ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Remote Learning Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

Remote Learning Policy

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Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

The aim of this policy is to outline the remote learning provision available to pupils during a period of school closure. At Alderman Richard Hallam Primary School, we understand that remote learning provides a significant challenge to many of our families and aim to make the process as easy as possible, offering support where needed and learning from feedback given to us by children, staff, parents and carers. We understand that each family's circumstances and their access to learning material for their children differs, and the responsibility to provide educational support at home can be difficult for families. It is, however, important that pupils remain engaged in education, even when they are not attending the school site. We want to encourage all children to attend any virtual calls, and access any learning materials shared to ensure they are not missing out on vital education.

For our remote learning, we have a tiered response dependent upon the time of school closure and the number of pupils unable to attend the school site. Our tiered offer can be found in Appendix 1. For short periods of school closure, open-ended learning tasks and learning resources are made available using Class Dojo with feedback given to pupils through this platform.

For a sustained period of school closure, online learning will take place via Class Dojo and a virtual learning platform used to deliver live lessons and for daily check-ins. These allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications, we will prioritise the wellbeing of our children.

The effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of regular classroom teaching, for example:

- Ensuring pupils receive clear explanations;
- Supporting growth in confidence with new material through scaffolded practice;
- Application of new knowledge or skills;
- Enabling pupils to receive feedback on how to progress.

Staff at ARH are working towards achieving the most effective provision for remote learning as possible and these provisions will be regularly updated. We will ensure that Assessment for Learning takes place so far as is possible to ensure that learning can be targeted and effective.

Flexibility of Learning

We realise that the circumstances that cause children to need remote learning will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents and carers may be trying to work from home so access to technology as a family may be limited.
- Parents and carers may have two or more children trying to access technology and need to prioritise the needs of their family.
- Teachers may be trying to manage their home situation and the learning of their own children.
- 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.

We want it to be clear at all times that the wellbeing of our pupils and their families is our top priority and remote learning should never impact negatively on this. If parents or carers require support, we actively encourage them to contact the school as soon as possible so that we can offer support.

Roles and Responsibilities

Teachers

When children are learning remotely, their class teacher(s) will be responsible for:

- Sharing teaching and learning activities through Class Dojo (dependent on access to devices);
- Ensuring teaching and learning is in line with current planning that is already in place within the school (excepting Level 1 and 4);
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children whether through a virtual learning platform, Class Dojo or phone calls;
- Reply to messages, set work and give feedback on activities during normal teaching hours;
- Allow flexibility in the completion of activities, understanding that each family set-up and experience of remote learning will be different;
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly;
- To ensure that pupils continue to receive a high-quality education outside of school, teachers are expected to monitor pupils' attendance and their engagement with remote learning. Where a pupil has not attended either virtual calls or submitted work to school for three days, a phone call will be made to check on the child's wellbeing and offer support as needed.

Support Staff

If there is a whole school closure, teaching assistants are expected to support with remote learning. This can be done through:

- Class Dojo Working with the Year Group Leader to provide support with resources;
- Completing well-being calls to children;
- Helping to deliver remote learning resources to children who cannot access Class Dojo.

Should an individual child be learning remotely, support staff are also expected to assist the class teacher. This can be done through the above measures.

Children who are learning remotely

When completing remote learning, children will be expected to:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities is important;
- Try their best to respond to activities in a timely fashion and complete work to the best of their abilities;
- Work independently where possible, as would be the expectation in school;
- Make contact with the school regularly, whether this is through submitting work via Class Dojo or the virtual learning platform;

- Only send messages or queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher or available on the school website, and ask for parental permission to use technology for anything beyond that;
- Read on a daily basis, either independently or with an adult;
- Make the most of this time away from school to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

Parents and Carers

We understand that parents and carers will all have different levels of knowledge and confidence, varying access to resources and different time available to support their children when remote learning. The expectation for parents and carers is to:

- Support their child's learning to the best of their ability, including finding them an appropriate place to work and supporting pupils to maintain good levels of concentration. Setting a daily timetable for your child can help them to maintain their engagement;
- Encourage their children to access and engage with Class Dojo /their home learning provision;
- Refrain from taking screenshots or copying any information, messages or posts to share on social media or any other platform, in line with the school's Parents' and Carers' Code of Conduct. If they have any concerns about the work provided, parents and carers should speak to the child's class teacher, followed by the year leader in line with the school's Complaints Policy;
- Know they can continue to contact their class teacher as normal through Class Dojo or the usual methods of contacting the school. Should anything be unclear in the work set, parents and carers should make every effort to contact the school and seek support. Virtual calls should not be used by parents and carers to share concerns or questions; calls may be terminated if a parent or carer is using it for this purpose;
- Understand that whilst every effort will be made by staff to ensure that work is set promptly on appropriate platforms, school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents and carers should contact school promptly and alternative solutions will be available. These will be discussed on a case-to-case basis;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental wellbeing of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;
- Try to maintain, where possible, a regular and familiar routine. A.R.H. would recommend that each 'school day' maintains structure.

Attendance, Admissions and Welfare Officer

Our Attendance, Admissions and Welfare Officer (Kirsty Johnson) is responsible for monitoring how many children are completing remote learning and submitting this data if required. The school Attendance, Admissions and Welfare Officer will ensure that class teachers are notified if they have any individual pupils requiring remote learning so that appropriate work can be provided as shown in Appendix 1. Please see our Attendance and Punctuality Policy for further details.

During a period of school closure, our Attendance, Admissions and Welfare Officer will support teachers in ensuring children are engaging with their remote learning and will contact parents and carers to discuss strategies.

Inclusion Leads

Our SENDCo, GAT Coordinator and EAL Coordinator are responsible for ensuring that the remote learning provisions are accessible for all learners and provide a suitable level of challenge. This will be achieved through auditing the work provided and acting as a support for teachers when planning and for parents and carers to contact directly if they have any concerns.

Senior Leadership Team and Governing Body

The SLT and Governing Body **have overall responsibility for our remote learning provision. They are responsible** for monitoring and evaluating the effectiveness of this provision, gaining feedback from children, staff and parents and carers to make improvements throughout the year. They will ensure that the tiered offer is provided and offer support for staff and parents and carers as required.

Expectations for Remote Learning

Work Expectations

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. Where children are required to learn remotely, work will be set as per Appendix 1; it should be understood that these expectations are guidance only. An example timetable will be shared with parents and carers as a suggestion of how to structure their child's learning. We believe that parents and carers are in the best position to determine how much work their child completes on a daily basis however it is vital children engage with their learning and these activities can be flexible but should not be considered as optional. Where an individual child is learning remotely, but is well enough to work, they will be set work on Class Dojo that will provide similar learning opportunities to those children who are in school. The expectation is that all work is completed however there is flexibility as to how and when these activities are done.

Across levels 2 and 3 of our tiered remote learning offer, the quantity of work provided remains consistent. For pupils in Nursery and Reception, 2-3 hours' worth of learning will be provided each day. 3 hours' worth of learning will be provided in KS1 and 4 hours' worth of learning will be provided daily for all pupils in KS2.

These remote learning arrangements are in place to ensure that all pupils have access to education. We are, therefore, concerned that pupils who do not attend remote learning sessions or complete tasks adequately will fall behind their peers and struggle with lesson content when they return to school.

Access

We advise all parents and carers to make every effort to ensure that their child has access to and completes any learning material provided. If any parents or carers are unable to access the learning material, every effort should be made to contact the school so that alternative provisions can be put in place.

Provisions will be decided on a case-by-case basis and may take the form of hard copies of work, access to digital devices being arranged or other tailored options. Class teachers will maintain a record of those children who are unable to access Class Dojo but it remains the responsibility of parents and carers to inform the school if their child is unable to access the remote learning.

Live Sessions

The use of live sessions enable important interaction between teachers and pupils through the use of questioning, allowing time for discussion and encouraging collaboration between peers. Enabling this

interactivity will promote engagement, motivation and better progress for all pupils. Due to this, each year group will have access to two live sessions on a daily basis for level 3 of our tiered remote learning offer. These sessions will take place on a virtual learning platform.

At level 3 of our remote learning offer, all year groups will have a live session for registration/check-in to start the day. Each year group will also have at least one other live session each day. This may take the form of: a live lesson, story time, plenaries and feedback sessions or support sessions. The details of the live sessions will be shared with parents and carers.

We know some children may not be able to access the lessons live and so the flipcharts will also be added to Class Dojo for children to access following the session. Live lessons will not be recorded but if a child has a questions based on the flipchart, they should leave a message on Class Dojo for their teacher to respond to.

Pupils, parents and carers must not record any of the virtual sessions or take pictures of any virtual calls to post on social media.

Feedback and Assessment

We understand that children require encouragement and regular feedback to make their remote learning enjoyable and productive. Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes are also valid and effective methods, amongst many others.

Work uploaded to Class Dojo will be responded to by approving the post if the objective has been met or 'liking' the post where the objective has been exceeded. All children will receive in-depth comments to move on their learning over the course of the week. This will inform teachers regarding class and individual progress rates.

Teachers and support staff will work to ensure children receive regular and prompt feedback for their work with positive comments to promote engagement and motivation.

Feedback will also be provided to children in the morning virtual calls and in other live sessions on a virtual learning platform.

Where a child does not have access to Class Dojo and an alternative provision has been arranged with the school, we encourage them to use the workbooks provided or keep evidence of the work that has been completed to share with their teacher upon their return to school. Suggestions of work in replacement of Class Dojo will be discussed on their wellbeing calls if workbooks are not accessible or provided. Feedback, if appropriate, will then be given and support can be put in place to ensure misconceptions are addressed upon return to school.

Teachers remain responsible for assessing children's progress and tailoring their learning to suit their needs whether children are learning in school or remotely in line with the school's Assessment and Feedback Policy.

Early Years Expectations

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading.

Timetables with suggested activities will be provided along with activities that the children will be able to access independently where possible. Our tiered remote learning offer applies to Reception however activities are likely to be more practical.

In the Foundation Stage, activities will be uploaded onto Class Dojo with live lessons for Phonics and Maths to support their remote learning along with a shared story (live lessons are available at level 3 of the remote offer). During a period of sustained school closure (level 3), weekly timetables of activities and resources will be shared via Class Dojo families.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos as this remains the expectation when learning is done remotely. All work will be adapted as is the expectation when in class, and pupils will have access to Quality First Teaching through Class Dojo recorded activities (level 2) or live virtual lessons (level 3). Challenge must be appropriate for SEND, EAL and GAT pupils and support should be sought from the school where it is felt that the level of challenge is not appropriate.

We recognise that some pupils, for example some pupils with special educational needs and/or 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.

For many pupils with SEND, the teaching envisaged by this guidance would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers are likely to know these needs best, and how they can be most effectively met to ensure pupils continue to make progress when learning remotely. It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible.

Our school SENDCo is available to parents and carers of SEND pupils who require further support and can be contacted through the school website.

Safeguarding and GDPR

Ensuring children are safe is our top priority as a school and brings with it more challenges when children are learning remotely. To ensure that children are able to stay safe online when learning remotely, we ensure children access a robust online safety curriculum in school to equip them with the skills they need.

Where a pupil is self-isolating on medical grounds for a significant period of time, contact will be made via telephone on a weekly basis to monitor learning, wellbeing and provide support if needed. Pupils identified as vulnerable (those with a social worker or identified as vulnerable by the Safeguarding Team) will be contacted by one of the school DSLs on a weekly basis and support offered as necessary.

During a partial or full school closure for 6 or more days, class virtual calls take place on a daily basis to set expectations and to do a wellbeing check. Where a child has not accessed three consecutive virtual calls, a wellbeing call will be made by the class teacher. The result of this will be reported to a DSL.

All virtual calls made by the school where children are present will have, where possible, at least two members of staff present to ensure that safeguarding is robust at all times.

Please refer to our Safeguarding Policy for further information on how we maintain effective safeguarding practices during a partial or full school closure.

Staff should refer to the Employee Code of Conduct for further details on expectations when supporting remote learning. Contact with children should only be made in line with school guidance. Calls should be made from a virtual account that is logged to their school email account; no personal accounts should be used and calls should be conducted using their school devices only. Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with UK GDPR guidelines.

Additional Support

We are aware that some children may work at a faster pace and parents and carers may wish to access further resources to support their child's remote learning. Links to useful websites can be found here.

As a school, we recommend the use of BBC Bitesize to supplement their learning where necessary, or the use of the Oak National Academy lessons and resources. The 'teaching content' on the Oak National Academy website is provided to children through age-appropriate video content. This provides the equivalent of 3 hours of lessons per day for primary school children. In their 'classroom', each lesson is an hour-long. The lessons can be accessed on any device, are delivered by a teacher with a pre-recorded video and are supplemented by quizzes, worksheets and creative activities.

Monitoring and Evaluation

This policy will be reviewed by the SLT as and when updates to remote learning are provided by the government. Our remote learning offer will be regularly updated to reflect feedback received and current guidance. Following any partial or whole school closure, a survey will be sent to parents and carers to gain their thoughts, concerns and ideas to help to continually improve the remote learning offer.

Policy Links

This policy is to be read in conjunction with the following other policies and documents:

- Acceptable Use Policy
- Behaviour Policy
- Curriculum Policy
- Online Safety Policy
- Mental Health and Emotional Wellbeing Policy - pupils
- Parent and Carer Code of Conduct
- Privacy Notice
- Safeguarding policy
- Staff Code of Conduct
- Teaching and Learning

Appendix 1: Remote Learning Offer

Alderman Richard Hallam: Remote Learning Offer

Our school has a tiered response to remote learning as outlined below. If you wish to provide feedback on our offer or have any questions, please contact the school's office.

Level	Cause	Response
1	Partial or whole school closure for 1 – 2 days, such as snow days.	• Optional project-based work will be set on Class Dojo. Pupils are able to present their findings in any way they chose through Class Dojo. • Class teachers are able to approve the work and write any appropriate comments on Class Dojo.
2	Partial or whole school closure for 3-5 days, such as a boiler breakdown.	• For days 1 and 2 of school closure, the above procedures will be put into place whilst class teachers arrange the following days work on Class Dojo. • Lesson content will be delivered through Class Dojo. This will include flipcharts converted into PowerPoints and uploaded onto Class Dojo as well as any accompanying videos or worksheets. • The work set should follow the usual timetable for the class had they been in school, wherever possible. A timetable of expected lessons will be shared with parents and carers. For Nursery and Reception, 2-3 hours of learning will be provided for each day. For KS1, 3 hours' worth of learning will be provided and for KS2, 4 hours' worth of learning will be provided. • Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing blogs/check ins • Class Dojo will be used to share work for all year groups from Nursery to Year 6. • Daily contact with pupils as and when needed between the hours of 9am and 3pm (except where teachers are undertaking PPA each week) will be available. This can take place through Class Dojo. • Where a child does not have access to Class Dojo we encourage them to use the workbooks provided or keep evidence of the work that has been completed to share with their teacher upon their return to school. Feedback, if appropriate, will then be given and support can be put in place to ensure misconceptions are addressed. Parents and carers are encouraged to contact the school if they are unable to access the remote learning so that alternative provisions can be put in place. • Focus individual feedback on where there are clear misconceptions that need to be addressed on Class Dojo • One piece of work to be provided with in-depth feedback a week. • Other work will be responded to with 'approve post' (if the objective has been met) or 'liking' (where the objective has been exceeded). Additional comments to praise and reward are strongly encouraged as this helps to motivate pupils. • If there is concern around the level of engagement of a child, parents or carers should be contacted via phone to assess whether school intervention can assist engagement. • If a child has not interacted on Class Dojo for three days, a wellbeing call will be made by the class teacher.

3	Partial or whole school closure for 6 or more days, such as a fire or flood at the school or a National Lockdown.	• For days 1 to 5, the above procedures will be put into place. • Days 6 and above will additionally have live lessons taught via a virtual online learning platform. These will consist of a morning wellbeing check-in and two further live lessons alongside the learning resources which have been uploaded onto Class Dojo. • Pupils will be provided with access to a daily Zoom call to begin their day. During this call, the class teacher will do a wellbeing check for all pupils, share expectations for the day and allow children to register their attendance. • In this call, teachers will set clear deadlines and expectations for work to be completed. • SLT-led Monday assemblies will be shared with the children who are not on the school site through Class Dojo school announcements. This will be done by the member of SLT responsible for that assembly. • Resources and activities to support pupil wellbeing whilst working from home will be provided e.g. wellbeing blogs/check ins • Class Dojo will be used to share work for all year groups from Nursery to Year 6. • Daily contact with pupils as and when needed between the hours of 9am and 3pm (except where teachers are undertaking PPA each week) will be available. This can take place through calls to the school, Class Dojo and at least two daily Zoom calls. • Individual submissions of work to be made on Class Dojo. Work uploaded after 4pm will not be responded to until the following day. • Where a child does not have access to Class Dojo, we encourage them to use the workbooks provided or keep evidence of the work that has been completed to share with their teacher upon their return to school. Feedback, if appropriate, will then be given and support can be put in place to ensure misconceptions are addressed. Parents and carers are encouraged to contact the school if they are unable to access the remote learning so that alternative provisions can be put in place. • Focus individual feedback on where there are clear misconceptions that need to be addressed will be given through Class Dojo. • One piece of work to be provided with in-depth feedback a week. • Other work will be responded to with 'approve post' (if the objective has been met) or 'liking' (where the objective has been exceeded). Additional comments to praise and reward are strongly encouraged as this helps to motivate pupils. • If there is concern around the level of engagement of a child, parents or carers should be contacted via phone to assess whether school intervention can assist engagement. • If a child has not joined their class Zoom call for three days, a wellbeing call will be made by the class teacher.
4	An individual child or small number of individuals are unable to attend school for a sustained period of time	**This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time duties providing in-class teaching. Individual feedback will be provided but will be proportionate to the time teachers have during the week for normal marking/feedback.** **The following applies where a child is well enough to complete work and the school has been notified that a child will be off for a sustained period. Where a child is unwell, this is recorded as an absence and work will not be provided <u>unless</u> the parent or carer makes contact with the school to request work.**

DAY 1/2

- A phone call is to be made to the child's parent or carer by the class teacher. This will ideally take place on the first day of school absence when a parent or carer is aware that their child will be absent for a sustained period of time.
- If this cannot take place, a phone call must be made by the end of the child's second day. The purpose of this phone call is to complete a well-being check-in with the child.
- During this phone call, the class teacher should discuss with the parent/carer if the child is well enough to complete work at home.
- If the child is ill, no home learning is to be set, just as we would not set home learning for a child who is absent from school with any other illness.
- Should the child feel well enough to complete home learning, work will then be set on Class Dojo.

DAY 4/5

- The class teacher will make another wellbeing call to check how the child is doing, if there are any issues relating to the work and to provide feedback or answer questions as necessary.

DAY 7

- On Day 7, the class teacher or year group TA will make another wellbeing call to check how the child is doing, if there are any issues relating to the work and to provide feedback or answer questions as necessary.

- Lesson content will be delivered through a combination of commercial and school created resources.
- The work set should follow the usual timetable for the class had they been in school, wherever possible. For Nursery and Reception, 2-3 hours of learning will be provided for each day. For KS1, 3 hours' worth of learning will be provided and for KS2, 4 hours' worth of learning will be provided.
- A member of staff, ideally their teacher or teaching assistant, will respond to submitted work as detailed above: Posts will be approved if they have met the objective, 'liked' if they have exceeded the objective and at least one in-depth comment will be provided every two days to help to move the child on with their learning. Additional comments to praise and reward are strongly encouraged as this helps to motivate pupils.
- Individual submissions of work to be made on Class Dojo. Work uploaded after 4pm will not be responded to until the following day.
- If there is a concern around the level of engagement of a pupil/s, their parent or carer should contact the school via phone call or Class Dojo Family to assess whether school intervention can assist engagement.
- Where a child is unable to access Class Dojo but is well enough to work, alternative working arrangements will be put in place, such as the use of CGP books, activity sheets and the provision of home learning resources.

Appendix 2: Sugg

CATERPILLARS TIMETABLE

Monday	9:00 Morning song/date & weather Feelings check in	9:10 Fun Phonics	Getting Busy Time	11:00 Story time & goodbye
Tuesday	9:00 Morning song/date & weather Feelings check in	9:10 Magic Maths	Getting Busy Time	11:00 Story time & goodbye
Wednesday	9:00 Morning song/date & weather Feelings check in	9:10 Fun Phonics	Getting Busy Time	11:00 Story time & goodbye
Thursday	9:00 Morning song/date & weather Feelings check in	9:10 Magic Maths	Getting Busy Time	11:00 Story time & goodbye
Friday	9:00 Morning song/date & weather Feelings check in	9:10 Fun Phonics	Getting Busy Time	11:00 Story time & goodbye

Resources and ideas for activities are available in our home learning packs and on our website in the Home Learning Section

GRASSHOPPERS TIMETABLE

Monday	9:00 Morning song/date & weather Feelings check in	9:10 Fun Phonics	11:30 Magic maths	Getting Busy Time	2:30 Story time & goodbye
Tuesday	9:00 Morning song/date & weather Feelings check in	9:10 Fun Phonics	11:30 Magic maths	Getting Busy Time	2:30 Story time & goodbye
Wednesday	9:00 Morning song/date & weather Feelings check in	9:10 Fun Phonics	11:30 Magic maths	Getting Busy Time	2:30 Story time & goodbye
Thursday	9:00 Morning song/date & weather Feelings check in	9:10 Fun Phonics	11:30 Magic maths	Getting Busy Time	2:30 Story time & goodbye
Friday	9:00 Morning song/date & weather Feelings check in	9:10 Fun Phonics	11:30 Magic maths	Getting Busy Time	2:30 Story time & goodbye

Resources and ideas for activities are available in our home learning packs and on our website in the Home Learning Section

RECEPTION TIMETABLE

Monday	Phonics -reading 20 minutes	Mathematics - 20 minutes	Physical activity	Communication and Language	Outdoor Learning
Tuesday	Phonics -writing 20 minutes	Mathematics - 20 minutes	Physical activity	Understanding the world	Outdoor Learning
Wednesday	Phonics -reading 20 minutes	Mathematics - 20 minutes	Physical activity	Personal, Social and Emotional Development	Outdoor Learning
Thursday	Phonics -writing 20 minutes	Mathematics - 20 minutes	Physical activity	Expressive arts and design	Outdoor Learning
Friday	Phonics -tricky words 20 minutes	Mathematics - 20 minutes	Physical activity	Expressive arts and design	Outdoor Learning

Resources and ideas for activities are available in our home learning packs – see areas of learning for a clear explanation of what can be included in each session

KS1 TIMETABLE

Monday	Reading activity / Y1 – Phonics Play	Writing activity	Physical activity	Mathematics	Topic learning (Science, History, Geography)	
Tuesday	Reading activity / Y1 – Phonics Play	Writing activity	Outdoor learning (Science, Art, Wellbeing)	Mathematics	Physical activity	Grammar
Wednesday	Reading activity / Y1 – Phonics Play	Writing activity	Physical activity	Mathematics	Topic learning (Science, History, Geography)	
Thursday	Reading activity / Y1 – Phonics Play	Writing activity	Outdoor learning (Science, Art, Wellbeing)	Mathematics	Physical activity	Spelling work
Friday	Reading activity / Y1 – Phonics Play	Writing activity	Physical activity	Mathematics	Grammar	Computing

Resources and ideas for activities are available in our home learning packs

KS2 TIMETABLE

Monday	Reading activity	Writing activity	Physical activity	Mathematics	Topic learning (Science, History, Geography)	
Tuesday	Reading activity	Writing activity	Outdoor learning (Science, Art, Wellbeing)	Mathematics	Physical activity	Grammar
Wednesday	Reading activity	Writing activity	Physical activity	Mathematics	Topic learning (Science, History, Geography)	
Thursday	Reading activity	Writing activity	Outdoor learning (Science, Art, Wellbeing)	Mathematics	Physical activity	Spelling work
Friday	Reading activity	Writing activity	Physical activity	Mathematics	Grammar	Computing

Resources and ideas for activities are available in our home learning packs

Appendix 3: DfE Remote Learning Expectations

In developing these contingency plans, we expect schools to:
• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
• give access to high quality remote education resources
• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
When teaching pupils remotely, we expect schools to:
• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers