



## REMOTE LEARNING POLICY

ADOPTED :

DATE OF LAST REVIEW :

REVIEWED BY :

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Governing Body / Executive Head  
Teacher

1<sup>st</sup> September 2021

# REMOTE LEARNING POLICY

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## AIMS AND INTENT

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### Statement of Intent

At Gorse Ride Schools, we recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

### This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## ROLES AND RESPONSIBILITIES

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### School staff will:

- Adhere to this policy at all times during periods of remote learning;
- Report any safeguarding incidents to the DSL and asking for guidance as appropriate;
- Take part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software;
- Report any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Head Teacher or SLT;
- Report any defects on school-owned equipment used for remote learning to an ICT technician.

### Teachers

In the event of a whole bubble not being permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19 or we enter another 'lockdown' with total school closure, the remote offer for the first 2 days will be the same as for an individual pupil having to self-isolate- see section below. From the third day learning will be placed on the learning platform of Microsoft Teams with daily live check ins. When providing remote learning, teachers will be available between Monday to Friday during usual working hours. If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure and inform their line manager.

### When providing remote learning, teachers are responsible for:

- Ensuring children will be taught how to log onto their Teams account;
- Teaching children how to navigate through the Teams channels to locate their lessons, tasks and support materials, know how to mute and unmute their microphone and turn their camera on and off;
- Conduct a daily Class Check-in (registration) from day 3 of a whole bubble, local or national lockdown. This will be a short scheduled time where children will check in with their class. This slot will give the teacher a chance to outline the learning tasks or answer any general questions about the learning via the chat function. Please ensure there are 2 staff members on any live sessions or within the classroom i.e. teacher and TA.

### **Setting work:**

- Year group teachers will be added into each other's 'Teams class' for consistency, sharing of resources and partnership. If a teacher is ill and unable to work from home, the year group partner will upload the class activities for both classes;
- The expectation is that year group teachers will share lesson planning and any pre-recorded lesson – one person responsible for recording maths and the other for English, then this is shared with whole year group;
- Teachers will provide daily Maths and English lessons plus reading (see appendix 1);
- Activities must include one English (writing/spelling/SPAG); one Maths; and one other foundation curriculum subject (ensure Science is taught weekly). Daily phonics lessons will be planned for EYFS/KS1. In total KS1 3 hours a day, KS2 4 hours a day
- Children should have a balance of on-screen and off screen time which means teachers should provide a mixture of practical/active learning tasks as part of the remote learning offer (refer to the principles of the Digital 5 A Day: [childrenscommissioner.gov.uk/our-work/digital/5-a-day](http://childrenscommissioner.gov.uk/our-work/digital/5-a-day));
- Teachers may use resources provided by Oak National Academy, RWI, Power Maths, White Rose Maths and BBC Bitesize, as well as other resources identified by school curriculum leaders (see Appendix 1 for further teaching and learning guidance);
- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not only rely on use of a computer or device entirely as it is acknowledged that this may be needed by siblings and/or parent(s) working from home;
- The school day is 8.50am-3.15pm and lesson duration should reflect the time given in a classroom situation but pre-recorded video will only form part of the complete lesson;
- Teachers will upload learning tasks daily;
- Weekly timetables will outline the work to be completed and give pupils a guide for structuring their school day at home;
- Teachers will work collaboratively with other teachers to ensure consistency across the year/subject;
- Make sure pupils with limited access to devices can still complete the work. Staggered check ins and hard copies of learning activities planned by teachers are made available for identified parents for collection where needed.
- 1:1 support - if a child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up where necessary. They will usually be expected to still complete the learning set on Microsoft Teams or Tapestry. Inclusion manager will work with teacher and parent to provide support.
- EYFS (Nursery and Reception) will use Tapestry and the year group email account as their platform for remote learning. EYFS will use Teams for daily live check ins.

### **Providing feedback on work:**

- Work submitted will be acknowledged by a member of staff via Microsoft Teams, Tapestry, Purple Mash, year group email. Teams feedback functions include: acknowledgement, grading (Rubric) or stickers;
- Feedback will be given on an individual, group or whole class basis. Feedback will be age appropriate;
- Children must know when they have been successful and any next steps;
- Use Insight function in Teams to monitor pupil's digital engagement and task activity;
- Teachers will be available via Teams 'chat' and check ins to answer children's questions about the learning. .

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

- No regular contact with parents is expected but teachers should respond to parent questions and any concerns they have about their child via the year group email or phone where necessary. Teams is for teachers and children to communicate - Parents should not use Teams to communicate to the class teacher;
- Communication about remote learning will be outlined initially in letters and our website and then updates on our education platform;
- Teachers must not share personal contact details e.g. phone number or private email address;
- If a parent concern cannot be dealt with by the class teacher it should then be sent to SLT. Teachers may be asked to help provide a response or comment on the parental query;
- For any safeguarding concerns, refer to safeguarding section below;
- Should anything be unclear in the work that is set, pupils can ask via Microsoft Teams and parents can communicate with class teachers via the year group email address. During a local or national lockdown, emails received from parents and pupils are to be checked daily, Mon- Fri, term time only. Teachers should aim to respond to pupil/parent emails within 48 hours (excluding weekends);
- Teachers should phone disadvantaged pupils weekly, especially those who aren't interacting via Teams and are receiving paper based learning packs;
- If there has been no communication from either a parent or child via 'Teams' for 2 days of remote learning, school staff will call parents/pupils on day 3. If no response, report this to SLT;
- Vulnerable pupils will be called either daily or weekly - CP/EHCP/identified pupils, this will be done by school admin team initially and any necessary follow up calls by class teacher, Head Teacher/SENCO/DSL.

## Teacher Sickness

If a teacher is absent due to sickness this will impact the usual offer. However, the year group partner with support from TAs and other colleagues, will continue to share resources with the whole year group. Where necessary the school will use educational videos and lessons on Oak Academy, BBC Bitesize, Purple Mash, White Rose in place of some of the school's pre-recorded sessions.

## Individual Pupils Self Isolating

Children marked with an **X** in the register are absent due to COVID-19 circumstances i.e. have symptoms and they are awaiting a test, or a member of their household is awaiting a test.

- Teachers, with the support of teaching assistants, are responsible for sending home work from the start of the pupil's isolation period. This must be relevant and reflective of what is happening in class at the time of the child's absence. This will include online educational resources (see appendix 1). Where necessary paper packs will be provided.
- Maths Learning including White Rose videos linked to maths teaching being covered in the classroom at that time sent via Teams. Answers will be provided for self-marking at home.
- English Learning for KS2 sent via year group email uploaded, following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. The completed work should be sent back via Teams but work can be handed in when a new paper pack is collected (it will be quarantined before marked).
- RWI sessions/tasks for KS1 and identified pupils to work on the sounds your child will be missing and read daily using RWI videos/worksheets and Oxford Owl website.
- Topic task(s) following the lessons being covered in class that week. The resources / videos / worksheets including instruction for practical tasks will be sent via Teams (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning will be sent which may make use of BBC Bitesize and the Government's 'Oak Academy' lessons.

- Teachers will acknowledge pupils work and give short but focused feedback. Children should know when they have been successful and any next steps.
- Any teacher/parent communication can be maintained via the year group email (if parents need further support with a particular issue, teachers may follow up the query with a phone call).

## Teaching Assistants

Teaching Assistants should be available during their normal working hours on days they are normally required in school. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

### Teaching assistants will:

- Support class teachers (this could be across the school dependent upon the requirements of the school) with the remote learning offer;
- Prepare resources;
- Support individual pupils where possible – liaise with class teachers to support planning and resourcing for differentiated learning;
- Provide interventions where possible
- Give feedback to some pupils if appropriate;
- Make welfare calls to pupils under the direction of class teacher
- Undertake remote and/or online CPD training;
- Attend virtual meetings with colleagues.
- Be present at live check ins if needed

## Subject Leaders

### Alongside their teaching responsibilities, subject leads will:

- Consider whether any aspect of the subject curriculum needs to change to accommodate remote learning;
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;
- Monitor the work set by teachers to ensure the learning follows the school's curriculum and expectations.

See Appendix 3 for suggested coverage.

## Head Teacher and Senior Leaders

### Senior leaders will:

- Co-ordinate and review the remote learning approach across the school;
- Monitor the effectiveness of remote learning, for example through contact with teachers, subject leaders and reviewing work set or reaching out for feedback from pupils and parents;
- Work in partnership with staff to identify which families may have no access to the internet and ensure teachers are making hard copies of activities available to parents for collection;
- Arrange any additional training staff may require to support pupils during the period of remote learning;
- Monitor the security of remote learning systems, including data protection and safeguarding considerations;
- Ensure that staff, parents and pupils adhere to the relevant policies at all times;
- Review the effectiveness of this policy on an annual basis and communicate any changes to staff, parents, and pupils.

## Designated Safeguarding Lead

### The DSL's responsibilities are identified within the school's safeguarding policy.

- Attend and arrange, where necessary, any safeguarding meetings that occur during the remote learning period;

- Liaise with the ICT technicians to ensure that school technology used for remote learning is suitable for its purpose and will protect pupils online;
- Identify vulnerable pupils who may be at risk if they are learning remotely;
- Ensure that child protection plans are enforced while the pupil is learning remotely, and liaising with Social Care and other organisations where required;
- Ensure all safeguarding incidents are adequately recorded and reported during the period of remote working.

### Inclusion Manager (SENCO)

The inclusion manager is responsible for working with teachers to coordinate provision for pupils with SEND across the school. **During a period of enforced school closure, the inclusion manager will continue to:**

- Liaise 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 i.e. immersive reader;
- Support class teachers in their liaison with SEND pupils at home and their families;
- Ensure completion of necessary SEND paperwork and/or applications;
- Ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with class teacher, the Head Teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IEPs;
- In partnership with teachers identify the level of support or intervention that is required while pupils with SEND learn remotely;
- Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

### Pupils and Parents

**Staff expect pupils learning remotely to:**

- Be contactable during the school day 8.50am – 3.15pm;
- Follow the Acceptable Use Agreement (school/online safety rules)
- Complete work daily and send it to their teachers;
- Seek help from the adults at home or teachers if they need it;
- Alert teachers if they're not able to complete work;
- Read daily;
- Children should have a balance of on-screen and off screen time which should be managed by parents - refer to the principles of the Digital 5 A Day: [childrenscommissioner.gov.uk/our-work/digital/5-a-day/](https://childrenscommissioner.gov.uk/our-work/digital/5-a-day/);
- Work hard and try their best.

**Staff expect parents with children learning remotely to:**

- Make the school aware if their child is sick or otherwise can't complete work;
- Support their child(ren) as best they can and seek help from the school if they need it via the year group email;
- Where possible provide a quiet work space and ensure children have the equipment/resources they need;
- Access and contribute to Tapestry (Nursery and Reception parents only);
- Be respectful when raising any concerns known to staff.

### Governing Board

**The governing board will:**

- Monitor safeguarding, health and safety, staff and pupil wellbeing and the school's approach to providing remote learning;
- Prioritise key and urgent decisions in virtual meetings;

- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Determine how to handle statutory procedures such as grievances and disciplinary panels, exclusions and complaints.

## WHO TO CONTACT

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**If staff have any questions or concerns about remote learning, they should contact the following individuals:**

- Issues in setting work – talk to the relevant subject lead or inclusion manager
- Issues with behaviour – talk to the inclusion manager or another member of SLT
- Issues with IT – contact SBM / IT Support (support@inspiredICT.co.uk)
- Issues with their own workload or wellbeing – talk to their line manager or SLT
- Concerns about data protection – talk to the data protection officer (SBM)
- Concerns about safeguarding – talk to the DSL

## ONLINE SAFETY – VIDEO AND AUDIO COMMUNICATION

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**All staff and pupils using video or audio communication i.e. Microsoft stream must:**

- All children will be taught how to log onto their Teams account;
- Teachers will be able to share their screens in order to provide frequent, clear explanations of new content;
- Whilst on calls, children must mute their microphones;
- Children will use the raise hand feature or chat when they want to ask a question;
- 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;
- Maintain the standard of behaviour expected in school;
- Use appropriate language – this includes others in their household;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute video material without permission;
- Children will not set up their own personal Teams;
- Children will not share details of any other children's names that they see on Teams.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

Staff not using devices or software appropriately may face disciplinary action (please refer to Code of Conduct)

## Parental Engagement

**During the period of remote learning, the school and parents will work in partnership to:**

- Be aware and reinforce the importance of children staying safe online – Parents should monitor children's use of social media, you-tube and gaming to ensure E-safety for children whilst they are working from home.
- Encourage parents to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Ensure parents are aware of the expectation of remote learning for their child(ren)
- Follow the Acceptable Use Agreements
- 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.



## DATA PROTECTION

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### Accessing Personal Data

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

- Only use their school email account and never use personal messaging systems;
- Connect to the school network system using the school's remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises;
- Have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party. All staff to ensure that they do not save their password on their computer.

**The Data Protection Officer 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 by the school for remote learning are compliant with the GDPR and the Data Protection Act 2018.

### Processing Personal Data

- Staff members may need to collect and/or share parent's personal data such email addresses as part of the remote learning system (eg : year group email accounts).
- Staff are reminded they must collect and/or share as little personal data as possible online.

### 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 and do not share password with anyone;
- Making sure the device is locked if left unattended;
- Not sharing the device among family or friends;
- All staff to access emails and servers via the remote system. Staff who access emails via smart phone need to ensure two levels of security (ie : phone password and app password).

## SAFEGUARDING

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Please refer to school's Safeguarding Policy and Online Safety Policy.

## MONITORING ARRANGEMENTS

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This policy will be reviewed as and when updates to home learning are provided by the school or government. At every review it will be approved by SLT and reviewed annually by the Governing Body.

## LINKS TO OTHER POLICIES

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This policy is linked to our:

- Behaviour policy
  - Safeguarding policy and coronavirus addendum
  - Data protection policy and privacy notices
  - Home-school agreement
  - ICT and internet acceptable use policy
  - Online safety policy
  - Code of Conduct
  - Teaching and Learning policy
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## APPENDIX 1: TEACHING AND LEARNING

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**Our remote teaching and learning offer is aligned with our Teaching and Learning policy – please refer to full policy for further details.**

- All pupils will have access to high quality education when remote working. The school will use a range of teaching methods to cater for all different learning styles, this includes:
- Current online learning portals – Microsoft Teams/Tapestry
- Live check ins and class chat
- Hooks, ice breakers, mystery challenge;
- Quizzes, low stake retrieval activities, google focus tasks;
- Online materials;
- Educational Websites;
- Pre-recorded video or audio lessons;
- Various reading tasks – e.g. comprehension, inference and prediction;
- Daily challenges;
- Times Table Rock Stars;
- Read, Write, Inc.
- Gorse Ride writing process;
- Purple Mash;
- Power Maths / White Rose;
- Well-being activities/SCARF (PSHE);
- Tapestry (Nursery and Reception)

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school (8.50am-3.15pm);
- Set assignments so that pupils have meaningful and ambitious work each day;
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally;
- Teachers must give explicit instructions, demonstrations/modelling/thinking aloud, guided practise and opportunities for independent practise;
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos;
- Scaffold and 'chunk' learning by using pause points, sentence stems, short warm up tasks, retrieval practise linked to teacher explanation or prior learning, gradual increase of difficulty,
- Use a range of visual tools e.g. Demonstrator; Flip Grid; Immersive Reader; To Simple; Purple Mash;
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked;
- Where possible encourage peer interaction to help keep pupils motivated and engaged e.g. share examples of work children have submitted;
- Feedback will be given via a mixture of individual, group or whole class basis. Feedback will be age appropriate. Children must know when they have been successful and any next steps;
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, where necessary, revising material or simplifying explanations to ensure pupils' understanding;
- Children should have a balance of on-screen and off screen time which means teachers should provide a mixture of practical/active learning tasks as part of the remote learning offer (refer to the principles of the Digital 5 A Day: [childrenscommissioner.gov.uk/our-work/digital/5-a-day/](https://childrenscommissioner.gov.uk/our-work/digital/5-a-day/));
- Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

All provisions for remote learning will be subject to the class group's age and ability. In exceptional circumstances, the head teacher may adapt the curriculum offer to enable pupils to cope with the workload.

## APPENDIX 2: GUIDANCE AND CPD INFORMATION

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**How to order laptops and tablets during coronavirus (COVID-19) :**

<https://get-help-with-tech.education.gov.uk/devices/how-to-order?fbclid=IwAR0u4nWvUvhjWAmN56ZATBJNc3wLqxTxU8LXTGClqVLjEnTE31MVNpPGkWY>

**EEF Blog: Five-a-day - achieving effective learning behaviours within our classrooms:**

<https://educationendowmentfoundation.org.uk/news/five-a-day-effective-learning-behaviours-within-our-classrooms/>

**8 ways to increase accessibility with remote learning:**

<https://researchschool.org.uk/carmel/news/8-ways-to-increase-accessibility-with-remote-learning/>

**COVID-19 Response – Supporting schools and families through the pandemic:**

<https://educationendowmentfoundation.org.uk/covid-19-resources/>

**Home learning approaches Planning framework:**

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Resources\\_for\\_schools/Home\\_learning\\_approaches\\_-\\_Planning\\_framework.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_-_Planning_framework.pdf)

**Parents and carers engaging in home learning A checklist for schools:**

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Resources\\_for\\_schools/Parents\\_and\\_carers\\_engaging\\_in\\_home\\_learning\\_-\\_A\\_checklist\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Parents_and_carers_engaging_in_home_learning_-_A_checklist_for_schools.pdf)

**Covid-19 school support resources Summary for School:**

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Resources\\_for\\_schools/Summary\\_of\\_Resources\\_-\\_Schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Summary_of_Resources_-_Schools.pdf)

## APPENDIX 3: SUGGESTED SUBJECT COVERAGE

### Subject Expectations:

Reading	Text and VIPERS questions set as an assignment on Teams. Timetable has a daily reading slot for 30 minutes. One pre-recorded session a week to focus on a teacher reading a section of the text and then 1 follow up session on key vocab, vipers, comprehension or focus on a particular teaching point Daily RWI and worksheets uploaded to Teams – books scanned in where needed.
Writing	Following Gorse Ride writing process – lesson pre-recorded 4 times a week.
Maths	Power Maths lessons – Lessons pre-recorded White Rose clips to support teaching. Set fluent in 5, times tables Rockstars and MyMaths where appropriate.
Science	Following the Gorse Ride curriculum plans. Some lessons pre-recorded i.e. start of topic, vocab focus session or to clear up a misconception. Use Oak Academy, Purple Mash and BBC Bitesize where appropriate. Where possible (awareness of resources at home) there should be practical learning/tasks to support teaching and learning.
Humanities	Following the curriculum plans. Use Oak Academy and BBC Bitesize if appropriate. Vocabulary/word mats uploaded for each topic. Clear instructions given for tasks or – sometimes this may need to be pre-recorded.
Art/DT	Lessons could be pre-recorded or work set as an assignment. Examples and demonstrations provided where appropriate. Consider tasks being set due to resource limitations at home. DT – look at the Dyson Foundation website which has 50 stem activities for home learning plus supporting videos Film clips on designers on BBC Bitesize Challenge cards <a href="https://www.jamesdysonfoundation.co.uk/content/dam/pdf/JDF-challenge-cards-JULY20.pdf">https://www.jamesdysonfoundation.co.uk/content/dam/pdf/JDF-challenge-cards-JULY20.pdf</a>
Music	Use Charanga – Children to be set assignments on Teams and use their Charanga logins to complete the work set.
RE	Lessons could be pre-recorded or work set as an assignment. Use RE Discovery Curriculum for enquiry questions Use Oak Academy and BBC Bitesize if appropriate – support learning with texts/stories.
French	Lessons could be pre-recorded or work set as an assignment. Use notebook files if possible.
PSHE	Lessons could be pre-recorded or work set as an assignment. Upload a Mindfulness activity weekly – upload video/music or clip for meditation etc Follow the Corum SCARF suggested termly plans but adapt to take into account children working at home. Whole school values
ICT	Purple Mash ESafety / Teams rules and expectations documented in class channel – referred to weekly and where necessary
PE	Joe Wicks videos, PE coach sessions and whole school challenges Movement breaks: <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a>