs Tina Pugh
Mrs Sarah Scott
Mrs Kirsty Harbin
Mrs Cath Wasley

	Subject	Signposting for additional activities, problems with IT or access to staff
Spelling, Punctuation and Grammar	Statutory spellings National Curriculum	• Weekly spelling pattern to focus on • Spelling activities such as rainbow writing, pyramid writing, fancy writing, bubble writing. • Grammar, Punctuation practice: • Grammar/Punctuation focus once a week – Include as part of the English lessons.
Reading	Reading books managed and returned to school weekly Guided reading Comprehension	• Guided reading text and questions sent home once a week – for children to complete. • Individual reading practice
Writing	Specific focus writing task linked to SPAG or the topic – introduced via video	• English structure to be linked to a writing focus • Writing focus for the week linked to topic wherever possible •
Maths	Practical work White Rose Classroom Secrets Rainbow Maths	Practical work White Rose Rainbow Maths Maths games shared - https://mathsframe.co.uk/en/resources/category/22/most-popular https://www.timestables.co.uk/ https://www.topmarks.co.uk/maths-games/hit-the-button https://nrich.maths.org/9084 Use of Mathletics to support children's learning throughout the week where necessary.
Topic	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)

E-safety	Rolling programme and on needs basis	• Purple mash tasks linked to two year rolling programme
Health and wellbeing	SCARF resources	SCARF At Home Resources https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-1
	PE Rolling programme – National Curriculum	Jump Start Jonny activities PE challenges: Joe Wicks: https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c Zumba https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c Cosmic kids yoga • https://cosmickids.com/
Worship	Daily worship	Tasks set on activities map
SEN	Intervention, My Plan/ + delivery	Support to help parents with re-enforcing work
EHCP	Targets with support for TA	Targets set by Teacher/TA
Please note that a balanced level of work will be provided, and not all areas will be covered daily or weekly. Resources suggested maybe adjusted to those found more suitable or appropriate at the time.		

Code of Conducts

Autumn 2022

Code of Conduct for online activities when using Microsoft TEAMS and School Emails

Staff

- Ensure that the time and date is predetermined and communicated to parents.
- Ensure that you are in a suitable place – this may be in school or at home with minimal noise and away from other people.
- If conducting activities/wellbeing sessions from home, ensure that another staff member can be virtually present. No staff are expected to conduct a virtual session from home alone. If another member of staff cannot be present, then the session will be recorded.
- Contact children at the arranged time and date only. This will be agreed beforehand and if it needs to be changed, will be agreed through parents.
- Contact children through agreed channel only - Microsoft Teams and the child's school email address and the class email address. The class email address will be monitored regularly.
- Wear appropriate clothing for the session in line with the usual staff code of conduct.
- No pictures or videos are to be taken during the session.
- Be aware of any tabs open on your browser if sharing screen.
- Please remove any distractions such as mobile phones and pets.
- Please ensure the session is ended as soon as it is indicated to do so.
- Staff to continue to promote the school's ethos and values for in school and out of school learning and to refer to the steps in the Behaviour Policy when required.
- Staff to inform the Head Teacher of any inappropriate comments/behaviour when online.
- Staff to let the Head Teacher know of any concerns around the level of engagement so that additional support can be put in place.

Parents

- Parents/carers should use their child's approved Uley School account.
- Please remove any distractions such as mobile phones and pets.
- Thoughts should be given to the background that can be viewed by everyone i.e. no personal photographs on display, conversations with family members taking place during sessions etc.
- Parents/carers should not record online interactions including taking screen shots. If a session is to be recorded then it is done so by the school staff.

- Parents should behave in a respectful, patient, polite and courteous manner at all times. This includes communicating with school staff either vias Teams, school emails or phone calls.
- If there are questions regarding Remote Education please politely ask the class teacher in the first instance.
- Please be present during live sessions. Please place yourselves in the background but ready to support your child should they need help.
- Please ensure the session is ended as soon as it is indicated to do so and do not stay in the session after the teacher has left.
- If your child is unable to attend remote sessions, please email the class email from your child's email, and let the teacher know.

Children

- Make sure you are in a quiet room if possible during lessons so that we can hear you and you can focus.
- Please only use video calls when requested by the teacher.
- Have a parent/carer nearby to lend a hand if needed.
- Please be appropriately dressed.
- Make sure you stick to the time.
- Do not contact teachers or staff this way other than at registration, wellbeing or activity time.
- Please do not record or screenshot the meeting. Your teacher may record lessons for safeguarding reasons and will only use the function within Microsoft Teams to do so. All participants will be informed when any recording is taking place.
- Please mute the microphone or turn the video off when requested.
- Be polite and always show good behaviour and respect.
- In a wellbeing session, we will only talk about things that you feel comfortable to talk about. We might ask about how you are feeling just like we would do in a session at school. Everything we talk about will stay private but if you tell us something that worries us, we will have to tell someone else.
- Remember these 'lessons' are between teachers and Children ONLY. If parents wish to contact the school they should do so through the school admin email or school phone number.
- Children are aware that Microsoft Teams is a closed school system and only accessible via your school Office365 account and should therefore not invite any guests from outside the class or school to join the system through the misuse of login details.
- Keep your username and password private and never share them with anyone else.
- Only use your own login details (the one given by the school).
- Follow the teacher instructions.
- Please be respectful and polite when you send messages to others.
- Tell an adult if you see/hear/read anything that makes your feel uncomfortable.
- Only send nice or kind messages.

- When online with the teacher and other children, please only comment in the class channels when prompted or in relation to the activity. Please do not start communicating with fellow classmates and sending emoji's; everyone can see them and it can become disruptive to the session.
- Microsoft Teams and school emails are to be used at appropriate times during the day e.g. not late at night.
- Please do not eat during sessions, by all means have a drink but be careful not to spill it on your device – check with your parents first!
- If you feel you need to leave the meeting, or someone at homes asks you to, then please do so. We'll check in when we can to make sure everything is ok or send an email from your school email.
- Please ensure the session is ended as soon as it is indicated to do so and do not stay in the session after the teacher has left.
- Please do not start individual live sessions on teams, which have not be set up by the teacher. Teams is to be used for an educational purpose.