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| BENTLEY NEW VILLAGE PRIMARY SCHOOL |
| Remote Education Policy |
| REVIEWED: SEPTEMBER 2025 |

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| HEADTEACHER: V SIMMONS |

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| PERSON RESPONSIBLE FOR POLICY: | V Simmons & RPrecious |
| Signed: Vicky Simmons  Ruth Precious | Dated: September 2025 |
| To be reviewed: | September 2027 |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**

**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**

**CURRICULUM MANDATE**

Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know ***what challenges us changes us***.

Contents

[**Statement of intent** 1](#_Toc162975095)

[Due regard 0](#_Toc162975096)

[Roles and responsibilities 0](#_Toc162975097)

[Individual or limited families in isolations, lockdown or learning at home: 4](#_Toc162975098)

[Class, ‘bubble’ or whole school in isolations, lockdown or learning at home 5](#_Toc162975099)

[Individual catch-up meetings: 6](#_Toc162975100)

[Communication 7](#_Toc162975101)

[Safeguarding 7](#_Toc162975102)

[Attendance 7](#_Toc162975103)

[Performance Management 8](#_Toc162975104)

[Virtual Learning Timetable 9](#_Toc162975105)

[Appendix 1 - EMAIL 1 10](#_Toc162975106)

[Appendix 2 - EMAIL 2 11](#_Toc162975107)

[Appendix 3 - EMAIL 4 12](#_Toc162975108)

[Appendix 4 – Example Plan 13](#_Toc162975109)

## **Statement of intent**

At New Village, we recognise the need to deliver education, including during periods of unforeseen closer. 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:

* Offer guidance, advice and activities to families and pupils
* Ensure provision is in place so that all pupils have access to learning resources which will offer activities and task for use at home; these activities are not in the place of quality teaching but are offered as a resource to engage pupils and allow them to be revising and revisiting previous learning
* Protect pupils from the risks associated with using devices connected to the internet.
* 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 home-learning.
* Ensure all pupils have access to the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported.

# Due regard

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Equality Act 2010
* Education Act 2004
* The General Data Protection Regulation (GDPR)
* The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
* Data Protection Act 2018

1.2 This policy has due regard to national guidance including, but not limited to, the following:

* DfE (2025) ‘Keeping children safe in education’
* DfE (2019) ‘School attendance’
* DfE (2017) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2018) ‘Health and safety: responsibilities and duties for schools’
* DfE (2018) ‘Health and safety for school children’
* DfE (2016) ‘Children missing education’
  1. This policy operates in conjunction with other relevant school policies:

# Roles and responsibilities

2.1 The Governing Board is responsible for:

* Ensuring that the school has risk management procedures in place so that children can learn safely at home.
* Ensuring that the school has a Mitigation Plan in place, where required.
* Evaluating the effectiveness of the school’s home- learning arrangements.

2.2 The Headteacher and Leadership Team are responsible for:

* Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
* Producing home-learning guidance should the school be closed for more than 3 weeks not including usual school holiday periods
* Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with home-learning.
* Ensuring that there are arrangements in place for monitoring any reported incidents associated with home-learning.
* Overseeing that the school has the resources necessary to action the procedures in this policy.
* Arranging any additional training staff may require to support pupils during the period of home-learning.
* Conducting reviews on a monthly basis of the home-learning arrangements to ensure pupils’ education does not suffer.
* Offer a range of activities that can be done indoors, outdoors, online, using pen & paper, with and without adult help so that children are able to access the school home-learning offer in a range of ways
* Supporting parents and carers via email and over the telephone so they are able to access home-learning packs provided on the school website
* Keep school social media pages and the school’s website up to date and relevant so that parents/carers can access easily
* Provide a two-way email system for pupils to contact their teacher through
* Keep the Governing Board informed of the school’s proposed home-learning offers
* \*\*For periods of closure beyond five weeks (not including the unusual school holiday periods) the school will begin to offer bespoke home-learning support for children in receipt of additional funding, EHCPs, additional SEMH support, and children with support plans.

Please note that during school closures the school will not be able to sustain the printing-off or delivery of individual learning packs to individual children unless they have additional funding from the LA for additional needs such as through an EHCP. The school will make sure that there are a range of learning opportunities that can be accessed by parents along with any pertinent or useful links to external websites, Government recommended learning sites or other agencies.

Parents who feel they need support further to what the school is able to offer should contact the Local Authority for guidance and support.

2.3 The DSLs are responsible for:

* Attending and arranging, where necessary, any safeguarding meetings that occur during the home-learning period.
* Liaising with IT agencies to ensure that all technology used for home-learning is suitable for its purpose and will protect pupils online.
* Identifying vulnerable pupils who may be at risk if they are home-learning.
* Ensuring that child protection plans are enforced while the pupil is home-learning, and liaising with the Leadership Team and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
* Completing risk assessment when deemed necessary for any children who present a risk whilst learning at home
* Identifying the level of support or intervention required while pupils learn at home and ensuring appropriate measures are in place.
* Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of home-working Ensuring all safeguarding incidents are adequately recorded and reported.

Please note that Keeping Children Safe in Education is the key reference policy including during school closures

2.4 The SENCO is responsible for:

* Ensuring that the technology used for home-learning is accessible to all pupils and that reasonable adjustments are made where required.
* Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Leadership Team and other organisations to make any alternate arrangements for pupils with EHC plans and/or other relevant plans
* Identifying the level of support or intervention that is required while pupils with SEND learn remotely. (see \*\*)
* Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the home-learning period.

Please note that during school closures the school will not be able to sustain the printing-off or delivery of individual learning packs to pupils, including those with of additional funding, EHCPs, additional SEMH support, and children with support plans. The school will allocate a contact key-worker for parents to maintain contact with, offer guidance and support and/or direct to alternative learning sites and methods

2.5 Staff members are responsible for:

* Adhering to this policy at all times during periods of home-learning.
* Producing home-learning guidance for their class should the school be closed for more than 3 weeks not including usual school holiday periods.
* Producing activities and tasks that can be accessed by the majority of the class with and without adult tutelage, and through a range of mediums
* Reporting any safeguarding incidents to the DSLs and asking for guidance as appropriate
* Communicating with pupils in their class via the two-way email system in place.
* Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
* Reporting any dangers or potential dangers they identify, as well as any concerns they may have about home-learning, to the Leadership Team.
* Adhering to the Staff Code of Conduct at all times.
* When providing remote learning, teachers must be available between 8:30 and 3:15pm — providing online learning for an average of 4 hours per day for KS2 and 3 hours per day EYFS/KSI
* If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
* When teaching pupils remotely, we will we set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. This will be on average 4 hours for KS2 and 3 hours for EYFS/KSI of remote learning a day.
* The 4 hours online remote learning within KS2 will be a combination of 30minute talk tasks with teachers that will include direct teaching and an introduction to the tasks. Supported by 3 lessons in a range of subjects.
* Children are expected to work through the remaining lessons independently and complete any quiz/assignment they have been given.
* There will also be work to be completed throughout the lesson where pupils will be asked to pause the video and answer questions.
* This working out can then be uploaded to the assignment as evidence.
* Work needs to be 'live' by 8.30am on the day of completion. If work can be pre scheduled it must be available by the aforementioned time on the designated day.

Please note that during school closures the school does not expect teachers to produce a range of differentiated home-learning packs to meet the absolute needs of all learners in their class. The aim is to provide a home-learning pack that allows the majority of learners to access the many of activities with and without adult support with differentiation by outcome.

2.5 Parents are responsible for:

* Having the intent to adhere to this policy at all times during periods of home-learning.
* Reporting any technical issues to the school as soon as possible and with as much detail as possible.
* Deeming when, where and how their child should approach their home-learning and how much of the learning pack should be completed along with
* Supporting their child with encouragement throughout the learning and offering solutions and guidance when needed
* Not providing all the answers!
* Recognising that home-learning should not ever be at the expense of good home/family relationships or a family’s social, emotional and mental well-being
* Contacting the school when deemed necessary for advice and guidance on home-learning
* Offering patience, support and helpful comment to the school during times of closure as the school endeavours to meet the needs of the community
* Contacting the Local Authority should they feel they need additional learning guidance beyond that which the school is able to offer
* Adhering to the Parent Code of Conduct at all times.

2.6 Pupils are responsible for

* Engaging in their home-learning in a positive and proactive manner with the intent to do their best
* Listening to the advice and guidance of their parents/carers as they would to their teachers and engage with parental requests without obstruction
* Asking for help if needed
* Reporting any concerns or inappropriate online issues
* Trying their best
* Dress code- All students, parents and anyone in the household that may be in the room MUST be appropriately dressed.
* Students need to act as if they were in school. No bad behaviour, rude language, bullying or teasing will be tolerated.

Alongside this policy there will likely be a number of related Local Authority and Government/DfE documents to support parents further. The school will endeavour to keep parents as up to date as possible on developing learning sites and links.

# Individual or limited families in isolations, lockdown or learning at home:

Where there are only a proportion of the class unable to attend and therefore needing to complete home-learning, the school will address each individual’s needs and provide bespoke learning that is linked to the learning taking place back in the classroom with peers. The learning will be shared with the pupil at home via email or through the post.

The Attendance Officer and/or admin team will:

* inform the class teacher of a likely home-learning situation and provide the name, address and email address of the pupil. This will be done within 24 hours of the school being informed of the need to home-learn.
* Contact the pupil at least weekly to establish well-being and welfare.

The admin team will:

* contact the isolating family to establish if FSMs are needed for the period of isolations and then liaise with the kitchen staff re provision of this.

Teachers will:

* provide a home-learning pack via email or through the post within 48 hours of the pupil needing to home-learn. The home-learning pack will link to the focus and learning objectives being delivered in the classroom and be differentiated for the pupil so they are able to access the learning with little support.
* Expect to receive returned and completed work once the child returns to school. The returned work, once deemed it is safe to do so, will be marked and feedback will be given. Marking will be used by the class teacher to feed into future planning and support.

The teacher and/or teaching assistants will:

* make a weekly teaching and learning phone call to the pupil to establish how their learning is progressing and to offer any guidance, advise or support on the tasks sent.

The parents and/or pupil will:

* complete the learning set and return all completed learning once back in school.
* Support, advice and guidance can be sought from the school should the pupil/family need it.

Where necessary, the school may choose to take part in virtual face-to-face meetings to allow teachers to catch-up with the progress of the pupil. The teacher will send the invitation to such events out with sufficient notice for the family to be able to attend.

# Class, ‘bubble’ or whole school in isolations, lockdown or learning at home

Where a class, phase or bubble are unable to attend and therefore needing to complete home-learning, the school will move to the agreed Shadow Curriculum. The Shadow Curriculum for the majority of the pupils will be accessed via Oak Academy online learning. **https://www.thenational.academy** Staff will direct pupils to the relevant year group and focus.

The Headteacher will:

* Inform the Local Authority of any closures and provide details.
* Contact the Chair of Governors to share closure details.
* Liaise with the Senior Leadership Team

The Attendance Office and/or admin team will:

* Make regular welfare calls to identified pupils during the isolation period to establish general welfare.
* Collect register of non-attenders at the virtual group tutoring using Zoom and follow-up non-attendance with a phone call and reiteration of expectations regarding attending group meetings.
* Pass any families where contact has not been established to the Inclusion team.

The admin team will:

* Establish which pupils are entitled to FSM and liaise with the families and kitchen staff to provide packed lunches or FSM hampers where required.

Teachers will:

* Make initial contact via email (app. Email 1) and direct pupils to the relevant Oak Academy programme of study **https://teachers.thenational.academy/key-stages** with guidance on expectations (app. Email 2 & 3). Differentiation will be established through the focus programme directed to or through bespoke work provided directly to the pupils.
* Plan the learning for the week and share with the phase team. The planning should look *similar* to that shown in Appendix 4.
* Hold regular, virtual group tutoring using Zoom/Teams (see agreed timetable) which allows for differentiated tutoring against the learning focus covered via Oak Academy. Use the virtual tutoring time to mark and feedback on learning. [**https://teachers.thenational.academy**](https://teachers.thenational.academy)
* Take a register of pupils attending virtual group tutoring and pass the register onto the Attendance Officer. The Attendance Office may choose to utilise the support of the Teaching Assistants when contacting a large number of non-attending pupils

Early Years Offer:

The Early Years Team will offer a daily package to both Foundation Stage 2 children and Nursery children. The package will be sent via email for families to complete and communication will be via email. The Early Years Team will not offer 1:1 or small group Zoom/Teams meetings as young children find accessing this very difficult.

The Early Years Offer will look similar to this:

1. Oak Academy - <https://classroom.thenational.academy/schedule-by-year/reception>

2. Recipe - <https://www.bbcgoodfood.com/recipes/cupcakes>

3. Craft activity - <https://www.activityvillage.co.uk/autumn-collage>

4. Fine motor skills activity - <https://www.youtube.com/watch?v=MD86MGSBd8w>

5. Story time with Miss Turner

# Individual catch-up meetings:

Where necessary, the school may choose to take part in virtual 1:1 face-to-face meetings to allow teachers to catch-up with the progress of the pupil. The teacher will send the invitation to such events out with sufficient notice for the family to be able to attend.

HLTAs will:

* Work closely with teachers on planning and group delivery during virtual group tutoring.
* Step in and deliver tutoring and guidance on teaching and learning should the teacher be unable to do so.
* HLTAs may be asked to support the school with Key Worker/Vulnerable pupils’ child care

The Teaching Assistants will:

* Attend the virtual group tutoring with the pupils and class teacher and liaise with key pupils directed by the class teacher when and where deemed necessary.
* Where the Attendance Officer is at capacity re contacting families, the Teaching Assistants will support in this with contacting and establishing well-being
* Teaching Assistants may be asked to support the school with Key Worker/Vulnerable pupils’ child care

1:1 funded support assistants will:

* Attend all relevant virtual group tutoring to support 1:1 funded pupil.
* Prepare bespoke activities and tasks for use at home linked to the pupils SEMH needs (identified through screening). Provide and deliver SEMH and/or SEND Learning Packs for use at home. Contact 1:1 pupil/their family regularly to offer support for teaching, learning and general welfare. Where necessary and pertinent, deliver 1:1 session virtually under the guidance of the class teacher.
* Replenish and update SEMH and/or SEND Learning packs and distribute accordingly

The Inclusion Team will:

* Follow-up any non-contact/cause for concern situations that the Attendance Officer passes to them
* Liaise with A Smith when contact is still not made and escalate this to a safeguarding concern.
* Replenish and update SEMH Learning packs and distribute accordingly

The parents and/or pupil will:

* Support their child(ren) in completing the learning set by school via the Shadow Curriculum. It is the responsibility of the parent/carer to support their child in completing the differentiated learning that has been set
* Ensure that the pupil attends the given virtual group tutoring for the entire period of isolation.
* Contact the school should the pupil be unable to attend the virtual group tutoring.

MDS will:

* Support the school with Key Worker/Vulnerable pupils’ child care to the equivalent of their normal hours. Please note, this may be a block of hours rather than the usual work patter

Sports Coaches will:

* Prepare and deliver, via virtual meeting platform, two virtual PE sessions for pupils to join in from home (see timetable).
* Sports coaches may be asked to support the school with Key Worker/Vulnerable pupils’ child care

Domestic staff will:

* Continue with their normal working pattern

# Communication

The school will endeavour to maintain good contact with families during any period of lockdown or isolation and will do this through:

* Class Dojo
* Social media
* School website
* Emails between home and school
* Phone calls
* Virtual meetings

The Senior Leadership team will maintain contact with the staff team through:

* Weekly virtual briefing and update
* Emails
* Phone calls

# Safeguarding

The school will continue to follow its Safeguarding policy with all systems and processes being adhered to and done virtually when & where necessary. Green forms for safeguarding concerns should still be completed and passed to the relevant persons for follow-up.

Regular updates to CPOMS will be made.

# Attendance

Pupils will be expected to attend the virtual group tutoring and will be expected to engage with the learning and activities provided by the school. When pupils fail to attend the virtual group tutoring, this will be recorded and dealt with as a normal non-attendance would be dealt with – see Attendance Policy.

Where non-attendance becomes a safeguarding concern, the Attendance Officer and/or class-teacher will liaise with the Designated Safeguard Leads who will implement the Safeguarding Policy.

Where pupils are unable to attend virtual group tutoring sessions due to lack of devices, internet access or such issues, the school will work with the family to attempt to find a resolution to this issue.

# Performance Management

When the school, class, phase or bubble are not able to attend due to lockdown or isolation the school will implement a shadow appraisal system which will allow staff performance to be measured against the success and progress pupils make whilst learning *using the shadow curriculum*. Key/target pupils and their progress (linked to staff Performance Management) will stand and the progress and success of those identified individuals will be taken into account along with the quality of virtual teaching and learning, group input, planning and preparation.

Once the normal school systems are re-established the original Performance Management targets will become live once again.

For the purposes of the final review, the leadership team and the Governing Board will take into account the ratio of time spent on direct, or virtual, teaching and the success against targets therein

# Virtual Learning Timetable

|  |  |  |
| --- | --- | --- |
| **Time** | **Focus EYFS** | **Focus KS1** |
| 9.00am – 10.00am |  | |
| EYFS virtual meetings |  |
| 10.00am – 11.00am |  | KS1 virtual meetings |
| 11.00am – 12.00pm |  | KS1 virtual meetings |
| **Time** | **LKS2** | **UKS2** |
| 12.00pm – 1.00pm |  | UKS2 virtual meetings |
| 1.00pm – 2.00pm |  | |
|  | UKS2 virtual meetings |
| 2.00pm – 3.00pm | LKS2 virtual meetings |  |
| 3.00pm – 4.00pm | LKS2 virtual meetings |  |

# Appendix 1 - EMAIL 1

Dear Parent, Carer

Please see the attached letter from the Local Authority about the bubble/class/school closure.

We aim to begin lessons with the children online from (add day and date here), therefore it is important that we have spoken to them beforehand to explain what is going to happen on learning days.

We therefore ask that as many children as possible log on to the following link at (add time here) tomorrow morning. It is a Zoom link. I am aware that some of you may not have Zoom but it is very easy to download onto any device and I have attached the instructions to do so.

After the Zoom meeting tomorrow with all the children, I will email you about the format from (add day and date here) onwards and then, should you have any questions please ask me.

YOUR CHILD WILL BE EXPECTED TO LOG ONTO ZOOM TOMORROW AT (add time here)

(Add your Zoom invitation below

This is an example:

Mrs Simmons is inviting you to a scheduled Zoom meeting.

Topic: Mrs Simmons's Zoom Meeting  
Time: Oct 13, 2020 10:30 AM London

Join Zoom Meeting  
<https://us02web.zoom.us/j/85069302560?pwd=bkRLaVg4bXF4RnhJT0tiSER1VEFqUT09>

Meeting ID: TB added  
Passcode: TB added)

# Appendix 2 - EMAIL 2

Good afternoon.

We are aware that the situation of closing the Year xxxx bubble is less than ideal, however it is the safest option. We do need to ensure that we are still making contact with our class and we need to be working with them online so therefore we have linked with Oak Academy and will be asking the following of your children.

* We will send links to learning each evening to your email address.
* Every morning the children will be expected to complete up-to 2 hours learning.
* Between 12 and 2pm, your child will have a link to a time they will be asked to join zoom – this will be to discuss the morning learning and look at errors and misconceptions. There may then be another time they are asked to login, if we feel they need further support. This could be with the TA or teacher from the class.

I am aware that some parents do not have zoom. However, this is an app that can be downloaded for free onto any device. If you or your child has a phone, tablet, laptop or PC then they will be able to access the sessions. You can download the app directly from the link we send you and it will open for your child to access these sessions. We are required to follow up on non-attendees and should your child not attend, follow up calls will be made. The aim is to have 100% of each class attending the zoom groups with their class teacher.

The day should look like this and we ask that you support this timetable;

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 09.30 – 10.30 | 10.30 – 10.45 | 10.45 – 11.45 | 11.45 – 12.00 | 12.00 – 1.30 | 1.30 – 2.30 |
| Please populate for your class/phase |  | Please populate for your class/phase |  | Please populate for your class/phase |  |

I am aware this is a worrying time, and many of you may not have the means of providing technology for your children, but even if it is just your phone it would be fine for both Oak Academy and Zoom.

We thank you for your support and we ask that you contact us anytime, should you have any queries.

Thanks for your time.

(Name and date)

# Appendix 3 - EMAIL 4

(Date here)

**Home Learning**

Dear Parents & Carers,

During the current Coronavirus crisis, it may be necessary for bubbles to close within school and for children to need to complete their learning at home. When, or if, this happens our school has worked hard to ensure that your child’s education continues. Staff are working tirelessly to provide learning opportunities for your children, that are interactive and support your child at their level, but we can only do this if parents are working with us and supporting their child at home to complete the learning. We all have a part to play in making this as successful as possible.

School will continue to provide an education to your child *virtually* and, in accordance with government guidelines; I am sure that you will appreciate that planning, delivering and supporting children’s learning in this way, whilst staff are self-isolating, means there is not the time to meet individual requests from families for more personalised learning offers. Because of this, we endeavor to differentiate the group work and learning accordingly to suit the children’s needs.

Therefore, school will provide learning *online through the Oak Academy* and set daily virtual group sessions to support pupils and their individual needs. We understand that this is a very new and different way of working and that it will present challenges for you as parents and for your children but we ask that you are supportive in this so that your child can continue to learn with us and their classmates during isolation or further lockdown.

As a school we will endeavor to support you through any technical difficulties and are available to answer any questions.

Attending the daily session and completing the learning are necessary requirements of the school in accordance with the Government’s guidelines. If your child does not attend we have a duty to follow this up and will treat it as a non-attendance concern and contact you. Please make sure you respond to our calls or emails so we can help, otherwise this may be escalated to a safeguarding concern

***So what’s your role in all this?*** Your role, as a parent, is to make sure that your child completes their learning and attends the group sessions each day. The child’s role is to complete the learning and attend the group meeting. The school’s role is to provide the links to the learning and offer virtual group meetings, guidance and feedback about the completed learning. We all need to do our part to make this work.

Please see our Home School Policy on our website for further information.

Thank you,

Mrs Simmons,

Headteacher, Bentley New Village.

# Appendix 4 – Example Plan

|  |  |
| --- | --- |
| **Wednesday’s Learning Year 6 \*** | What you need to do |
| SPAG or Spelling | <http://www.ictgames.com/mobilePage/spookySpellings/index.html>   * Click on the link and choose number 2. Play the game of spooky spellings. * Can you spell the common exception words? * Look at the word, then attempt to spell it. * Click look again to see the word again or click check to check it. * Record the spellings and then how many stars you achieved. |
| Maths | **Time**  <https://classroom.thenational.academy/lessons/understanding-that-clocks-have-more-than-one-scale-64wpae>   * Click on the link to start the lesson. * Listen to the whole video. * Complete the task sheet by writing your answers down. * Complete the final quiz. |
| Reading or Writing | **Daemon Dentist**  <https://classroom.thenational.academy/lessons/to-engage-with-the-text-6mu32d>   * Click on the link. * Think about everything asked in the video by the teacher. * Stop the video to read the prologue yourself and read it carefully to answer the questions. * Write the sentences to predict the story so far. * Answer the true and false statements onto your paper. * Check your answers. |
| Other | **PSHE**  Choose an object from around your home.  Complete a detailed drawing – make sure you look at the tone, look at any lines that are on the object.  Possibly a piece of fruit or a trainer would be good. |