

# REMOTE LEARNING POLICY

**BELMONT CASTLE ACADEMY**



**Approved by:**

Chair of Governors

**Date introduced:** 14.10.2020

**Next review due by:** January 2021

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## 1. Aims and Rationale

This remote learning policy for staff 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

In the event of a school closure, where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we as a school are committed to providing continuity of education to all our learners and will do so through a process of remote (online) learning for the pupils who can have access to online devices. For pupils who do not have suitable online access, printed resources, such as textbooks and workbooks will be provided to them to ensure that they have the same access to learning.

Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as longer-term illness, assuming learners are able to complete school work at home. Another relevant instance would be if learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

## 2. Roles and Responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 9 am and 3:10 pm from Monday to Friday during term time.

If they are 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.

### Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of learners' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning. In order that we are providing a consistent approach, Year Leads and subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their Year group and subject areas.

All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing

constructive feedback to their learners in a timely manner. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Year Group Lead to ensure work is set to her/his classes. If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available and point pupils and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team. Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners and parents. Teachers also should ensure their communication with learners does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after the year group agreed time, although responses should be made to electronic messages within one working day in normal practice.

For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are: Email using school email addresses only and Microsoft Teams

### Structure of the day

At the start of each new week, each class teacher will share a timetable with their class. Below are some examples of what a normal day will look like. Each lesson will sometimes consist of a short live starter or explanation followed by suitable activities for the children to complete and submit for feedback.

RECEPTION	
Time	Lesson
9-10	English/Letters and Sounds
10-10:30	Break
10:30-11:30	Child initiated play
11:30-12:30	Lunch
12:30-1:30	Maths
1:30-2:30	Child initiated play

KS 1	
Time	Lesson
9-10	English
10-10:30	Break
10:30-11:30	Maths
11:30-12	Phonics
12-1pm	Lunch
1-1:30	Reading Comprehension
1:30-2:15	Unit
2:15-2:25	Break
2:25-3:10	Unit

KS 2	
Time	Lesson
9-10	English
10-10:30	Break
10:30-11	Reading Comprehension
11-12	Maths
12-1pm	Lunch
1- 2	Unit
2-2:10	Break
2:10-3:10	Unit

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

- Morning and afternoon register to be taken at the start of each session and absences should be emailed to the school office
- Setting work –
  - Class teachers will be expected to provide work for all the children in their own class
  - The amount of work provided must reflect the daily class routine e.g: powerpoints, voice over, worksheets and answers
  - Work will be uploaded on a daily basis
  - work should be uploaded on Microsoft Teams and /or Purple Mash
  - Teachers should co-ordinate with each other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
  - KS1 – High quality phonics lessons and activities must continue daily and be incorporated when teaching other subjects as well
- Providing feedback on work –
  - Teachers will access the completed work that pupils will turn in after each lesson
  - Teachers are expected to share written or verbal feedback with pupils

➤ Keeping in touch with pupils who are not in school and their parents –

- Teachers should use the school phones, emails or protect their phone numbers when making contact
- Teachers should not answer emails to pupils and parents outside of working hours
- Complaints or concerns shared by parents and pupils – for any safeguarding concerns, should be reported to the Pastoral teams via Cpoms

**When attending virtual meetings with pupils, teachers –**

- Should respect the formal dress code-business wear/school attire
- Should not be eating during virtual meetings.
- Should choose a location with nothing inappropriate in the background and avoid areas with background noise.

## 2.2 Teaching assistants and HLTAs

When assisting with remote learning, TAs and HLTAs must be available between 9 am and 3:10 pm from Monday to Friday during term time. If they are 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.

**When assisting with remote learning, TAs and HLTAs are responsible for:**

- Supporting their 1:1 pupils and a small group of similar ability
- Listening to daily readers and read to them
- Providing feedback and ways to further develop their group of children

**When attending virtual meetings TAs and HLTAs –**

- Should respect the formal dress code-business wear/school attire
- Should not be eating during virtual meetings.
- Should choose a location with nothing inappropriate in the background and avoid areas with background noise.

In the event of any TAs or HLTAs not being able to provide any remote learning, they should complete a set of CPDs identified by the SENCO.

HLTAs will also be covering for teachers who report absent and lead their lessons. It will be the teachers' responsibility to prepare the HLTAs.

## 2.3 Pupils and parents

### Expectations of learners

Assuming that they are in good health, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Learners will also be expected to read and respond to communication from the school, e.g. emails from their class teachers, on a regular basis. Learners should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress.

If learners or parents have any questions about the nature of specific tasks set, these should be directed towards the class teacher. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should also be directed to the learner's teacher.

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will provide some basic equipment from school (a book and a pencil), or for parents to ensure they have duplicates. The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art).

Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Learners will be able to access the teachers' powerpoints.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the learner's ability to print at home.

**Staff can expect pupils learning remotely to:**

- Be contactable during the school day – although consider they may not always be in front of a device the entire time

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work
- Treat remote learning as if they were in the classroom where usual classroom rules will continue to apply. This includes being appropriately dressed, sitting up smartly when listening to the teacher, following instructions appropriately and not eating during lessons. If learners need to take a break e.g. to use the toilet they should inform the teacher before doing so.
- To follow the normal protocols associated with using remote platforms such as MS Teams: to be on mute when first joining, to use the raised hand symbol when necessary, to recognize the importance of turn taking and to only use appropriate language when using the chat function.

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

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here
- Be respectful when making any complaints or concerns known to staff

## **2.4 Support for pupils with SEND, EAL and other specific learning enhancement needs**

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENCO. In addition, the SENCO will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using CPOMS if required.

### **Pastoral care during a school closure**

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, the Pastoral team (under the guidance of the Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. The Pastoral team will be expected to pass on feedback to Senior Leadership Team, particularly if there are concerns or a lack of communication.

### **Safeguarding during a school closure**

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

### **Behaviour Support during a school closure**

In the event of a school closure, the Pastoral team may maintain support or interventions with children and young people through Teams. Staff are reminded that the home school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. The team could also attend multi-agency or SEND meetings during this time.

## **2.5 - IT staff**

Joskos and the Computing Lead will be responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

## **2.6 Governing board**

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

### 3. Who to contact

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 SENCO
- › Issues with behaviour – talk to the Pastoral team or Year Lead
- › Issues with IT – talk to Computing Lead who will report the issues to Joskos
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection or safeguarding – talk to the Principal

### 4. Data protection

#### 4.1 Accessing personal data

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

- › access the data, such as on a secure cloud service or a server in our IT network
- › should use their work laptop to access the data rather than their own personal devices

#### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

#### 4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- › Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- › Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- › Making sure the device locks if left inactive for a period of time
- › Not sharing the device among family or friends
- › Installing antivirus and anti-spyware software
- › Keeping operating systems up to date – always install the latest updates

### 5. Safeguarding

See safeguarding policy/ Child Protection Policy

See Remote Learning

### 6. Monitoring arrangements

This policy will be reviewed regularly by the SLT and the Chair of Governors during the pandemic to match the changes brought up by new Government guidelines. At every review, it will be approved by the full governing board

### 7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy and coronavirus addendum
- › Data protection policy
- › ICT and internet acceptable use policy

## Parent Guide and Protocol

Dear Parents/Carers,

We are very happy to inform you that all logins and email accounts for children in Years 3 to 6 have successfully been set up. This means that as from now, they will receive all their homework via Microsoft Teams. This is a major achievement for us as a school as we struggled to keep up with effective teaching and learning during school closures. Should we have to face another total lockdown and school closures, our staff will now be able to teach, share PowerPoints, set up tasks, give and receive feedback.

Reception, Years 1 and 2 will carry on using Purple Mash for this term as they are already familiar with this App. We will gradually prepare them for the transition to Microsoft Teams.

I am sure you will agree with me that due to the pandemic and school closures, a substantial amount of learning has been missed. To ensure that all gaps are addressed, and new concepts are introduced, homework will be used as an opportunity to embed key skills, revise previous ones in readiness for the next lesson and move learning on. Therefore, it is crucial that you ensure that your child completes and submits their tasks on time for the class teacher to access. Children from Years 3 to 6 have already been coached in class by their class teacher about Teams regarding: how to log on, how to retrieve their work, how to save and submit work and how to communicate with their teacher. They have all expressed a significant amount of enthusiasm about doing their homework in this manner.

If your child has not got access to a device to complete the work online, please inform your child's class teacher and homework packs will be handed out. Paper homework will need a quarantining period per the guidance before teachers could handle them.

A few non-negotiables have been put in place for a smooth and effective running of this new way of learning and setting up/completing homework online.

Should there be another school closure (hopefully not), a clear and structured timetable will be provided for your child to access teaching and learning from 9 am to 3:10 pm (school hours).

### Online Homework Protocol

- *Respect the deadlines set by the class teacher*
- *Submit work on time*
- *Ensure that you child is supervised by an adult when completing the homework*
- *Chats on Teams will be locked until further notice.*
- *Homework will be allocated on a Thursday and will need to be submitted by the Monday.*
- *Teachers will be giving feedback as and when needed in their own time but not during the weekend.*
- *Stay safe online*
- *Please be kind when leaving feedback.*

Attached to this letter is the step-by step Purple Mash and Microsoft Teams guidance for parents. Both documents can also be found on the school website.

If you experience any technical issues and need further assistance, please contact the office staff and ask for your child's class teacher to give you a call. We are here to help.

Thank you for your patience and for your continued support. We will give it a few weeks for the children to get used to this new system, then email a questionnaire to parents to gather some feedback so that we can further improve our online platform and meet our parents' and children's needs.

Kind regards,

Ms Murthen

# Parents' Guide to Microsoft Teams

## Parents' Guide to Microsoft Teams

This is a step-by-step guide in logging on and navigating your child's class on Teams.

### Logging in

You can access Teams in different ways:

1. Through an APP, either IOS or Android
2. Through the website: <https://www.office.com>

We found **Google Chrome** and **Microsoft edge** to be the best search engines to use.



Click on SIGN IN

Enter your child's school email address, which ends @belmontcastacademy.org  
You will need to enter all of this but can be entered all in lower case.



Enter your child's password. This is a mixture of capital and lowercase letters, characters and numbers. This **must** be typed in correctly.



### Navigating your child's class on Teams.

This will vary on the device you use. Phones and tablets will carry the same functionality as the web-based version, but the layout will differ. This has been created for the web version.



Click on this icon to access Teams.

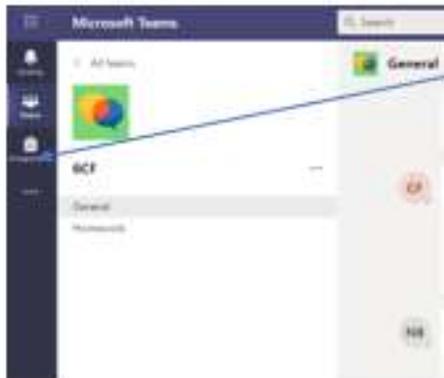


Once the password has been entered, you will be taken to the main Microsoft 365 page.



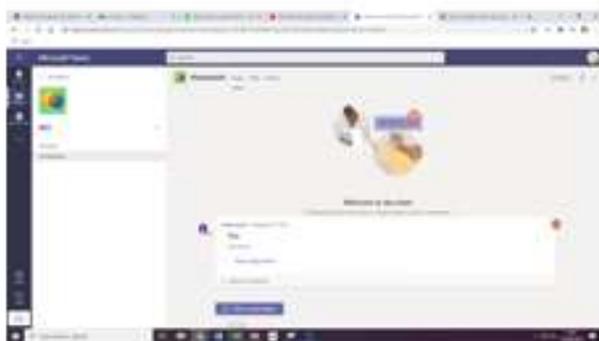
Your child's class will be the same as their normal class number, e.g. 6CF.

Click on here to enter the class.



When in the class, your child will have access to 'channels'. These will vary depending on how the class teacher has set their class up.

When an assignment, or homework, has been set, a notification will pop up on the assignments tab.

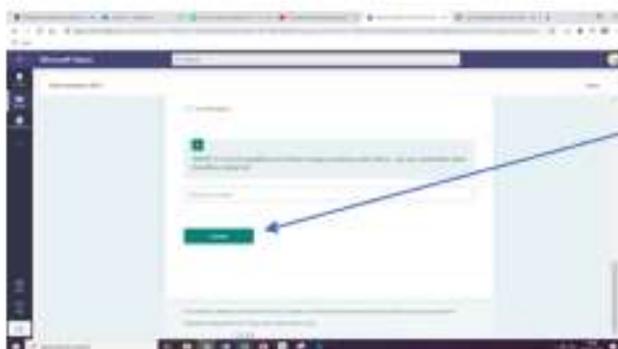


This week, your child will have used a laptop to access and complete a trial piece of homework, so they are aware of how to do this at home.

Homework this week (Thursday 2<sup>nd</sup> October) will be in the form of a quiz.

Click on the link, to see the quiz.

There are different style questions: multiple choice, type in an answer or give something a rating.



Once your child has finished their quiz style homework, remind them to press SUBMIT.

This will allow their teacher to view their work and provide them with feedback through Teams.

# Parents' Guide to Purple Mash

<https://2simple.com/purple-mash/purple-mash-parents/>

Use a search engine to type Purple Mash.

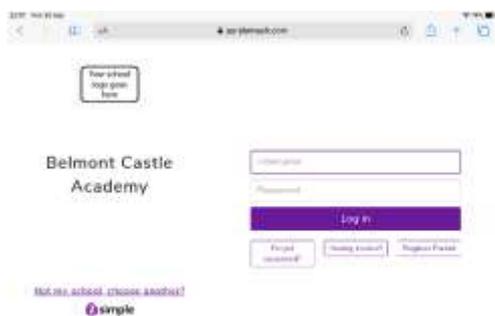
Click on 'Find my school's login page' and type Belmont Castle Academy.



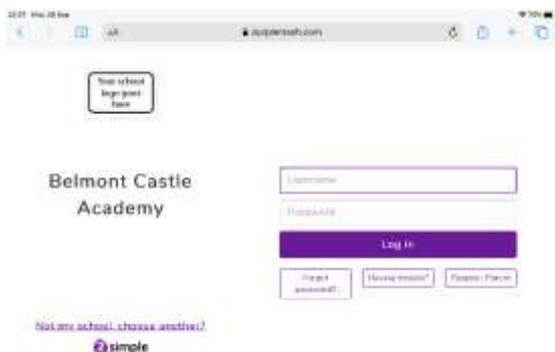
Once the school's name appears, click on 'Go to school's portal'.



It should send you to the login page below.



Type the child's username. You should find it in their Reading Record, given by their teacher.

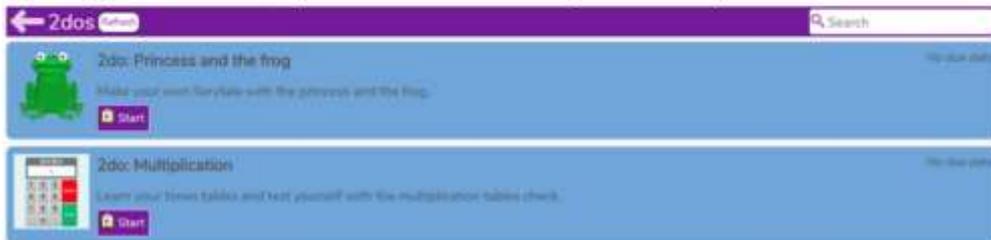


Any pupil who is assigned a 2do will see it within the 2dos tab on the Purple Mash homepage.

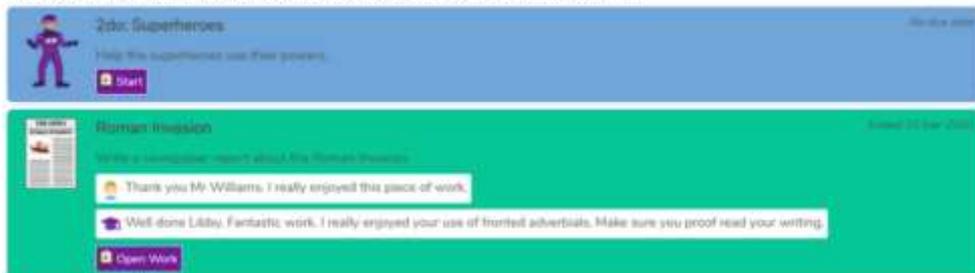


2dos

When the pupil clicks on this tab, they will see a list of all the 2dos they have been set by their Teachers.



The 2dos will be in "due date" order with completed assignments at the bottom.



#### To complete a 2do:

**Step 1:** Pupil should click on the **Start** button. This will take them to the work that needs to be completed.

**Step 2:** Complete the work. When the pupil has completed the work, they should save it. This will save the work into a folder called 2dos for the Teacher to mark. Pupils can only see their completed assignments within the 2dos application.

**Step 3:** Once a pupil has saved their work, they can continue working on their 2do by pressing **Continue Work** or play again if it is a game by pressing

**Play Again**. Any games automatically submit scores to the 'Data Dashboard'.



Pupils can hand in their work by pressing **Hand In**.

**Important:** There are some activities in Purple Mash, such as 2Simulate, Maths City and Simple City, which are exploratory. This type of activity does not save a file, it is not possible to hand this in. These activities do not have a 'hand in' button.

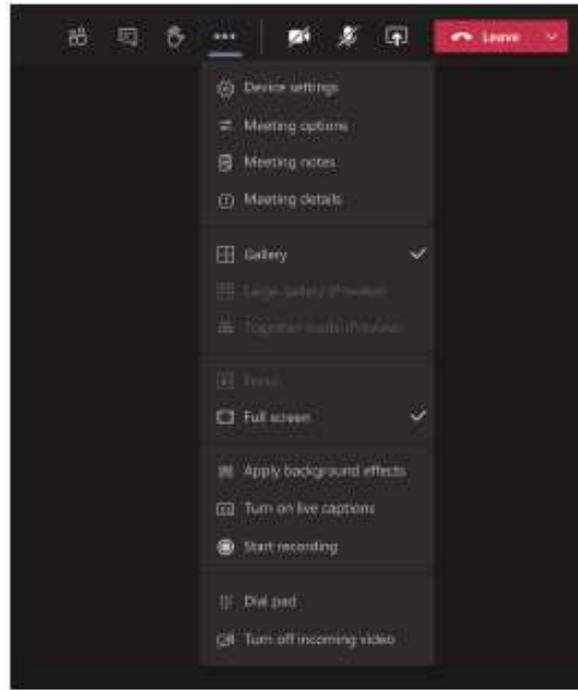
Pupils can add a typed comment and an audio comment for the teacher when they click the button. Once a piece of work has been handed in, it can no longer be changed by the pupil.



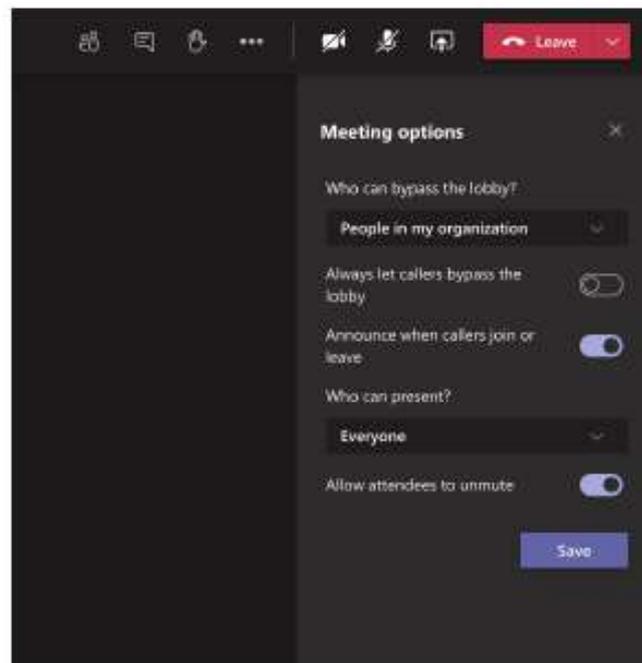
## How to prevent pupils from muting or removing other pupils

When you begin a meeting by clicking the 'Meet' or 'Meet Now' button in a class, by default, all people that are a member of your class will join the meeting as 'Presenters'. This unfortunately allows pupils the permission to mute whoever they like and also remove another participants from the meeting.

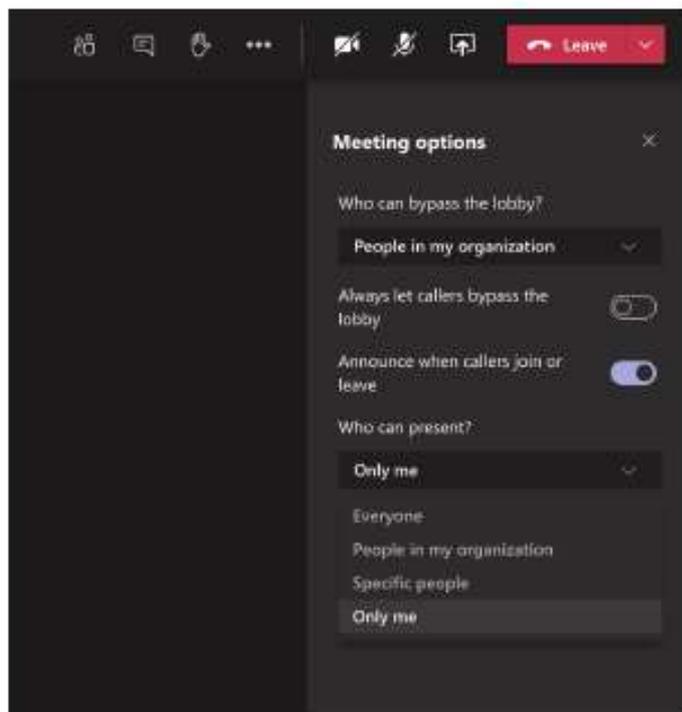
- To prevent this, once you start your meeting, click on the 3 dotted icon at the top right of teams.



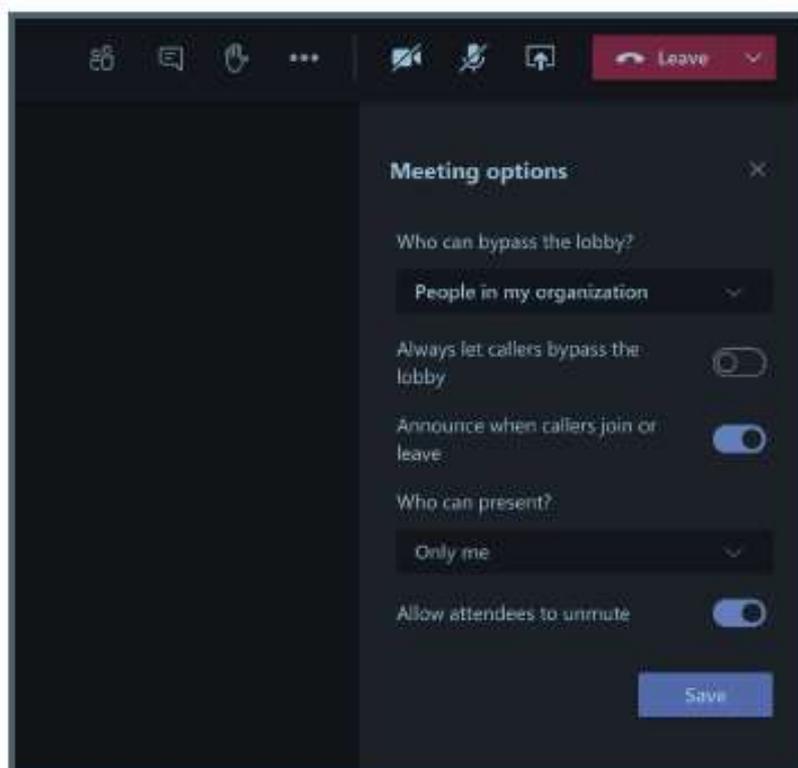
- Select 'Meeting Options'. You'll see the below menu.



- On the option labelled 'Who can present?', click the drop down and select 'Only me'.



- Remember to click 'Save' in the bottom right. Once done, all pupils who join the meeting from that point onwards will join as 'Attendees' and have no access to muting others or removing any other participant.



Dear Parents/Carers,

### **Remote Learning Safeguarding – MS Teams**

During these uncertain times, Remote Learning is becoming a term that we are all becoming familiar with. Our children have proved that they are quick to adapt to the changes which arise and becoming used to the virtual lessons they have taken part in so far.

However, it is important to remember that their learning is taking place in a virtual setting and there are things you, and your children, need to bear in mind in order to stay safe.

#### **Passwords**

Like any online account, all passwords should be kept private. If your child has difficulty with their passwords, please ensure you contact your child's teacher as soon as possible in order for this to be changed, via the school office.

#### **Video Calls**

Face-to-face are an essential part to Remote Learning. Please consider the following points to stay safe:

- Please ensure that everyone in house is appropriately dressed while video calls are in place. Some children feel more comfortable wearing school uniform, but this is not compulsory.
- There are options available within the APP version of Teams to change to background. We encourage children to do this, but at the beginning of the call and not during so it does not interrupt the learning taking place.
- We encourage the children to have their videos and microphones switched on during whole class discussions. Once the task has been set, we recommend the children to move away from the screen to complete their task, reducing the amount of time spent in front of their device. We will then come back together at the end of the session to feed back.
- The class teacher will maintain control of the video call throughout. Children will be able to 'raise the hands' if they have a question to ask.
- The children will only be able to join the video call once the teacher has activated it.
- As parents, please be aware of what you are talking about within your home just in case their microphone is switched on.

#### **Learning Environment**

We appreciate that the home is not the same as the classroom in terms of a learning environment, but there are some steps you can take to ensure that your child can get the most from their Remote Learning:

- Sit at a table, or desk.
- Limit the amount of screen time – make use of the allocated breaks times and complete work in the exercise books provided, where possible.
- Take regular breaks and drink plenty of water. If it is available, get some fresh air and exercise. This will benefit your child's well-being.

We would like to thank you regarding your continued support you provide your children, and the school, during these periods of change. If you have anything that you would like to discuss, please contact your child's teacher, via the school office.

Dear Parents/Carers,

## **Remote Learning Safeguarding – Purple Mash**

During these uncertain times, Remote Learning is becoming a term that we are all familiar with. Our children have proved that they are quick to adapt to the changes which arise and becoming used to the virtual lessons they have taken part in so far.

However, it is important to remember that their learning is taking place in a virtual setting and there are things you, and your children, need to bear in mind in order to stay safe.

### **Passwords**

Like any online account, all passwords should be kept private. If your child has difficulty with their passwords, please ensure you contact your child's teacher as soon as possible in order for this to be changed, via the school office.

### **Managing tasks in Purple Mash**

- Once a 2Do has been set, the pupil will receive an Alert to tell them a 2Do has been set.
- The pupil has direct access to their set 2Do. This might be an activity on Purple Mash, a worksheet (Word/Pdf document), a PowerPoint (which shows examples or gives more information about the task set) or a video produced by the class teacher.
- Children can download the tasks and use the exercise books to complete the questions. They can upload a photo of their work. Please make sure the children are supervised at all times and they only upload a photo of their completed work.
- Your child/children can leave a written and/or verbal comment for the teacher, but this is not mandatory.
- Your child will receive written feedback/voice message from the class teacher.

### **The use of images in Purple Mash**

- Children can be allowed the creativity to be able to upload their own images in several tools. Children can choose and upload images into many of the open-ended writing frames across Purple Mash. This presents a great opportunity for discussion of the following questions:

Where to search for images?

Use of safe search engines to find them.

Is the image appropriate to use in my work on Purple Mash?

### **Learning Environment**

We appreciate that the home is not the same as the classroom in terms of a learning environment, but there are some steps you can take to ensure that your child can get the most from their Remote Learning:

- Sit at a table, or desk.
- Limit the amount of screen time – make use of the allocated breaks times and complete work in the exercise books provided, where possible.
- Take regular breaks and drink plenty of water. If it is available, get some fresh air and exercise. This will benefit your child's well-being.

We would like to thank you for your continued support you provide your children, and the school, during these periods of change. If you have anything that you would like to discuss, please contact your child's teacher, via the school office.

Dear Parents/Carers,

### **Remote Learning Safeguarding – Evidence Me**

During these uncertain times, Remote Learning is becoming a term that we are all becoming familiar with. Our children have proved that they are quick to adapt to the changes which arise. Evidence Me is proving to be working and we really enjoy seeing what the children do at home as well as send you the observations that we write in school.

It is important to remember that for now their learning is taking place in a virtual setting and there are things you, and your children, need to bear in mind in order to stay safe.

#### **Passwords**

Like any online account, all passwords should be kept private. If you have difficulty with your Evidence Me or Purple Mash passwords please speak to your child's teacher as soon as possible in order for this to be changed, via the school office.

#### **Evidence Me observations**

You will receive a notification from Evidence Me to alert you to a video or document featuring your child's daily tasks. Please support your child to watch the video or explain to them their task. Any worksheets will be attached as files on Evidence Me. Please complete by downloading and printing or writing the answers in your home learning book that has already been provided. Next, take a photo and upload an observation onto Evidence Me. Please check back on the observations that you have submitted to see the teacher's comments.

Teachers will provide daily lessons in maths and English as well as suggested activities for child initiated learning for your child to carry out each day.

Observations are an essential part to Remote Learning so that we can see what your child is doing. Please consider the following points to stay safe:

- Please ensure that everyone in house is appropriately dressed if your observation is a video. Some children feel more comfortable wearing school uniform, but this is not compulsory.
- As parents, please be aware of what you are talking about within your home just in case you are in the video yourself.
- If you are sending a photo observation in please write a description of what you have done and the language your child has used throughout the activity. This will allow us to comment appropriately and add the correct development matters statements.

#### **Learning Environment**

We appreciate that the home is not the same as the classroom in terms of a learning environment, but there are some steps you can take to ensure that your child can get the most from their Remote Learning:

- Sit at a table, or desk.
- Limit the amount of screen time – make use of the allocated breaks times and complete work in the exercise books provided, where possible.
- Take regular breaks and drink plenty of water. If it is available, get some fresh air and exercise. This will benefit your child's well-being.
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We would like to thank you regarding your continued support you provide your children, and the school, during these periods of change. If you have anything that you would like to discuss, please contact your child's teacher, via the school office.