

Wells Primary School

Remote Learning Policy



Policy Date: October 2024

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Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

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.

Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Legislative requirements and non-statutory guidance

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', DfE (2020) Remote education good practice

This policy operates in conjunction with the following school policies:

Child Protection and Safeguarding Policy, Data Protection Policy, Special Educational Needs (SEND) Policy, Behaviour Policy, Curriculum Policy, Teaching and Learning Policy, Assessment Policy, Marking and Feedback Policy, Online Safety Policy, Health and Safety Policy, Attendance Policy, ICT Acceptable Use Policy, Staff Code of Conduct

Roles and responsibilities

The governing body

- 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.

The Head teacher and Senior Leadership Team (SLT)

Ensuring that staff, parents and pupils adhere to the relevant policies at all times.

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- 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.

The health and safety officer (head teacher) is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Designated Safeguarding Lead and SENDCO.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The IT co-ordinator is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any IT equipment used for remote learning is resilient and can efficiently recover lost data.

The Designated Safeguarding Lead (deputy head teacher) is responsible for:

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

The SENDCO is responsible for:

- Liaising with the IT co-ordinator 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 head teacher 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.

The SBM 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.

The IT co-ordinator is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.

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 health and safety officer and 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 head teacher.
- Reporting any defects on school-owned equipment used for remote learning to the IT co-ordinator.
- Adhering to the Staff Code of Conduct at all times.

Parents and carers are responsible for:

- Ensuring that their child is encouraged to complete their home learning wherever possible
- Ensuring that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical or other difficulties to the school as soon as possible.
- Reporting any absence in line with school policy.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Ensuring their child adheres to the expected codes of behaviour during any live sessions.

Pupils are responsible for:

- Ensuring that their schoolwork is completed on time wherever possible and to the best of their ability.
- Reporting any technical issues or other difficulties to their teacher as soon as possible.
- Adhering to the expected codes of behaviour during any live sessions.

- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.

Procedures and practice

Resources

Learning materials

The school will adopt 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:

- Google Classroom
- Educational websites such as Quizlet, BBC, Busy Things
- Reading tasks
- Live Google Meets for live lessons or well-being sessions
- Pre-recorded video or audio lessons by the teacher
- Pre-recorded video or audio lessons by other organisations such as the Oak Academy. White Rose
- Phone calls
- Hard copies of materials provided by the school

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils' needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Exercise books will be made available for pupils who do not have access to a printer.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The arrangements for any live classes, e.g. live lessons or wellbeing sessions will be communicated via the class Google Classroom or by e-mail to the parent/carer and kept to a reasonable length of approximately 30 minutes per session.

The school is not responsible for providing technical support for equipment that is not owned by the school however the IT co-ordinator will guide parents and carers through technical difficulties where possible.

Procedures and practice – teaching and learning

All pupils will have access to high quality education when remote working.

The school will use a range of teaching methods to cater for all different learning styles, this includes:

- Google Classroom
- Online materials
- Educational websites
- Live lessons/well-being checks via Google Classroom
- Pre-recorded video or audio lessons by a teacher from school
- Pre-recorded video or audio lessons by other organisations
- Various reading tasks – e.g. phonics sessions, comprehension activities
- Opportunities for physical activity
- PSHE/ Well-being activities

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally. Opportunities for 'new' learning are essential.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks.
- Provide feedback to motivate pupils and guide their learning.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

All provisions for remote learning will be subject to the class group's age and ability.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload. The head teacher will assess this need, keeping pupils' best interests in mind.

Procedures and practice – assessment

Marking and feedback

All schoolwork completed through remote learning must be:

- Completed to the best of the pupil's ability.
- The pupil's own work.

The teacher will:

- Acknowledge work wherever possible
- Give developmental feedback as appropriate.

A range of formative assessment and feedback methods will be used. This could be:

- whole class feedback
- quizzes
- individual next steps or targets

The school expects pupils and staff to maintain a good work ethic during the period of remote learning. Pupils are accountable for the completion of their own schoolwork.

Teaching staff will contact parents via the class email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils and discuss additional support or provision with the head teacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

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:

- Communicate in groups – one-to-one sessions are not permitted unless this is a planned activity as part of a child's EHCP and arranged by the SENDCO
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background.
- 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:

- 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.

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.

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.

Inclusion and equal opportunities

Teachers will ensure the programmes chosen for online learning support pupils with SEND. Teaching staff will liaise with the SENDCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENDCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Food provision

The school will signpost parents via parent mail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making packed lunches available for delivery or collection
- Providing vouchers to families

Communication

The school will continue to operate and maintain good communication with all families during any period of remote learning. This will principally be via e-mail or telephone.

There will continue to be a staff presence on site in all but exceptional circumstances.

School day and absence

Pupils are expected to try to keep a routine to their learning day.

Pupils are expected to be present when live lessons or wellbeing sessions are scheduled.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents will inform the school via the school admin email address, admin.wells@redbridge.gov.uk, if their child is unwell and unable to participate in remote learning.

The school will monitor absence in line with the Attendance Policy.

Monitoring and evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinies, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice.

The Head teacher and SLT will meet with teachers to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

Safeguarding

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

- The DSL and head teacher will identify 'vulnerable' pupils 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.
- 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 on Google Drive and suitably stored in line with the Data Protection Policy.
- 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 two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

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.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy.
- The school will not permit paper copies of contact details to be taken off the school premises with the exception of SMT who will keep any information securely.
- Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.
- All data collected from pupils (E.g. photos or videos) will be saved on Google Drive or Class Dojo and not on personal equipment.

Appendix A

Remote and blended learning in the event of any school closures

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including educational videos.
- Assess progress and be clear on how regularly work will be checked.
- Plan a programme that is comparable to the core teaching pupils would receive in school, ideally including weekly contact with teachers.

All provisions for remote learning will be subject to the class group's age and ability.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the head teacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

Returning to school

The head teacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

Monitoring and review

This policy annex will be reviewed in line with any updated to government guidance.

All changes to the policy will be communicated to the relevant members of the school community.

Expectations for remote learning during whole school / class closures

Daily	3 live lessons (from the list below) 1 English lesson 1 maths lesson 1 reading activity 1 physical activity 2 other subject activities from the following list: Science, Geography, History, PSHE, Music, RE, Art
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Google Classroom best practice protocol

Motivation/well being

Expectation	Frequency	Ideas
Pupils to see their teacher's face and/or hear their voice	At least 3 lives sessions per day	<ul style="list-style-type: none">• Morning Registration• Live lessons (maths/English/reading/other)• Demonstration videos• Class story/poem

Pupils' work/extra-curricular contributions to be shared	At least once a week	<ul style="list-style-type: none"> Children encouraged to attach images/videos to assignments so they can be vetted and shared by the teacher.
Private comment on pupils' work	Daily	<ul style="list-style-type: none"> Personalise the feedback to acknowledge the effort Include a thought for a next step or a correction (Have you tried...; check question 4 again etc.) Keep the tone positive and encouraging

Consistency

Expectation	Frequency	Ideas
Teachers to look at other year groups' classrooms	At least once a week	<ul style="list-style-type: none"> What practice do you like? Is there anything you could utilise in your classroom Can you leave a positive comment to let pupils know you have seen their classroom and have enjoyed their hard work?
The same lessons to occur on the same day each week (e.g. History activity on Monday afternoon)	n/a	<ul style="list-style-type: none"> Children like routine and structure. Do they have the same foundation subjects on the same day each week? Share the timetable with children in your Morning Message as you would in school.
Morning work to be uploaded by 8:45am Afternoon activity to be uploaded by 1:30pm	Daily	<ul style="list-style-type: none"> Use the 'schedule' function to ensure this occurs (you cannot schedule into multiple classrooms at once. Schedule into yours and then 're-use' the assignment in your partner teacher's classroom).

Quality

Expectation	Frequency	Ideas
Reading		
Short, 'skill-teach'/task model videos	At least twice weekly	<ul style="list-style-type: none"> Include an engaging re-cap of the text so far You could film your screen where the text is displayed. You could put information onto Google Slides and add your voice with the 'insert audio' function. You will need to use a voice recording app on your device and then upload from this device. If you want to upload to G-Drive first, check that the folder you're uploading to is shared with the children, otherwise they 'won't have permission' to hear the file. You could film yourself reading the book and modelling skimming and scanning etc.
Phonics sessions (Nursery to Year 2)	Daily	<ul style="list-style-type: none"> Children must have access to daily phonics teaching preferably with demonstrations by

		their teacher to continue from their starting points.
Include a variety of activities	Daily	<ul style="list-style-type: none"> • Ensure children have the opportunity to write reviews, record themselves reading, draw a picture, write to an author etc., not just comprehension. • You could bring the story to life by using props or costumes and encourage pupils to do the same. • Make use of Literacy Shed for 'Vipers' questions.
Continue your class story/poem of the week	Weekly	<ul style="list-style-type: none"> • Record yourself or just your voice sharing a book • Use Storyline online or other book reading websites or streams • Allow children to vote on what book they would like with 'Google Forms'. • Save in your classroom under 'Class Story' so pupils can find older entries if they have missed a day.
Check for understanding with a quiz	As decided by teacher	<ul style="list-style-type: none"> • When creating work, select 'Quiz assignment'. Make sure you have provided the 'answer key' and it will be automatically marked. • Under settings, ensure children can 'edit after submit' to allow them to have another go.
Maths		
Short, 'skill-teach'/task model videos	Where appropriate, preferably daily.	<ul style="list-style-type: none"> • Use concrete and pictorial representations to break down the learning • You could film your screen where text or an image is displayed. • You could record a demonstration of a teaching strategy. • You could put information onto Google Slides and add your voice with the 'insert audio' function. You will need to use a voice recording app on your device and then upload from your device. If you upload to G-Drive first, check that the folder you're uploading to is shared with the children, otherwise they 'won't have permission' to hear the file. • Make use of White Rose, Oak Academy or BBC Bitesize videos and lessons
Provide optional online Maths games and investigations	Weekly	<ul style="list-style-type: none"> • Education City • SumDog • White Rose • Activelearn
Consolidate and revisit core learning	n/a	<ul style="list-style-type: none"> • Check the 'go to the wall' expectations for your year group

such as the four operations and place value		<ul style="list-style-type: none"> • use Power Maths and White Rose resources for ideas and ensure that these areas of your curriculum have been consolidated
Check for understanding with a quiz	Weekly	<ul style="list-style-type: none"> • When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked. • Under settings, ensure children can 'edit after submit' to allow them to have another go.
English		
Short, 'skill-teach'/task model videos	Where appropriate	<ul style="list-style-type: none"> • Introductory hooks, model writes and grammar skills should be considered for short teach videos • You could put information onto Google Slides and add your voice with the 'insert audio' function. You will need to use a voice recording app on your device and then upload from your device. If you upload to G-Drive first, check that the folder you're uploading to is shared with the children, otherwise they 'won't have permission' to hear the file. • Make use of Oak Academy or BBC Bitesize videos and lessons
Provide optional online English games		<ul style="list-style-type: none"> • Quizlet • Busy things • Read Theory • Literacy Shed
Standalone, free writing lessons	Where appropriate	<ul style="list-style-type: none"> • Provide a stimulus such a picture, a video, a news story etc (Literacy Shed is good for this). • Allow children to choose the way in which they respond (poem, story, letter etc).
Provide whole class purpose for writing	Where appropriate	<ul style="list-style-type: none"> • Motivate children to write by compiling their writing into class texts.
Foundation		
Introductory video	Where appropriate	<ul style="list-style-type: none"> • Promote your new unit with an engaging video. You could use props or costumes, or share your favourite aspect of that period of time, that country or that area of Science etc.
Share useful links for your subject	n/a	<ul style="list-style-type: none"> • BBC Teach • BBC Bitesize
Ensure afternoon activities are fun/practical	Daily	<ul style="list-style-type: none"> • Does the assignment work better as an ongoing project? • Is there something the children could produce and then share with their peers? • Is there an online game that links to your subject area?

		<ul style="list-style-type: none"> • Is the activity open-ended and can be done with minimal monitoring from parents possibly working from home?
Check for understanding with a quiz	As necessary	<ul style="list-style-type: none"> • When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked. • Under settings, ensure children can 'edit after submit' to allow them to have another go.
Provide a variety of materials for your activity	Daily	<ul style="list-style-type: none"> • Is there a video online that could supplement the learning?