



Guru Nanak Sikh Multi Academy Trust

Primary Phase Remote Learning Policy 2023 - 2024

Any reference in this policy to **parents** means;

- All natural, parents whether they are married or not
- Any person who has parental responsibility for a child or young person
- Any person who has care of a child or young person i.e. lives with and looks after the child

MAT means Multi Academy Trust

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This policy should be read in conjunction with the latest MAT Safeguarding and Child Protection Policy.

STATEMENT OF INTENT

At GNSA Multi Academy Trust, we understand the need to continually deliver high quality education, including during periods of remote working within GNSA Primary and Nanaksar Primary – whether for an individual pupil or a whole class. 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 areas associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- 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.

1. ROLES AND RESPONSIBILITIES

In the event of the need to revert to remote learning, all staff will be expected to be available to work during their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure by contacting HR. Those staff who normally support learning will also be expected to be supporting teachers delivering lessons remotely and offering feedback to learners. More details can be found below. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	2/3 hours a day This includes 2 live sessions and daily tasks set through Tapestry, in line with the Early Learning Goals. For those parents who don't have Tapestry set up, daily emails with home learning tasks will also be sent out via school comms.
Year 1 - Year 2	3/4 hours a day This includes 2 live lessons and daily tasks set through Google Classroom. Pupils will be provided with clear instructions on the lesson and task set, with all relevant resources and slides needed.
Year 3 - Year 6	4 hours a day This includes 2 live lessons and daily tasks set through Google Classroom. Pupils will be provided with clear instructions on the lesson and task set, with all relevant resources and slides needed.

1.1. When Providing Remote Learning, Teachers are Responsible for:

Setting work:

- Staff should set work for their own class or another class as necessary.
- Staff will set work for English and Maths that links directly with the live input from the lesson delivered.
- Work set should be appropriately differentiated to meet the needs of all pupils.
- Work should be uploaded to Google Classroom or Tapestry for EYFS.
- Staff should continue to work with their year teams in order to ensure consistency of provision across both classes.
- Staff should follow the progression maps for each subject so that learning is progressive and in line with curriculum requirements.

Providing feedback on work:

- Teachers will be completing x2 deep marks of English and x2 deep marks of Maths per week with extension activities where applicable.
- Teachers can access pupils' work and give feedback through google classroom quizzes and Learning By Questions.
- Staff should respond to questions from pupils and feedback on the work completed - this may on occasion be through publishing the answers but one to one feedback should be made available to all pupils on a daily basis.
- Verbal feedback should be given throughout live lessons.
- Feedback on individual work through written / audio comments.
- Self-assessment by reflecting on the success criteria of the lesson.
- Feedback through touch base or well-being calls.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers should be in regular contact with pupils/ parents through the Google Classroom platform. If they notice that a pupil has not logged into the platform and is not responding to the work set, they should contact the parent directly to check on the family's welfare. Any safeguarding concerns should be passed onto the safeguarding team immediately. The school's safeguarding policy will be followed in this event.
- Teachers should respond to parental queries that are sent through the school office.
- If a parent submits a complaint online, a member of SLT should be informed immediately
- If a child is failing to submit work, the parent should be contacted (in-line with policy) to ascertain the reasons why.

1.2. The Board Of Directors 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, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

1.3. The Senior Leadership Team 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 on an annual basis 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.

1.4. The Health And Safety Officer Is Responsible For:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- 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, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

1.5. The Data Protection Officer (DPO) 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.

1.6. The DSL 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 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.

1.7. The SENCO 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.
- 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.

1.8. The School Business and Operations Manager 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 to cover all remote working arrangements.
- Organising and delivering training on the appropriate and safe use of technology.

1.9. 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.
- Supporting staff and pupils with logging in difficulties or other technology issues.

1.10. 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 health and safety officer 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.

1.11. 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.
- Ensuring that their child always has access to remote learning material.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- To email itsupport@gnsa.co.uk directly for any wifi related queries and for any requirements of devices or dongles.

1.12. 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 by contacting the school office or emailing the class email address 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.

2. RESOURCES LEARNING MATERIALS

2.1. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Past and mock exam papers
- Online learning portals such as Bug Club, Manga High, Sats Boot Camp, Learning By questions, Timetables Rockstar
- Educational websites
- Reading tasks
- Live lessons
- Pre-recorded video or audio lessons from National Oak Academy and BBC bitesize
- CGP Booklets

2.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

2.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

2.4. Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the school will ensure pupils can catch up on these areas of the curriculum when they return to school.

2.5. 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.

2.6. Any defects or issues with remote learning resources will be reported as soon as

possible to the relevant member of staff.

- 2.7. 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.
- 2.8. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 2.9. 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.
- 2.10. The arrangements for any 'live' classes and or recorded lessons, e.g. Google Classrooms will be communicated via Google Classroom or email.
- 2.11. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

3. ONLINE SAFETY

- 3.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy and addendum to the safeguarding policy.
- 3.2. Where possible, all interactions will be textual and public.
- 3.3. All staff and pupils must adhere to the following:
 - Ensure no 1:1 sessions during lessons, unless exceptions have been made and approved by SLT. These sessions will be recorded.
 - Ensure no accounts from outside the academy are permitted into GNSA MAT classrooms.
 - Staff and pupils/students must wear suitable clothing, as should anyone else in the household.
 - Any computers used should be in appropriate areas and the background should be blurred.
 - Live classes should be kept to a reasonable length of time, in line with timetables.
 - Language must be professional and appropriate, including any family members in the background.
 - Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
 - Staff should keep a record of attendance for every session.
 - Staff will only make contact with pupils/students through the MAT networks.
 - The code of conduct policy must still be adhered to throughout any period of home learning.

4. SAFEGUARDING

- 4.1. This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy.
- 4.2. The DSL and Executive Principal 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.

- 4.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 4.4. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 4.5. The DSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- 4.6. All contact with vulnerable pupils will be recorded electronically.
- 4.7. A member of the safeguarding team will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 4.8. 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.
- 4.9. The DSL will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 4.10. All members of staff will report any safeguarding concerns to the DSL immediately.

5. DATA PROTECTION

- 5.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 5.2. 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.
- 5.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 5.4. 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.
- 5.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 5.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- 5.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 5.8. Pupils are not permitted to let their family members or friends use any school owned equipment which contains personal data.

- 5.9. Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.
- 5.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour for Learning Policy or the Disciplinary Policy and Procedure.

6. HEALTH AND SAFETY

- 6.1 This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 6.2. 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.
- 6.3. If using electronic devices during remote learning, pupils will be encouraged to take a five minute screen break every few hours.
- 6.4. 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.
- 6.5. 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 members of staff immediately so that appropriate action can be taken.

7. SCHOOL DAY

- 7.1. See remote learning provision document with examples of daily timetables in **Appendix 1**.
- 7.2. Pupils are encouraged to take regular breaks when completing remote learning.
- 7.3. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 7.4. Pupils who are unwell are not expected to complete remote learning until they are well enough to do so.

8. COMMUNICATION

- 8.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 8.2. The school will communicate with parents via letter, Google Classroom and the school website about remote learning arrangements as soon as possible.
- 8.3. School Leaders will communicate with staff as soon as possible via email about any remote learning arrangements.
- 8.4. 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.

- 8.5. 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 – communication is only permitted during school hours.
- 8.6. Members of staff will have regular contact with their line manager.
- 8.7. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 8.8. Issues with remote learning or data protection will be communicated to the school as soon as possible so they can investigate and resolve the issue.
- 8.9. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 8.10. The Executive Principal will regularly review the effectiveness of communication and ensure measures are put in place to address gaps or weaknesses in communication

9. MONITORING AND REVIEW

- 9.1. This policy will be reviewed on an annual basis by the Senior Leadership Team.
- 9.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 9.3. The next scheduled review date for this policy is January 2024.

MAT Child Protection Policy 2022/23 - [click here](#)

Updated	Next Review	Reviewed by	GB/Committee Ratification
Sept. 2021	Sept. 2022	Senior Leadership Team - Primary	Senior Leadership Team - Primary
January 2023	January 2024	Senior Leadership Team - Primary	Senior Leadership Team - Primary

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 where national or local restrictions require entire cohorts to remain at home.

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?

After your child has been sent home, we will send out a remote learning letter to parents. This will set out a clear timetable and expectations for remote learning education. In most instances we expect live lessons to start the first morning after a closure.

Pupils will have immediate access to Google Classroom where 4 daily tasks will be uploaded for your child to complete, which will reflect their normal timetable as far as possible. Pupils will be familiar with how to access their tasks and how to ask their teacher for help. Pupils will be expected to log in on the first day and begin their home learning with immediate effect. In the exceptional case that a pupil does not have access to Google Classroom, alternative activities will be provided as an interim provision, whilst the school supports them in gaining access to the Google Classroom platform.

Will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Where needed, adaptations are made to ensure that learning is fully accessible for all pupils, for example where specific equipment or resources are needed for Science or PE Lesson.

Remote Teaching and Study Time Each Day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	2/3 hours a day This includes 2 live sessions and daily tasks set through Tapestry, in line with the Early Learning Goals. For those parents who don't have Tapestry set up, daily emails with home learning tasks will also be sent out via school comms.
Year 1 - Year 2	3/4 hours a day This includes 2 live lessons and daily tasks set through Google Classroom. Pupils will be provided with clear instructions on the lesson and task set, with all relevant resources and slides needed.
Year 3 - Year 6	4 hours a day This includes 2 live lessons and daily tasks set through Google Classroom. Pupils will be provided with clear instructions on the lesson and task set, with all relevant resources and slides needed.

Accessing Remote Education

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

Pupils will be provided with a Google Classroom account as they join the school, which is an online learning platform which pupils can access from home. This will ensure that learning continues both at home and at school and that we are fully prepared for any cases of remote learning provision. Google Classroom enables pupils to access lessons uploaded by teachers, a range of learning tools and resources, the ability to join live lessons and a controlled messaging tool to communicate with teachers and peers. In addition to this, pupils will have access to online educational learning programmes to support their learning at home, including Bug Club, Manga High, Sats Boot Camp, etc.

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. Our priority has always been to support pupils as much as possible to ensure education continues.

The school admin office holds up to date home computer access records, identifying every pupil who does not have access at home; where applicable, in the event of a school closure we will contact families to issue a school device wherever possible.

The school aims for pupils to have at least one device in the household (per family) and teachers are mindful of shared use of computers when requesting for tasks to be completed and holding live lessons, offering flexibility to support families where possible.

There are limitations on the number of devices we have available and we therefore give priority to disadvantaged pupils. We consider all other requests for a device **after** giving priority to identified pupils.

Parents are able to contact GNSA IT support where needed on 0208 573 6085 or by sending an email to admin@gnsa.co.uk.

How will my child be taught remotely?

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

- Live lessons through Google Classroom (Maths & English daily)
- Online tasks uploaded through Google Classroom
- Workbooks that may have already been sent home with pupils
- Recorded teaching (e.g. Oak National Academy lessons, Khan Academy, BBC Bitesize, video/audio recordings made by teachers)
- Online platforms accessible via the student portal

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?

Our expectations are high for pupil engagement, where participation within the daily remote learning provision is compulsory. This is to ensure that pupils do not miss out on vital areas of learning and continue to implement a routine at home to support their wellbeing. Daily registers are recorded to ensure that every pupil is accessing the remote learning provision, both through the live lessons and the online tasks.

We request that parents work in partnership with the school, to ensure that pupils are setting good routines at home and accessing the daily remote learning provision. Parents are requested to contact the school to report any cases where their child is unable to access their remote learning.

As a school we are in regular communication with parents, sharing tips to support your child with remote learning at home and continually sharing our provision so that both pupils and parents are aware of expectations and outcomes.

Pupils will continue to be rewarded throughout any period of home learning through our rewards system and in our live weekly rewards assembly through VIP and Writer of the Week in each class.

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

Teachers will be taking a daily register which is monitored for any absences, as well as completing a daily task completion register, to monitor pupil engagement throughout the day. Pupils will be contacted via Google Classroom where work is incomplete. Parents will be contacted via phone if there are any concerns with their child's engagement during live lessons or during the online tasks.

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:

- Verbal feedback during live lessons or break out support sessions
- Written feedback through comments made online against tasks
- Feedback through touch base or well-being calls

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 to make learning inclusive for all.

Where pupils are struggling with remote learning tasks and require additional provision, including SEND pupils, tailored support can be provided through breakout support sessions and additional resources. In addition to this visual packs and materials can be sent home where applicable to further support their learning. This will always be personalised in line with the pupil's specific needs and support will be provided on a case by case basis and through regular communication with parents.

Younger pupils (Reception aged) will also have access to live daily live sessions such as 'Phonics Time' and 'Story Time.' Through the online parent platform 'Tapestry' activities will be posted daily which reflect the 7 prime and specific areas of learning. Videos will be recorded to support parents in delivering the daily activities and parents will be requested to upload their

child's work each day and will receive daily feedback from their teacher. There is a greater focus on parent collaboration and communication in these year groups to ensure all pupils are able to access their remote education.

Please see an example of our daily remote learning structure for KS1 and KS2 in the event of whole class remote learning:



8.30am	Morning Preparation	Pupils must organise themselves for the day and prepare for their first lesson to begin. They will need to organise their work spaces and have stationary, school diaries, paper and CGP books nearby.
9.00am	Online Registration	Pupils must sign in and type a good morning message underneath the teacher's post, after which they will be marked in as present.
9.00am - 10.00am	Lesson 1 (live)	Pupils will be provided with a link to click on via their class page on Google Classroom.
10.30am - 11.30am	Lesson 2 (live)	Pupils will be provided with a link to click on via their class page on Google Classroom.
11.30am - 12.30pm	Lunch	
12.30pm - 1.30pm	Lesson 3 (GC activity)	Pupils will be provided with a task via their class page on Google Classroom. This may be live depending on the task.
2.00pm - 3.00pm	Lesson 4 (GC activity)	Pupils will be provided with a task via their class page on Google Classroom. This may be live depending on the task.

Please see an example of our daily remote learning structure Reception in the event of a whole class bubble closure:



	Each morning look out for the daily email with the Home Learning tasks for each day .
10.00am	Join the morning LIVE phonics session at 10.00am . You can log into tapestry to see the daily phonics sound before the live session. Make sure your child is ready with a <u>pencil and paper</u> to practise their writing.
	Complete the daily COMPULSORY task set each day, ready to share in the afternoon.
	NEW - Look out for optional links given in the noticeboard section for any extra fun activities: <ul style="list-style-type: none"> ❖ Traditional tale Tuesday - an extra story for your child to enjoy ❖ Well being Wednesday - to promote well-being/off-screen time ❖ Fitness Friday - fun exercise/active video or links for your child ❖ Zones of regulation song - to get in the green zone - happy and ready to learn
	UPLOAD the daily task on Tapestry each day and press 'like' when you have viewed the task.
2.30pm	Join the afternoon LIVE story time and sharing session at 2.30pm .
	Look out for the weekly art project which is shared on a Monday for your child to work on all week, ready to show their class on Friday.

