



# Alexandra

Primary School

**Aspire, Perform, Succeed**

## A Policy to Support Remote Learning

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**This policy is to be read in conjunction with:**

- ❖ **The APS Contagious Disease Risk Assessment**
- ❖ **APS Protocols**
- ❖ **Behaviour Policy 2020 Covid-19 Addendum**
- ❖ **The Child Protection Policy and Appendix 2020**
- ❖ **Expectations for Learning January 2021.**
- ❖ **Off-site Roles and responsibilities Spring 2021 V11 Jan**
- ❖ **Parent Phone Call guidance January 2021**
- ❖ **Remote learning Guidance January 2021**
- ❖ **Early Years Provision Jan 21**
- ❖ **Videos Guidance for Home Learning January 2021**
- ❖ **Weekly Learning Overviews**

**Written by:** Mr Norton  
**Date:** January 2021  
**Review:** September 2023

## 1. Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

## 2. Roles and responsibilities

### 2.1 Teachers in the event of a bubble closure

Teachers must be available between 8.30am and 4pm. 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 procedures between 7am and 4pm to the School Business Manager or the Head Teacher.

If absence affects the completion of any work required ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

Teachers are responsible for:

Running their Google Classroom - setting work for remote learning when a year group or class bubble closes or if children are self-isolating and will:

- Use pre recorded videos to set out the work expected each day
- Include teaching elements to pre-recorded videos see guidance documents
- daily lessons span across the curriculum, lessons are closely matched to the curriculum normally delivered in school.
- Create a timetable for the week (with year group partners)- similar to that taught in school (see example on the network).
- Include subjects from across the curriculum weekly
- Liaise with year group partners to produce weekly overviews that include English and Maths plans
- Set differentiated My Maths, Times Table Rockstars, Bug club where appropriate
- Send weekly overview to DHT for upload to Google Classroom
- Create online resources to support lessons throughout the week on Google Classroom. These will range from pre-recorded lessons by the class/ year group teacher, BBC Lockdown Learning and Oak Academy for example
- Plan and use online resources available such as Doodle, Phonics and White Rose videos.
- Ensure children know how to complete assigned work, how to return it via upload or scan, use templates, take photos of written work and upload
- Mark and feedback comments on children's work via google classroom and Mote
- Deliver online safety lessons to children - how to interact on the live stream, cyber bullying, appropriate language, safe searching
- Continue the use of the 'Think you know' and National Online Safety resources which support children's online safety at a time when they will be spending much more time online.

*For those children we know do not have access to a device we have provided paper packs of home learning which closely follow the activities planned in Google Classroom and Doodle. . All children were sent home with equipment, exercise books and reading books in order to complete their work.*

*Children who meet the DfE requirements, i.e are Pupil Premium and Free School Meals who do not have access to a device will be loaned a Laptop or Chromebook to access Google Classroom.*

Providing feedback on work:

- Children can send any completed work to teachers via Google Classroom
- Teachers can mark and return work to pupils via the comments feature or use verbal comments through Mote
- Teachers should mark work as appropriate and provide at least weekly feedback.

Keeping in touch with children and parents:

- Via the Google Classroom
- Via weekly parent phone calls according to the Phone Call list established and published on Staff shared, Spring Term 2021, Parent Phone calls Spring 21
- Class Dojos
- Star of the week email names of two children to the office weekly to be sent via email
- Year group emails - Emails received in the year group email from parents are to be checked between 9am and 4pm, Mon- Fri. Emails must be replied to within 48hrs. Only send replies between these times. YGLs will forward to relevant class teacher of SLT member. Only YGLs and SLT can respond to year group enquiries.
- Any issues that are received are to be dealt with professionally by the class teachers and YGL and a member of SLT should be Bcc'd in the communication. If necessary teachers to contact a member of SLT for advice (see emailing tips and strategies in the appendix)
- Withheld numbers are to be used as teachers can use their mobile phones from home. Contact details can be accessed from Scholar Pack, please ensure you log off and do not share information with a third party. Record all contact safeguarding or concerns with parents on CPOMs and add any relevant actions. For example CPOMS comment 'Telephoned Mum offered support for remote learning and I spoke with child who is getting on well with the task follow video instructions. No concerns.' Alert the safeguarding team with any immediate concerns via telephone.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.

Attending virtual meetings with staff parents and children:

- Staff are expected to attend a number of virtual meetings weekly
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

## **Supporting pupils with special educational needs and disabilities (SEND)**

SEND children at APS have a wide range of specific needs which their Class Teacher knows how to support best. As such, the Class Teacher is in the most advantageous position to ensure their needs are most effectively met and to they ensure they continue to make progress when not attending school.

Children with SEND will more likely need individualised planning and use of appropriate level software to support them with their next steps in learning. Teachers should work collaboratively with families to support these reasonable adjustments are made and so that pupils with SEND can successfully access remote education alongside their peers.

Class Teachers and SENDCO will liaise with families regularly to establish an approach that best meets the child's needs. Physical resources and will be considered and distributed as required.

Where a pupil has provision specified within their EHC plan, such as speech and language provision, APS will work alongside providers to do our utmost to facilitate access to this.

### **2.2 Teaching assistants**

Teaching assistants must be available between 8:30 am – 4pm, Mon to Fri. During this time, they are expected to check work emails and be available when called upon to support the children with their learning. 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

Teaching assistants are responsible for:

- Supporting pupils with learning remotely
- When requested by the SENCO attending virtual meetings with teachers, parents and children
- Attend virtual meetings when requested
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

### **2.3 Subject leads**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for supporting teachers with setting relevant online learning via Google Classroom and monitoring their subject during any period of lockdown.

### **2.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for co-ordinating the remote learning approach across the school.

- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring use of online resources such as MyMaths and Doodle, monitoring email and phone correspondence between school and home.
- Monitoring the security of remote learning systems, including data protection and

safeguarding considerations.

## **2.5 Designated safeguarding lead**

The DSLs are responsible for maintaining contact, collating, passing on information and responding to any concerns as detailed in the The Child Protection Policy and Appendix 2020

## **2.6 IT staff**

IT staff are responsible for:

- Creating emails
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting children and parents with accessing the internet or devices
- Setting up any new IT resources for children or staff.

## **2.7 Children and parents**

Staff can expect children to:

- Be contactable during the hours of the school day 9am – 3.15pm – although they may not always be in front of a device the entire time
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Conduct themselves when using google classroom and behave in the manner expected when in the classroom, either live or not, abiding by class charters and teacher expectations as set out in the Behaviour Policy

Staff can expect parents to:

- Seek help from the school if they need it – staff should refer parents to the 'Learning' section on our website and the 'News' page for the Google Classroom information and other useful links for learning.

## **2.8 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 systems are appropriately secure, for both data protection and safeguarding reasons
- Monitor this policy in the delivery of remote learning for all stakeholders.

## **3. Who to contact**

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

- Issues in setting work – talk to the relevant subject lead / SENDCO / YGL / SLT
- Issues with behaviour – talk to the SENCO / YGL / SLT

- Issues with IT – Mr Hughes who can contact support if needed
- Issues with their own workload or wellbeing – talk to their YGL / Phase Leader / SLT
- Concerns about data protection – talk to the data protection officer through the School Business Manager)
- Concerns about safeguarding – talk to the DSL
- All staff can be contacted via the school email addresses, please respect Business Hours unless in an emergency

## **4. Data protection**

### **4.1 Accessing personal data**

When accessing personal data, staff are reminded of the following:

- Staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password or Key. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via ScholarPack using a secure password. Do not share any details with third parties and ensure you logged off upon completion.
- SLT have the ability to locate personal details of families when required through securely accessing ScholarPack. SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on children.

### **4.2 Sharing personal data**

Staff members may need to collect and / or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and / or share as little personal data as possible.

### **4.3 Keeping devices secure**

These tips are based on The Key article on [GDPR and remote learning](#). Talk to our data protection officer for more help via the SBM if there are concerns or issues.

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

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

## **5. Safeguarding**

Please see the following for updates concerning safeguarding in relation to home learning.

- Child Protection Policy and Appendix 2020, This policy is available on our website.
- KCSiE January 2021

Where there is 'live' support for individuals, school has sought to clarify that partners will have their own policies with regards to safeguarding and remote learning.

## **6. Staff Wellbeing**

School recognises that remote education and working from home can be challenging. Your working day will be different. You will need to balance work with homelife, particularly if you are involved in childcare or home learning of others. Make sure you take breaks, there is no expectation to work the same hours as in school. Please remember to contact your line manager or a member of SLT to discuss questions or concerns before they become issues. For further advice, see Wellbeing Tips for individuals and Wellbeing Tips for Leaders saved on staff shared in the Spring Term 2021 folder.

## **7. Monitoring arrangements**

This policy will be reviewed as and when updates to remote learning are provided by the government. At every review, it will be approved by Mr Norton (Head Teacher) and SLG and the Chair of Governors before being reviewed at Teaching and learning Committee.

## **8. Links with other policies**

This policy is linked to the following school policies available on the school website:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

## **9. Teacher guides / support resources**

Further guidance on the use of Google Classroom and associated resources can be found on the staff shared drive in the Spring Term 2021 folder. Video tutorials are also available via google. For further information see the Google classroom training Cheat Sheet on staff shared in Spring Term 2021.

## **Appendix 1 – Expectations for Learning**

### **Expectations for Learning – January 2021**

#### **Teacher and TA(s) in school**

- Communicate with the year teams in the phase to ensure the learning in school matches home learning as far as we possibly can.
- A Maths task, an English task (A balance of Writing and Reading over the week) and a 'range of subjects' covered over the course of the week. Lots of PE, Art and project based lessons scheduled for the afternoon.
- Some PE support will be provided by Kieran and Alice. See timetable when your bubble will receive this. One person to stay with Alice or Kieran for the time being.
- Adhere to social distancing guidelines. Keep contact with other adults to a minimum. Use the space outside the classroom and outside space
- Use the group areas for teaching outside the classroom therefore, keeping staff numbers in classrooms to a minimum.
- Keep your distance with other adults in other bubbles in school.
- Wear a face covering in the corridors and when moving around the school, e.g. staffroom.

#### **Home Learning Lead**

- Four hours' at KS2 and Three at KS1 worth a day of work provided for their year group. A Maths task, an English task (A balance of Writing and Reading over the week.) and a 'range of subjects' covered over the course of the week.
- Expectations set of children reading every day.
- Produce a video which explains the tasks set for the day and demonstrates an example for parents and children to enable them to understand the expectations.
- Use a program such as Google Meet where you can share your screen with your audience so they can identify what resources look like and how to complete them.
- Add your video and resources to all three rooms for your year group on Google Classroom.

#### **Home Learning support**

- Assist the Home learning lead for that day to support with resources where necessary.
- Children's work to be acknowledged on Google Classroom three times a week and feedback given once a week.
- Assist with the calls for those children at home.

#### **On call**

- Support planning and preparing resources and to prepare for the week ahead.
- To be ready to cover in school or home learning if members of staff were to become ill or if bubbles need to be adapted.

#### **Year Group Leaders**

- Communicate with other year group leaders in their Phase to ensure that work set is appropriate and tailored for the children in their year group who are in school. Links to work set with remote learning to match at school as far as it is possible.

- To be responsible for the year group work and to monitor that it is to the year group standard and expectations.
- To ensure there is both support and challenge for children in the activities provided.
- Ensure that weekly phone calls have been made from your team to all three classes. Each class teacher will make the calls to their class. (TA's to assist with the task.)
- Jo B and Beth will be making well-being and vulnerable children / SEND phone calls. These calls will not need to be doubled up and will be removed from your phone call lists, as will siblings to avoid families receiving more than one phone call per week. Phone call list will be in staff shared, spring term 2021, phone calls to parents folder.
- YGL's who are subject leaders to monitor coverage that has been able to be taught in the Autumn Term and what is able to be taught throughout lockdown in preparation for return to school and implications for next year.
- Daily checking of the year group emails to ensure that parent queries are answered. Communicate queries from parents of children in the other classes to the class teacher concerned and to SLG if necessary.
- Reply to parents queries and inform Jo M for Years 1, 2, 3 and Laura for Nursery, Reception, 4 and 5. John for Y6.

### **Class teachers**

- Weekly phone calls to monitor well-being, learning and 'check-in' with your class. Plan this accordingly so that not everyone has to be called in one day.
- Plan and prepare resources on an equal basis within the year group to support the Year Group Leader and other colleagues
- Videos on google classroom for teaching and supporting learning
- Provide feedback via google classroom
- Attend virtual meetings where organised to discuss matters.

### **TA's**

- Make phone calls in liaison with the class teacher and / or Year Group Leader.
- Continue with professional development courses when they arise and keeping up to date with National Online Safety website.
- In-school provision.
- Keeping up to date with emails and reading communication from other staff.
- Attending virtual meetings for Staff meetings, Phase /Year group where necessary.

## Appendix 2 - Tips for Home Learning

- Daily lessons must follow your normal weekly lessons- daily English and Maths lessons
- X1 teacher delivers the English lessons
- Share planning and preparation
- Create a weekly timetable of lessons (see template and complete)
- Each teacher is in control of their own classroom unless ill - responding to pupils, marking work, although maintaining consistency across year groups, phases and the whole school is important.
- Continue to follow the curriculum taught in school
- Keep English and Maths at the same times every day and vary the lessons either side
- Use a mixture of live lessons and pre-recorded lessons. Oak academy can be used where the lesson fits with the curriculum
- Remember it is best to upload PDF versions of documents or to create documents with google docs/slides to use
- When holding live lessons use google meet and share your screen, here you can use prepared smart notebook files on which you can annotate and share with the children to model strategies
- Keep live lessons focused on the learning, pause to give children time to think, ask them to share their ideas in the chat or show to the screen
- Don't rush the lesson (see some Oak academy lessons to help you)
- Provide the children with a google doc on which they can complete their work and submit it
- Assignments should have a due date set
- Children must submit every piece of work completed throughout each day
- Teachers are to acknowledge all work received and give feedback where necessary
- Quizzes can be set for independent work or at the end of lessons to check learning

Appendix 3 Example Timetables



**Alexandra**  
Primary School  
Aspire, Perform, Succeed

## Online Timetable (KS2)

Thank you for all you are doing to support your children at home. We appreciate that routines cannot be the same at home as it is at school. Here's an idea to help structure the day – it is just a guide and you should adapt it to suit your child and family circumstances. The tasks do not need to be completed in this order. More detailed timings for each of the tasks on Google Classroom will be on the weekly overview to help you plan your day.

	9am (approx. 30 mins)	Task 1 (approximately 1 hour)		Task 2 (approximately 1 hour)		Task 3 (approximately 1 hour)	Task 4 (approximately 30 mins)
<b>Mon</b>	<b>PE with Joe Wicks</b> (can be watched later) <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a>	<b>Google Classroom - English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your workfor your teacher to see.	Break (a short time away from a screen)	<b>Google Classroom - Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classwork tab. Once you have finished upload your workfor your teacher to see. <b>(You can also go onto Doodle Maths, MyMaths, Mathletics if you have time)</b>	Lunch	<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities –</b> • Wellbeing Video (on Google Classroom)  <b>Reading</b> choose a book, or use Bug Club or Reading Plus
<b>Tues</b>	<b>Reading</b> Choose a book you have at home or login to Bug Club or Reading Plus	<b>Google Classroom - English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your workfor your teacher to see.		<b>Google Classroom - Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classwork tab. Once you have finished upload your workfor your teacher to see.		<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities –</b> • Wellbeing Video • PE with Mr Coleman/Alice (all on Google Classroom)
<b>Weds</b>	<b>PE with Joe Wicks</b> (can be watched later) <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a>	<b>Google Classroom - English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your workfor your teacher to see.		<b>Google Classroom - Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classwork tab. Once you have finished upload your workfor your teacher to see. <b>(You can also go onto Doodle Maths, MyMaths, Mathletics if you have time)</b>		<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities –</b> • Wellbeing Video (on Google Classroom)  <b>Reading</b> choose a book, or use Bug Club or Reading Plus
<b>Thurs</b>	<b>Reading</b> Choose a book you have at home or login to Bug Club or Reading Plus	<b>Google Classroom - English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your workfor your teacher to see.		<b>Google Classroom - Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classwork tab. Once you have finished upload your workfor your teacher to see.		<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities –</b> • Wellbeing Video • PE with Mr Coleman/Alice • Weekly Quiz (all on Google Classroom)
<b>Fri</b>	<b>PE with Joe Wicks</b> (can be watched later) <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a>	<b>Google Classroom - English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your workfor your teacher to see.		<b>Google Classroom - Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classwork tab. Once you have finished upload your workfor your teacher to see. <b>(You can also go onto Doodle Maths, MyMaths, Mathletics if you have time)</b>		<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities –</b> • Wellbeing Video (on Google Classroom)  <b>Reading</b> choose a book, or use Bug Club or Reading Plus

## Online Timetable (KS1)

Thank you for all you are doing to support your children at home. We appreciate that routines cannot be the same at home as it is at school. Here's an idea to help structure the day – it is just a guide and you should adapt it to suit your child and family circumstances. The tasks do not need to be completed in this order. More detailed timings for each of the tasks on Google Classroom will be on the weekly overview to help you plan your day.

	9am (approx. 30 mins)	Task 1 (approximately 20 minutes)	Task 2 (approximately 40 minutes)		Task 3 (approximately 40 mins)		Task 4 (approximately 40 mins)	Task 5 (approximately 20 mins)
Mon	<b>PE with Joe Wicks</b> (can be watched later) <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a>	<b>Google Classroom - Phonics</b> Watch the Phonics video from your teacher. Say the words along with your teacher and follow the instructions.	<b>Google Classroom – English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.	Break (a short time away from a screen)	<b>Google Classroom – Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.	Lunch	<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities</b> • Wellbeing Video (on Google Classroom) <b>Reading</b> choose a book, or use Bug Club
Tues	<b>Reading</b> Choose a book you have at home or login to Bug Club	<b>Google Classroom - Phonics</b> Watch the Phonics video from your teacher. Say the words along with your teacher and follow the instructions.	<b>Google Classroom – English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.		<b>Google Classroom – Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.		<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities</b> • Wellbeing Video • PE with Mr Coleman/Alice (all on Google Classroom)
Weds	<b>PE with Joe Wicks</b> (can be watched later) <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a>	<b>Google Classroom - Phonics</b> Watch the Phonics video from your teacher. Say the words along with your teacher and follow the instructions.	<b>Google Classroom – English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.		<b>Google Classroom – Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.		<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities</b> • Wellbeing Video (on Google Classroom) <b>Reading</b> choose a book, or use Bug Club
Thurs	<b>Reading</b> Choose a book you have at home or login to Bug Club	<b>Google Classroom - Phonics</b> Watch the Phonics video from your teacher. Say the words along with your teacher and follow the instructions.	<b>Google Classroom – English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.		<b>Google Classroom – Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.		<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities</b> • Wellbeing Video • PE with Mr Coleman/Alice • Weekly Quiz (all on Google Classroom)
Fri	<b>PE with Joe Wicks</b> (can be watched later) <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a>	<b>Google Classroom - Phonics</b> Watch the Phonics video from your teacher. Say the words along with your teacher and follow the instructions.	<b>Google Classroom - English</b> Watch the English part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.		<b>Google Classroom - Maths</b> Watch the Maths part of the video from your teacher. Complete the activities in the Classworktab. Once you have finished upload your work for your teacher to see.		<b>Google Classroom - Topic</b> Complete the activity your teacher has set for today. This could be Science, History, Geography, PSHE, Art, RE or another subject.	<b>Other Activities</b> • Wellbeing Video (on Google Classroom) <b>Reading</b> choose a book, or use Bug Club