ULEY C OF E PRIMARY SCHOOL
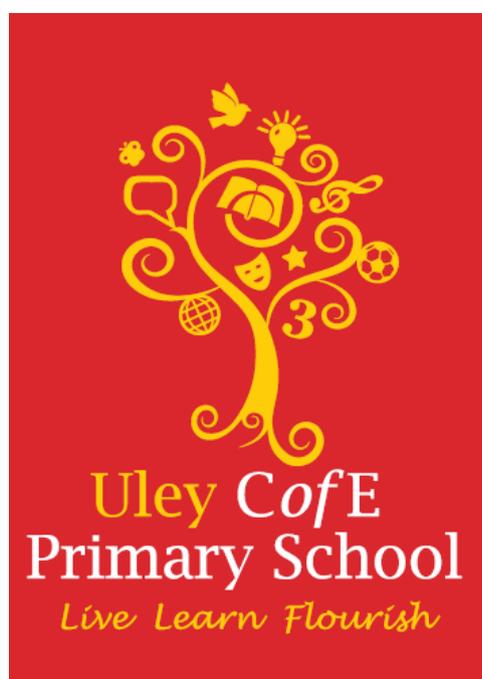
REMOTE LEARNING POLICY

OCTOBER 2020

Ethos Statement
We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

- Live: at home, in school, and in our local community

- Learn: about self, others, and our ever-changing world

- Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

- We give all – pupils and staff – the opportunities and encouragement to be the best that they can be

- We create an environment that has the right balance of challenge and support

- We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas

- We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do

- We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community

- We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision "I have come that they may have LIFE, and have it to the full". (John 10:10)

AIMS

At Uley Primary school, we understand the need to continually deliver high quality education, including during periods of remote working. 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.

This policy aims to:
- Ensure consistency in the approach to remote learning for pupils who are unable to attend school due to coronavirus.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have are happy, healthy, and supported during periods of remote learning.

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 (2020) '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'

REMOTE LEARNING INTRODUCTION

In the event of long term, whole school closure, staff at Uley Primary School will continue to provide education and support to our pupils, using, educational packs of resources, the school website, **Microsoft Teams** and other links to other digital learning platforms. This will ensure that the needs of all pupils are catered for and allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with the pupils in their class. Teaching and learning can be tailored, changed and adapted as time progresses, in-line with DFE guidance.

FLEXIBILITY

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

- parents may be trying to work from home and there may be siblings in the family therefore access to technology as a family may be limited;
- teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities;
- systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

EXPECTATIONS

In the case of long term whole school closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. The work that pupils engage in during a period of closure will be part of our current planning and **so cannot be considered as optional**.

GENERAL PRINCIPLES

Remote Learning will take place in 3 possible scenarios:

- An individual pupil is self-isolating

- A class is self-isolating

- Whole school closure

Scenarios	Plan for education and welfare
Children self-isolating Covid isolation no symptoms and no positive test but a member of the family has tested positive. Provide education as long as family are fit and well to do so Covid positive test – unwell children – work to be sent, but appreciate illness may hinder	Email sent via admin/class email with resources and guidance linked to current class work **within 48 hours** to enable teacher to put the relevant work together. In the meantime signposts to: **Mathletics** **Reading** **Phonics practise** – www.phonicsplay.co.uk **Rainbow Maths** – https://www.uleyprimary.co.uk/the-curriculum/maths/ **Spelling practice** - found in the homework policy https://www.uleyprimary.co.uk/the-curriculum/homework/ **Activities from the homework web** https://www.uleyprimary.co.uk/the-curriculum/homework/ '**The Oak National Academy'** located - www.thenational.academy and will be provided with information relating to topics or areas being covered in class

	Phone calls to check in and support from classroom and office staff
	Interaction with school provision provided will be monitored as before
Class lockdown due to positive testing of a member of staff or pupil This will mean school staff self-isolating too. Fit and well staff to keep in touch with the families plus the school offices too Covid positive test – unwell children/staff – illness may affect the remote learning plan	Activity web as used before with reference to topic already planned sent out on a Friday Oak Academy cross referenced to help support the school's curriculum plus other resources to support – as above Video communication across the week via **Microsoft Teams.** This may look like: • Beginning of the week to introduce the work • PSHE/wellbeing activities • School pre-recorded activities as required • As the teacher sees is best to support learning and wellbeing • Individual 1-1 for those in need of support Class emails for communication Phone calls to check in and support from class and office staff Interaction with school provision provided will be monitored as before
School lockdown/local lockdown/national lockdown Consideration for families at home with siblings, working parents and/or illness Consideration of school staff caring/providing home learning for their own families and/or illness Some school staff to be placed in school to work with pupils of keyworkers and children who have access to school	Activity web as used before with reference to topic already planned sent out on a Friday Oak Academy cross referenced to help support the school's curriculum plus other resources to support – as above Video communication across the week via **Microsoft Teams** This may look like:: • Beginning of the week to introduce the work • PSHE/wellbeing activities • School pre-recorded activities as required • As the teacher sees is best to support learning and wellbeing • Individual 1-1 for those in need of support Class emails for communication Phone calls/video calls to check in and support by class and office staff

	Interaction with school provision provided will be monitored as before
All of this can happen as long as staff and families are fit and well to do so. In the event of a teacher being unwell and unable to provide the above then another member of staff may be able to support the children but please be mindful that this member of staff will not be as familiar with the children and will not know the children academically.	

ROLES AND RESPONSIBILITIES

Class teachers	Day to day core curriculum/timetabled work to be scheduled via email and/or direct online contact between pupils and teachers.
Teaching Assistants	To support access to remote learning and key worker groups in school during a local/national lockdown.
Subject Leaders	To monitor coverage of curriculum areas.
Senior Leadership Team	To ensure equality of access and standards of teaching and learning. To support the school in developing home/school use laptops and tablets where possible.
SENDCO	To support learners and staff who may need additional support and access to a modified curriculum learning programme.
Designated Safeguarding Leads	To continue to be responsible for children's welfare and safeguarding.
Parents and Children	To engage with school provision and support the children's access to education.

TEACHERS
When providing remote learning, the school day will start at 8.45am and finish at 3.15pm.

Teachers are responsible for:

Setting work:-

- Work will be set in-line with the scenarios set out above
- Work will reflect work that is happening in class
- 3 areas of work will be set: English, Maths and one other Subject.
- Work will be sent via class email mainly.

- 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.
- Staff will 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.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via phone or e-mail 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 SENDCO as soon as possible.

Keeping in touch with pupils and parents:
- For children self-isolating, teachers will speak directly to each pupil in their class at least once a week.
- If a whole class bubble is not in school communication will be weekly using emails, phone calls or Microsoft Teams.
- 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.
- 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 by referred to a member of the Head Teacher.

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 School buildings where ever possible.
- No staff at home should be using their own phones without blocking their number, using personal emails or personal social media etc.

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 completed tasks.
- 1:1 Teaching Assistants, should make contact with their 1:1 child and the family once a week, in order to 'check in' with the family and offer support.

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 School buildings where ever possible.
- No staff at home should be using their own phones without blocking their number, using personal emails or personal social media etc.

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. (see assessment policy)
- 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.

DESIGNATED SAFEGUARDING LEADS

The DSL is responsible for:

- Ensuring that all within the school follow the 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-coronaviruscovid-19

SAFEGUARDING

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

The Headteacher/DSL working with staff 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 CPOMS (the school's online recording system).

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.

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.

Please see the School's updated Child Protection and Safeguarding Policy 2020 and COVID19 Safeguarding Addendum June 2020 on the School's website.

PUPILS AND PARENTS

Staff can expect pupils to:
- Adhere to this policy at all times during periods of remote learning.
- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Have contact with a member of teaching staff at least once per week via e-mail. Microsoft Teams .
- Ensure that their work is completed to the best of their ability.
- Seek help if they need it, from teachers or teaching assistants through….
    o Alerting teachers if they are not able to complete work and how they will do this.
    o Reporting any technical issues to teachers and teaching assistants as soon as possible.
    o Ensuring they use any equipment and technology for remote learning as intended.
    o 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.
- Not screenshot or copy any information, messages or posts and share on social media or any other platform outside of Microsoft Teams.
- To not record any Microsoft Teams meetings.
- 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 860350 who will direct your enquiry to the correct member of staff who will make contact.
- Be respectful and calm when making any concerns known to staff.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.
- Ensuring their child is available to learn remotely at the agreed times 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.

HEAD TEACHER

The Head Teacher 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 DPO (Carole Browne, Integra)
- 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 and communicating any changes to staff, parents, and pupils.
- 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.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. (See provided GDPR and support Docs)

ALL STAFF

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 Staff Code of Conduct at all times.

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.

WHO TO CONTACT

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:
- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to other members of staff or Head Teacher
- Issues with their own workload or wellbeing – talk to Head Teacher
- Concerns about data protection – talk to the Head Teacher/Office staff
- Concerns about safeguarding – talk to the DSLs

DATA PROTECTION

When accessing personal data for remote learning purposes, all staff members will:
- Use the school's agreed learning platforms: Microsoft Teams and the school website;
- SIMs server/Teachers to Parents must be used to facilitate or circulate information to parents/carers via text. Staff are encouraged to use these communication modes ONLY as they are recorded and monitored.
- Remote access is provided for all staff to access school information so no sensitive data should be taken off site or saved in personal devices.
- 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.

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)
- Making sure the device locks if left inactive
- Installing antivirus and anti-spyware software – SOPHOS
- Keeping operating systems up to date – always install the latest updates

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.

Using video communication

All staff, pupils and parents using video communication must:

- Communicate in groups – **one-to-one sessions are not permitted unless parents are also in the room.**
- 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.

Using audio communication

All staff, pupils and parents using audio communication must:

- 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 Head Teacher in collaboration with the SENDCO.

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.

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.

MONITORING ARRANGEMENTS
This policy will be reviewed regularly throughout this period. At every review, it will be approved by Curriculum Committee.

Links with other policies
This policy is linked to our:
- Safeguarding Policy and coronavirus appendix to this policy
- Behaviour Policy
- Data protection policy and privacy notices
- Acceptable use policy
- Online safety policy
- Code of conduct

Class 1

class1@uley.gloucs.sch.uk

Mrs Katharine Grace/Mrs Sara Delrosa
Mrs Debbie Brazier/Mrs Sasha Waring

	IN SCHOOL	REMOTE LEARNING – what will be available and for teachers to guide and support
Phonics	Jolly Phonics along with Letter and Sounds Phonics Play	Jolly Phonics along with Letter and Sounds - https://www.jollylearning.co.uk/school-closure-support-for-parents/ Phonics play - https://www.phonicsplay.co.uk/ Phonics bloom - https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-2 Alphablocks Cbeebies - https://www.bbc.co.uk/cbeebies/shows/alphablocks Recorded video of storybook once a week https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae# https://lettersandsounds.org.uk/ - for the letter sounds (phonemes) not the letter formation. For Uley cursive letter formation see https://www.youtube.com/watch?v=2NQ6uS8blwY
Spelling	Blending and segmenting CVC words	Blending and segmenting CVC words such as cat, dog, tin etc
Reading	Reading books managed and returned to school weekly	Oxford Owl and any other stories available at home - https://www.oxfordowl.co.uk/ Magazines – age appropriate
Writing	Cursive handwriting practice Fine motor tasks Name writing	Cursive sheets sent via class e-mail Video demonstrating - https://www.youtube.com/watch?v=2NQ6uS8blwY Name writing practice Fine motor tasks to be suggested
Maths	Practical work White Rose Numberblocks Cbeebies Topmarks Mathletics	Practical work Numberblocks Cbeebies - https://www.bbc.co.uk/cbeebies/shows/numberblocks Topmarks - https://www.topmarks.co.uk/Search.aspx?Subject=37 Mathletics - https://login.mathletics.com/
Topic	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)
E-safety	Digital Literacy and SCARF resources	

Health and wellbeing	SCARF resources	SCARF At Home Resources https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-1
Worship	Daily worship	
SEN	Post and pre-interventions	Support to help parents with re-enforcing work
EHCP	Targets with support for TA	Targets set by Teacher/TA
PE	Jumpstart Jonny BBC Supermovers Active 10	Jumpstart Jonny - https://www.jumpstartjonny.co.uk/free-stuff BBC Supermovers - https://www.bbc.co.uk/teach/supermovers/just-for-fun-collection/z7tymfr Active 10 Cbeebies Boogiebeebies - https://www.bbc.co.uk/programmes/m000jsds Joe Wicks – https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c
Please note that a balanced level of work will be provided, and not all areas will be covered daily or weekly. Resources suggested maybe adjusted to those found more suitable or appropriate at the time.		

Class 2

class2@uley.gloucs.sch.uk

Miss Abby Spain
Mrs Rosie Dean
Mrs Liz Trotman
Mrs Sara Delrosa

	IN SCHOOL	REMOTE LEARNING – what will be available and for teachers to guide and support
Phonics	Jolly Phonics along with Letter and Sounds (supported by LPC scheme from phase 3 to 6) Flash cards for individual gaps Teachers activities matched to National Curriculum	Letter and Sounds (phases 2 to 5) https://lettersandsounds.org.uk/ - for the letter sounds (phonemes) not the letter formation. *For Uley cursive letter formation see* *https://www.youtube.com/watch?v=2NQ6uS8blwY)* Phase 6 (prefix/ suffixes & other spelling rules) www.phonicsplay.com www.spellingplay.com
Spelling	Tricky words/High Frequency words National Curriculum – linked to phonics for reading "Letters & Sounds" or "Year 2 Spelling programme"	Listed to be emailed Practical activity or web link to www.phonicsplay.com game & rhyming list to spell www.spellingplay.com Power-points & suggested activities for given spelling rule/ word group - emailed
Reading	High frequency words Tricky words Reading books managed and returned to school weekly Guided Reading (enjoy/retrieve/infer/predict/define/summarise) Book reviews Comprehension appropriate to level of reader	Lists to be emailed. Online resources: www.worldstories.org.uk https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae# Directed read of a text, practical tasks or questions linked to focused. Form to be emailed for home use with children who are ready Online resources: www.literacyshed.com

	Story Time & exposure to wide range of texts	Email "Twinkl" differentiated packs relating to Topic Read and explore a wide range of text types around the home – fairy-tales/ nursery rhymes/ listening CDs
Handwriting	Cursive handwriting practice (taught in letter sets)	Cursive sheets sent via class e-mail Video demonstrating - https://www.youtube.com/watch?v=2NQ6uS8blwY Handwriting paper will be available to downloaded on line Joined encouraged once all letters can be formed pre-cursively
Spelling, Punctuation, and Grammar	Grammar Toolkit for punctuation, word level and sentence level work (linked to English genre being covered)	SPAG focus - www.sentenceplay.com
Extended Writing	English Unit including speaking listening, text analyse, SPAG focuses, stimulus, planning, writing & editing	Writing task linked to topic using the SPAG focus given.
Maths	White Rose including practical work linked to National Curriculum outcomes Hundred Square work Counting & Times Tables Rainbow Maths	- White rose – sequence of learning and activities to complete - Alternatively Oakridge/ BiteSize tasks set when needed to match Maths topic - Hundred Square games –available in parent pack - Counting practise then multiplication practise linked to - 'Hit the button' Times table games - Rainbow Maths practise – available on school website - Arithmetic practise – email booklets - Use of Mathletics to support children's learning throughout the week. Parent Maths pack available on school website to support Maths learning at home: https://www.uleyprimary.co.uk/the-curriculum/maths/ Maths games for children to practise Maths: https://mathsframe.co.uk/en/resources/category/22/most-popular https://www.timestables.co.uk/
Topic	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)
E-safety	Rolling Programme	E-safety tasks part of activities webas required

Health and wellbeing	SCARF resources	SCARF At Home Resources https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-1
	PE Rolling programme – National Curriculum	Jump Start Jonny activities · PE challenges: Joe Wicks: https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c
Worship	Daily worship	Activities to be signposted on grid
SEN	Intervention, My Plan/ + delivery	Support to help parents with re-enforcing work
EHCP	Targets with support for TA	Targets set by Teacher/TA
Please note that a balanced level of work will be provided, and not all areas will be covered daily or weekly. Resources suggested maybe adjusted to those found more suitable or appropriate at the time.		

Class 3

class3@uley.gloucs.sch.uk

Miss Laura Davies
Mrs Philippa Nash
Mrs Sarah Scott
Mrs Liz Trotman
Mr Sara Delrosa

	IN SCHOOL	REMOTE LEARNING – what will be available and for teachers to guide and support
Phonics	Jolly Phonics along with Letter and Sounds Phonics Play	Jolly Phonics along with Letter and Sounds Letters and Sounds Recorded video of storybook https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae# https://lettersandsounds.org.uk/ - for the letter sounds (phonemes) not the letter formation. For Uley cursive letter formation see https://www.youtube.com/watch?v=2NQ6uS8blwY
Spelling/SPAG	Tricky words/High Frequency words National Curriculum	Tricky words/High Frequency words National Curriculum Grammarsaurus – You Tube
Reading	Reading books managed and returned to school weekly Comprehension	Classroom Secrets Comprehension
Writing	Cursive handwriting practice Specific focus writing task linked to SPAG or the topic – introduced via video	Cursive sheets sent via class e-mail Video demonstrating - https://www.youtube.com/watch?v=2NQ6uS8blwY Specific focus writing task linked SPAG to the topic – introduced via video
Maths	Practical work White Rose Classroom Secrets Rainbow Maths	Practical work White Rose Rainbow Maths https://mathsframe.co.uk/en/resources/category/22/most-popular https://www.timestables.co.uk/ Top marks https://www.topmarks.co.uk/maths-games/hit-the-button

Topic	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan) Explanations and guidance https://www.theschoolrun.com/
E-safety	Rolling programme and on needs basis	Think you know https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/
Health and wellbeing	SCARF resources PE Rolling programme – National Curriculum	SCARF At Home Resources https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-1 Jump Start Jonny PE challenges Joe Wicks: https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c Cosmic kids yoga https://cosmickids.com/
Worship	Daily worship	Tasks set on activities map
SEN	Intervention, My Plan/ + delivery	Support to help parents with re-enforcing work
EHCP	Targets with support for TA	Targets set by Teacher/TA
Please note that a balanced level of work will be provided, and not all areas will be covered daily or weekly. Resources suggested maybe adjusted to those found more suitable or appropriate at the time.		

Class 4

class4@uley.gloucs.sch.uk

Miss Lizzie Walker
Mrs Bonny Dance
Mrs Tina Pugh

Mrs Liz Trotman
Mrs Sara Delrosa

	IN SCHOOL	REMOTE LEARNING – what will be available and for teachers to guide and support
Spelling, Punctuation and Grammar	Statutory spellings National Curriculum	• Weekly spelling pattern to focus on • Weekly homophone practise linked to statutory homophone list • National curriculum Statutory spelling practise • Optional application tasks to complete for writing opportunity Useful resources: https://www.spellzone.com/ Grammar, Punctuation practise: • Grammar/Punctuation focus once a week/teaching via video • Grammar activity to complete, using resources such as Grammarsaurus/Classroom secrets/BBC bitesize
Reading	Reading books managed and returned to school weekly Guided reading Comprehension	• Reading comprehension task: Classroom Secrets Comprehension/Purple mash • Individual reading practise – book review tasks to complete/recommendations for a friend
Writing	Specific focus writing task linked to SPAG or the topic – introduced via video	• Writing focus for the week linked to topic • Big write/writing task to complete at end of the week using the SPAG focus taught and practised. • SPAG focus introduced via video link
Maths	Practical work White Rose Classroom Secrets Rainbow Maths	• White rose – sequence of learning and activities to complete • Multiplication practise linked to targeted multiplication tables using multiplication resources - 'Hit the button' Times table games • Rainbow Maths practise – available on school website

		• Purple mash tasks set when needed to match Maths topic • Arithmetic practise • Use of Mathletics to support children's learning throughout the week. Parent Maths pack available on school website to support Maths learning at home: https://www.uleyprimary.co.uk/the-curriculum/maths/ Maths games for children to practise Maths: https://mathsframe.co.uk/en/resources/category/22/most-popular https://www.timestables.co.uk/
Topic	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)	Delivery of broad and balanced curriculum –paper based and on-line (see long term Plan)
E-safety	Rolling programme and on needs basis	• Purple mash task set linked to coding and E-safety • E-safety tasks part of activities web
Health and wellbeing	SCARF resources PE Rolling programme – National Curriculum	SCARF At Home Resources https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-1 • Jump Start Jonny activities • PE challenges: Joe Wicks: https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c
Worship	Daily worship	Tasks set on activities map
SEN	Intervention, My Plan/ + delivery	Support to help parents with re-enforcing work
EHCP	Targets with support for TA	Targets set by Teacher/TA
Please note that a balanced level of work will be provided, and not all areas will be covered daily or weekly. Resources suggested maybe adjusted to those found more suitable or appropriate at the time.		

Code of Conduct for Schools

Uley School will:

- Create an environment which has been risk assessed in response to the COVID-19 infection;
- Adhere to the social distancing rules as set out by the government as much as we reasonably can;
- Provide a broad and balanced curriculum that focuses on the needs of your child's well-being, mental health and supports key knowledge and skills in maths and literacy
- Contact parents/carers if your child displays symptoms of COVID-19;
- Inform you if staff or children in your child's 'bubble' test positive for COVID-19 as this will mean your child need to self-isolate for at least 14 days.
- Continue our clear and consistent approach to rewards and sanctions for children as set out in our Behaviour Policy as well the expectations outlines in this agreement;
- Communicate between home and school through notices, newsletters, text, email and the school website.

Code of Conduct for Parents/Carers

To help my child at school, I know and understand that:

- If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we will self-isolate and I will get them tested. I will let the school know as soon as possible via telephone, or via covid@uley.gloucs.sch.uk during weekends and school holidays;
- If my child shows symptoms of COVID-19 at school, I will collect my child from school immediately;
- When dropping my child off and picking them up, I will adhere to the social distancing rules and wear a face mask should I be unable to social distance. .
- When dropping off and picking up, I will strictly stick to the school timings for my child and follow the one way system in place;
- My child must not bring any items into school with them or take items home from school other than reading books provided by the school, a named water bottle and lunch or snacks, unless it supports them educationally;
- I will remind my child about social distancing rules but accept they are difficult to follow and that my child may not always do this successfully
- My child will need to use the 'catch it, bin it, kill it' advice and hand hygiene;
- I will not be able to come into school unless this has been agreed. Communication with the school will be mainly through phone or via e-mail admin@uley.gloucs.sch.uk.
- Read all letters/messages/emails that are sent home;
- I need to inform the school immediately of any changes to parents/carer and emergency contacts details.

Code of Conduct for Pupils

I will do my best to:

- Adhere to the social distancing rules in class and in the playground;
- Tell an adult if I feel unwell;
- Not bring things into school from home, or take things home from school unless it supports my educational learning;
- Only use the equipment provided to me by school and no other;
- Only mix with children in my class in the school;
- Only enter and exit the school building from the designated gate;
- Follow good hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it);
- Follow good hand hygiene – use soap and water for 20 seconds or use hand sanitiser;
- Follow the behaviour plan put in place at all times to maintain the safety of myself and others;