



**Dursley C of E Primary Academy**

**Diocese of Gloucester Academies Trust**

Remote Education Policy for use during COVID-19

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## **I. Aims**

1.1. At Dursley C of E Primary Academy, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. 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 a high quality curriculum matching our curriculum expectations.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- 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 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.

## 1.2 Legal framework

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

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

- DfE (2019) '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'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'

## 2. Roles and responsibilities

**2.1 Trust board and Local Governing Boards** are responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is in line with the school's curriculum vision and plans.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

**2.2 The Headteacher** is responsible for:

- Ensuring that staff, parents and pupils always adhere to the relevant policies.

- Ensuring that there are arrangements in place for identifying, evaluating, and managing risks associated with remote learning including health and safety risks as well as ensuring GDPR compliance in consultation with the Trust DPO.
- Putting procedures and safe systems for learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that vulnerable pupils are provided with necessary information and instruction, as required.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting regular reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Reviewing the effectiveness of this policy on a regular basis (at least annually) and communicating any changes to staff, parents, and pupils.

### **2.3 The School Business Manager** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.

### **2.4 All Staff members** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the headteacher asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher
- Reporting any defects on school-owned equipment used for remote learning to the SBM.
- Adhering to the Trust Staff Code of Conduct at all times.

### **2.5 Teachers** are responsible for:

Setting work –

- Set work that is meaningful and ambitious each day in a range of subjects. The core of this must be inline with what pupils would receive in school each day. Ideally this would include daily contact with teachers.
- Teach a well-planned and sequenced curriculum, so that knowledge and skills continue to be built incrementally with a good understanding about what is intended to be taught and practised in each subject.

- Provide frequent clear explanations of new content delivered by the teacher in school, or through high quality curriculum resources and videos.
- The amount of work they need to provide and the type of work.
- When this work needs to be set
- Where work should be uploaded – staff should be familiar with how to use this system
- How this work fits into the overall sequenced plan of work for the pupils concerned, so that learning continues regardless of whether in school or out in line with expectations from the DFE. This can be online and offline.
- The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of workbooks, email, online learning portals, oak academy, reading tasks, and pre-recorded video or audio lessons.

#### Providing feedback on work:

- The school expects pupils and staff to maintain a good work ethic during the period of remote learning. The school uses as part of its formative assessment and feedback methods a variety of tools such as quizzes and other digital tools. This will continue in the event of the remote education policy being put into place.
- How they will get access to completed work from pupils.
- Gauge how well pupils are progressing through the curriculum through formative assessment methods and adjust accordingly the pace or complexity of task for the pupils to ensure understanding.
- When they need to finish sharing feedback on work
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via phone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

#### Keeping in touch with pupils and parents:

- Teachers, wherever possible, will make themselves available to pupils self-isolating, or small groups of pupils, by phone initially and then via Teams where possible. If a whole class bubble is not in school then this will be daily via Teams after an initial contact by phone to ascertain individual family context..

- Teachers will respond to emails from parents and pupils within 48 hours or sooner where possible. Teachers are not expected to answer emails beyond work hours.
- Teachers will ensure that any complaints or concerns shared by parents and pupils are directly referred to the DSL/Headteacher in line with the Safeguarding/Complaint process
- Teachers will address any behavioural issues, such as failing to complete work, during this time by contacting parents initially to discuss barriers to learning and how these can be removed. If unsuccessful then these will be referred to a member of the senior leadership team.

Attending virtual meetings with staff and external agencies, parents, and pupils:

- Staff will be professionally dressed
- Staff will use locations avoiding background noise and have nothing inappropriate in the background
- Where any phone calls and video meetings occur with parents and children they will be held in the academy buildings where ever possible
- No staff at home should be using their own phones, emails social media etc and should only use equipment provided for staff to use.

If teachers are also working in school part-time, such as on a rota system or are self-isolating, either a parallel teacher will be identified to manage remote learning or they will work with colleagues accordingly, to ensure good continuity and progress in learning.

## **2.6 Teaching assistants**

Teaching assistants are responsible for:

Supporting pupils with learning remotely:

- Knowing which pupils they will need to support
- How they should provide support, such as adapting and amending work to enable SEND pupils to access learning remotely or preparing and printing work in school for home learning packs to be collected.
- Giving feedback to identified pupils about learning completed tasks.

Attending virtual meetings with teachers, parents, and pupils:

- Staff will be professionally dressed

- Staff will use locations avoiding background noise and have nothing inappropriate in the background
- Where any phone calls and video meetings occur with parents and children they will be held in the academy buildings where ever possible
- No staff at home should be using their own phones, emails social media etc and should only use equipment provided for staff to use.
- If teaching assistants are also working in school part-time, such as on a rota system or are self-isolating, either a parallel teacher or TA will be identified to manage remote learning or they will work with colleagues accordingly, to ensure good continuity and progress in learning.

## **2.7 Subject leaders, including the SENCO**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

Ensuring that work set matches the curriculum plans in place, including any adaptation's for catch up.

Working with teachers teaching their subject to make sure work set is appropriate and consistent with schools plans and expectations.

Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

Monitoring the work set by teachers in their subject – This will be achieved through regular meetings with teachers and reviewing work.

Alerting teachers to resources they can use to teach their subject,

Liaising with leaders to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

## **2.8 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

Coordinating the remote learning approach across the school – if you have assigned one member of staff to lead on this, highlight them here. The senior leadership as a whole has joint responsibility for this.

Ensuring that all vulnerable pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity staff member leading on this is Dave Wright – PP and SEND Lead and Paul Daniels – DSL.

Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

Monitoring the security of remote learning systems, including data protection and safeguarding considerations. Purple Mash and Microsoft Office 365 are our on-line platforms. (See provided GDPR and support Docs)

## **2.9 Designated safeguarding lead**

The DSL is responsible for:

- Ensuring that all within the school follow the Trust safeguarding policy including the latest amendment's and communicate any changes to this guidance. Especially if an online presence is delivered. Please see the link below for latest guidance and advice.
- <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

## **2.10 Pupils and parents**

Staff can expect pupils to:

Adhere to this policy at all times during periods of remote learning.

Have contact with a member of teaching staff at least once per week via Office 365 or Purple Mash

Ensure that their work is completed to the best of their ability.

Seek help if they need it, from teachers or teaching assistants through....

Alerting teachers if they are not able to complete work and how they will do this.

Reporting any technical issues to teachers and teaching assistants as soon as possible.

Ensuring they use any equipment and technology for remote learning as intended.

Adhering to the behaviour policy at all times.

Staff can expect parents to:

Adhere to this policy at all times during periods of remote learning.

Make the school aware if their child is sick or otherwise cannot complete work.

Seek help from the school if they need it – Initially this is via the school office on 01453 542304 who will direct your enquiry to the correct member of staff who will make contact. The school website [www.dursleycofeprimaryschool.org.uk](http://www.dursleycofeprimaryschool.org.uk) has a coronavirus section and in that there is further support for parents and children.

Parents should not communicate with staff via Teams.

Be respectful and calm when making any concerns known to staff .

Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.

Report any technical issues to the school as soon as possible.

Ensure their child uses the equipment and technology used for remote learning as intended.

### **3. Who to contact**

If staff have any questions or concerns, they should contact the following individuals:

Issues in setting work – talk to the Principal, relevant subject lead or SENCO

Issues with behaviour – talk to the relevant member of SLT

Issues with their own workload or wellbeing – talk to the Principal or identified wellbeing buddy

Concerns about data protection – talk to the Principal

Concerns about safeguarding – talk to the DSL or DDSL

### **4. Data protection**

#### **4.1 Accessing personal data**

When accessing personal data, all staff members will:

Know how they can access the data, such as on a secure cloud service though staff training and sue of technical support via EDIT.

Know which devices they should use to access the data – use only academy provided laptops for remote learning.

## **4.2 Sharing personal data**

Staff members may need to collect and/or share personal data such as [ parent emails if communicating with them] as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions. It is the intention that staff will not have to share their own staff emails with families and pupil emails will be set up within the secure cloud.

While this may be necessary, 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

Not sharing the device among family or friends

Installing antivirus and anti-spyware software – EDIT and SWGFL

Keeping operating systems up to date – always install the latest updates - EDIT

## **5. Safeguarding**

DSL's will communicate all updates to the school community. It remains the responsibility of every staff member during this time to take responsibility to stay updated with the latest advice and guidance for safeguarding.

### **5.1 Online safety**

This section of the policy will be enacted in conjunction with the school's online safety policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Staff must only communicate through pre-recorded video.
- 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.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Staff must only communicate through pre-recorded audio.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the Principal in collaboration with the SENCO.

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

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via newsletter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure. This will be at regular intervals throughout the year.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

- Direct parents to useful resources to help them keep their children safe online.

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.

## 5.2 Safeguarding

This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection policy and appendix which has been updated to include safeguarding procedures in relation to remote working.

The Headteacher/DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning in accordance with the policy.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded using vulnerable remote learning contact logs in line with safeguarding procedures.

The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least **one** suitably trained individual present.
- Be undertaken by no fewer than **two** members of staff.
- Be suitably recorded so that a full chronology is maintained.
- Actively involve the pupil.

The **DSL** will meet (in person or remotely) with the relevant members of staff **once** per **week** to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the **DSL** immediately.

Pupils and their parents will be encouraged to contact the **DSL** if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## **6. Monitoring arrangements**

This policy will be reviewed regularly throughout this period. At every review, it will be approved by [the full governing board/committee name/name or job title of individual].

## **7. Links with other policies**

This policy is linked to our:

- Safeguarding Policy and coronavirus addendum to this policy
- Behaviour Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- DGAT code of conduct
- DGAT working at home guidance

## Appendix I - Blended Learning Map

<b>Subject</b>	<b>In School</b>	<b>Resp.</b>	<b>Homework</b>	<b>Resp.</b>	<b>Remote Learning</b>	<b>Resp.</b>
<b>Phonics</b>	Letters and Sounds Purple Mash	Teacher	Letters and Sounds Purple Mash (Not Rec)	Teacher	Office 365 – Letters and Sounds Purple Mash	Teacher
<b>Spelling</b>	Purple Mash Scheme	Teacher	Purple Mash	Teacher	Purple Mash	Teacher
<b>Individual Reading</b>	Reading Scheme	Teacher	Reading Scheme	Teacher	Reading Planet On- line (KS1/2) Serial Mash Books on Purple Mash (KS2)	Teacher
<b>Whole Class Reading</b>	Class Books	Teacher	-	-	Whole Class Reading Videos	Teacher
<b>Writing</b>	T4W	Teacher	-	-	T4W Videos Office 365	Teacher
<b>Maths</b>	X –Table Rock Stars	Teacher	X –Table Rock Stars	Teacher	X –Table Rock Stars	Teacher

	Can Do Maths		Can Do Maths		Can Do Maths via 365	
<b>Wellbeing</b>	Together Curriculum	Teacher		Teacher	Website	Teacher
<b>E-Safety</b>	Coram units from Together Curriculum Purple Mash	Teacher		Teacher	Purple Mash	Teacher
<b>Topic</b>	Delivery of Curriculum	Teacher	-	-	Office 365 to meet delivery of Curriculum	Teacher
<b>SEN / EAL</b>	Intervention, My Plan / + delivery	Teacher/TA	Homework focused on My Plan / + delivery	Teacher/TA	Office 365 and Purple Mash to meet My Plan / + targets	Teacher/TA
<b>EHCP</b>	Delivery of EHCP targets	Teacher/TA	Homework focused on supporting EHCP Targets	Teacher/TA	Office 365 and Purple Mash to meet EHCP targets	Teacher / TA
<b>Worship</b>	Classroom Worship IsingPop Head/Clergy Worship via 365	Teacher / Head/Clergy			IsingPop Head/Clergy Worship via 365	Head/Clergy

**Packs of work – In case of lockdown the following items will have already been sent home with children:**

Foolscap folder containing, lined paper, squared paper, pencil, current reading book (Reading Planet Rec and KSI). In addition, log ins and guide for remote learning to be inside folder.

**Appendix 2 – How Remote learning will be phased, in the case of individuals, bubbles or whole lockdown.**

<b>Teaching and Learning in Isolation</b>	<b>First 24 hours</b>	<b>48 hours until return from isolation</b>
Individual Children that are ill (Non-Covid)	No work set as the children are ill	No work set as the children are ill
Individual Children that are isolating awaiting result of a test	Family contacted by Teacher to assess individual circumstances. School website to clearly state what remote learning will be carried out in the first 24 hours: Oak Academy Remote Learning Folder	Teacher to make daily contact with child (arranged with Family) for support in learning and feedback.  See Appendix 5 ( Work set for Pupils)
Individual Children that are isolating following a positive test	Family contacted by Teacher to assess individual circumstances. School website to clearly state what remote learning will be carried out in the first 24 hours: Oak Academy Remote Learning Folder	Teacher to make daily contact with child (arranged with Family) for support in learning and feedback.  See Appendix 5 ( Work set for Pupils)
Bubble/s or whole academy closure	Family contacted by Teacher to assess individual circumstances. School website to clearly state what remote learning will be carried out in the first 24 hours: Oak Academy Remote Learning Folder	Teacher to be available for daily contact with child via Teams for support in learning and feedback.  See Appendix 5 ( Work set for Pupils)

### Appendix 3

#### Planning Arrangement in case of Lockdown / illness of staff.

Remember, where possible, plan learning that can be posted remotely if needed.

Have a pack of materials at home in case you have to start teaching from home. If you need anything like a school phone, materials, or one of our phone tripods for videoing take them home if you know you are going into isolation. If you didn't know, we arrange these to be delivered to you.

Remember for individuals or bubbles the first 48 hours are taken care of by the Remote Learning Folder and Oak Academy. This gives teachers time to set up Remote Learning. If you are a teacher covering learning for ill colleagues you can set the work you have delivered for your own class two days earlier.

If a Teacher's / Teaching Assistant's bubble is placed in Lockdown and they themselves are well, they will work as a team to plan and deliver Remote Learning for that class.

If the Teacher / Teaching Assistant is not well then a member of staff from a parallel class will take this responsibility. Additional release time will be created to manage this.

Year	Class	Support	Class	Support
Reception	Palm	AK / SP	Elm	EB
Year 1	Oak	AN / RE	Larch	AD
Year 2	Cherry	JM / AN / RE		
Year 3	Magnolia	CL / CS	Maple	CL / NE / LB
Year 4	Cedar	CL / NE / LB		

Year 5	Willow	DD / EN	Sequoia	DD / BL
Year 6	Copper Beech	EN / BL		

#### Appendix 4 - Contact Expectations Per Day

The expectation is that children self-isolating will be contacted once in the first two days of isolation and then daily if remote learning has to go beyond day 2. Well-being and safeguarding for all is critical during self-isolation. Please inform the Wellbeing Champion or one of the DSLs if there are any concerns.

Day	Type of contact	Purpose
<b>Day 1-2</b>	Phone contact with family (Individual children) If bubble or larger - contact identified vulnerable families	This is to carry out a wellbeing check on the family. Check that Oak Academy is the chief on line source for learning in first 24 hours and they have the Remote Learning Folder. To ascertain IT capacity in the family and how the family can support learning. To explain how the remote learning will be organised over the 14 days. Reference the Coronavirus section of the school website which will hold key information and advice. Any other things to consider, such as who is ill and therefore their ability to either do learning or support it.
<b>Day 3-14</b>	Daily Drop in Sessions via 365	Every family's context is different, so when they can access remote learning differs. This is the same for staff as well as children's families. When work is set staff will respond to pupils chat as soon as is possible. We will offer a live drop in chat room daily where staff will be available to support learning on 365. In addition, live video one to one and small group lessons will be offered where a need is identified to support progress in learning. There will be a weekly live

		video session for remote educators to join those learning in the academy.
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### Appendix 5- Work Set for Pupils - Expectations Per Day

Work Per day expectations (up to 3 hours per day Rec and KSI 4 hours per day KS2)	Reception		1/2		3/4		5/6	
	Frequency	What	Frequency	What	Frequency	What	Frequency	What
Phonics	Daily	Purple Mash or Teams	Daily	Purple Mash or Teams	Daily for pupils requiring catch-up / SEND	Purple Mash or Teams	Daily for pupils requiring catch-up / SEND	Purple Mash or Teams
Individual Reading	Daily	Reading Planet	Daily	Reading Planet	Daily	Reading Planet Purple Mash	Daily	Purple Mash
Whole Class Reading/Stories	Daily	Teams	Daily	Teams	Daily	Teams	Daily	Teams
Spelling					Set weekly Practice Daily	Teams	Set weekly Practice Daily	Teams
English (Writing)	Daily	Teams	Daily	Teams	Daily	Teams	Daily	Teams
Mathematics	Daily	Purple Mash or Teams	Daily	Teams Numbots	Daily	Teams Times Table Rock Stars	Daily	Teams Times Table Rock Stars

Topic	As appropriate	Challenges set on Teams	As appropriate	Teams	As appropriate	Teams	As appropriate	Teams
Worship	Daily	IsingPOP	Daily	IsingPOP	Daily	IsingPOP	Daily	IsingPOP
E - Safety			Weekly / Ongoing	Purple mash	Weekly / Ongoing	Purple mash	Weekly / Ongoing	Purple mash
Wellbeing	Weekly / Ongoing	Academy website	Weekly / Ongoing	Academy Website	Weekly / Ongoing	Academy Website	Weekly / Ongoing	Academy Website

## Appendix 6 - 365 Set Up

Consistency is very important in our delivery. Please follow the layout set up below:

- Classes have been set up by Edit
- Teachers need to add their pupils to their class
- Also add the relevant TA/s if they need to support learning for individuals or groups
- General channel already created (To be used for Daily Drop in Sessions)
- Create additional channels to match those areas shared on the letter created for the Remote Learning Folders. These are:

Phonics (R and KS1 only)
Spelling (KS2 only)
Reading
English (R Writing)
Mathematics
Topic (R Challenges)

