

Thorplands Primary School Remote Learning Strategy

Remote Learning Leads: Paul Stewart



Context

The remote learning strategy states how facilitation of home learning will operate within Thorplands Primary School to meet the needs of the DfE guidelines and the NPAT Educational Guidance. The purpose of this is to ensure access to a high-quality education if they are not able to attend school for reasons related to Coronavirus.

Thorplands Primary School aims to ensure that home learning and learning in school offer parity, meaning that all children are in receipt of the same curriculum and no learning is lost. This is also known as blended learning home and school learning are remote together and not separate. It is our intention to provide an effective strategy and the resources necessary for to proactively support all children who are not able to attend school due to circumstances related to Coronavirus.

The curriculum for Remote Learning will match that taught in school so that all children continue to make progress in their learning whether accessing inschool or remotely. All children will then be able to return to the classroom having kept up with subject knowledge and content. Please see the NPAT Longterm Maps for links to Oak Academy that mirrors the school's curriculum. These can be found in One Drive/Thorplands 2020 2021

Through the implementation of this strategy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This Strategy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

Key Roles and Responsibilities:

Governing Body	<ul style="list-style-type: none"> - Evaluating the effectiveness of the school's remote learning arrangements.
Headteacher and SLT	<ul style="list-style-type: none"> - Ensure that there is a strategic plan in place for Remote Learning that effectively impacts children's learning. - Ensure that staff are supported with training and the resources needed to fulfil their role in Remote Learning. - Door-step visits when required.
Remote Learning Leads	<ul style="list-style-type: none"> - Track and ensure every child who is absent and requires Remote Learning has access and appropriate arrangements in place. - Monitor Remote Learning curriculum provision across the school. - Communicate with parents to ensure that children are engaging in Remote Learning. - Praise and reward children - Engage with NPAT Remote Learning Lead Team
Inclusion Lead	<ul style="list-style-type: none"> - Liaising with the ICT technicians 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 and IHPs. - 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.
Class Teachers	<ul style="list-style-type: none"> - Equip the children with the skills and knowledge to confidently access Office 365. - Ensure learning is set online for every day of a child's absence. - Support and give feedback on every child's Remote Learning work. Teach the misconceptions and share as a class - Contact parents via phone on the first day that a child does not access learning from home. - Feedback to Remote Learning Leads if there are concerns or they require support. - Report any safeguarding concerns that arise using MyConcern.
Teaching Assistants	<ul style="list-style-type: none"> - Support teachers to collate items for the Remote Learning Packs.

	<ul style="list-style-type: none"> - Complete interventions with children who require additional support to learn the skills and knowledge required to access Office 365.
Office Staff/Pastoral Team	<ul style="list-style-type: none"> - Monitor absence and follow up reasons for absence with families. - Communicate with those who are absent due to Coronavirus to SLT. - Email class teacher so that they are aware of who needs to start Remote Learning. - Support with door-step visits to deliver packs when required. - Maintain communications with families, based on the tiered communication strategy.
Parents	<ul style="list-style-type: none"> - Adhering to this strategy at all times during periods of remote learning.
Letter to be sent out to parents to inform and gather feedback. High expectations and the rationale. Highlight further issues. Those that are working will struggle. Families with children across classes.	<ul style="list-style-type: none"> - Ensuring their child is available to learn remotely at the times set out that the schoolwork set is completed on time and to the best of their child's ability. - Reporting any technical issues to the school admin team as soon as possible. - Ensuring that their child always has access to remote learning material during the times set out - Reporting any absence from remote learning due to illness - Ensuring their child uses the equipment and technology used for remote learning as intended. Use a background to prevent others from seeing in home and safeguard children

1. Resources

Learning materials

- The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily.
- 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.
- Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- 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.

- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school. Printing will be kept to a minimum due to work on Office 365. If there are children self-isolating the school will drop off the work.
- Teaching staff will liaise with the Inclusion Lead and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The Inclusion Lead will arrange additional support for pupils with SEND which will be unique to the individual’s needs, e.g. via weekly phone calls.
- 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, e.g. laptops.
- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA
- Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. A contract will be in place with the families.
- Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback
- The arrangements for any ‘live’ classes, will be communicated via text and email no later than one day before the allotted time.

Online Platform

At Thorplands Primary School we are using Teams on Office 365 for live sessions and class meetings.

Key Stage 1 children and Year 3 will use Seesaw to upload work.

All teaching staff will be trained, and ongoing staff meetings will be used to ensure the remote learning strategy is being implemented effectively.

Staff and children have been trained previously and ongoing support and CPD is offered by NPAT.

Year 3, 4, 5 and 6 will use teams to support learning at home. This will be a maths lesson, English and a wider curriculum topic. (See Expectations of Remote Learning: Children below for full details)

Year 1 and 2 will have live or recorded phonics, handwriting, reading and maths lessons (Or pre-recorded) (See Expectations of Remote Learning: Children below for full details)

Reception will use Tapestry access recording sessions and access their tasks.

Teachers will ensure pupils receive clear explanations, modelling and scaffolds to support learning.

It supports growth in confidence when learning new content if the new material is modelled through scaffolded practice.

All the learners will be given the opportunity to apply new knowledge or skills in further activities. Feedback will be given regularly to enable pupils to progress.

Accessibility and Resources

The school has a record of the equipment families have within their homes and we will endeavour to support families to have the equipment they need.

Continued communication will occur to review and update these records.

A home-school agreement will be drawn up between home and school when equipment is borrowed.

The government will potentially provide the school with 33 laptops for children to support home learning if there is a lockdown or a bubble closes. If the number is lower depending on the lockdown we will support those families with school I pads. They will be numbered and signed for.

Online safety

This section of the policy will be enacted in conjunction with the school's E-Safety, Accessible use Policy and the NPAT virtual guidance.

All staff and pupils using video and audio communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- 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.
- 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.
- Always remain aware that they can be heard

Pupils not using devices or software as intended will be disciplined in line with the Behaviour and Relationships Policy. Please refer to the Behaviour

Addendum 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.

Staff will need to sign to confirm they understand the 'virtual guidance' above.

Remote Learning Paper Packs

If it is not possible to use an online platform straight away, paper packs will be created for children with relevant learning activities to continue the curriculum work at home. Teachers are responsible for making these packs and ensuring they are relevant and build on prior learning. Children will be sent home with their stationery to complete the work. If children are isolating before packs can be given out, the office and DSL team will make doorstep drops following procedures to mitigate against the spread of COVID-19. Feedback will be given over the phone during the daily check in for those few children that will require a paper pack. ***The learning packs are stored with PPE equipment so that there is no risk of contamination in a classroom.***

All Year groups will provide paper copies that match the daily lessons with the PPTs and tasks. The expectations for teachers is to look at the work 72 hours later and pick out misconceptions, incorrect answers and add into the daily sessions.

Expectations for Remote Learning: Children

Children at home need to follow the same diet of learning as those in class. A simple way of managing this is to integrate the use of live streaming for parts of the day with Oak Academy videos and tasks set for children to complete in their books, i.e. Maths No Problem. This also gives the child a routine for the day.

Early Years	<p>In the event of remote learning being needed for EYFS, staff will set specific tasks daily on Tapestry and parents will be supported and encouraged to upload photographs and/or videos of their children.</p> <ul style="list-style-type: none">• Phonics each day: sound and blending at home session• Ditty of the day and Vocabulary• White Rose Maths link• Maths work daily linking to the maths in class• Read one book on Oxford Owl each day• Online Oak Academy lessons
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Key Stage 1	<p>Teachers will use the curriculum cross referencing to continue learning at home with the following expected lessons: •</p> <p>Phonics (30 minutes)</p> <ul style="list-style-type: none"> • Handwriting activity (20mins) • English activity • Maths task • Wider curriculum activity – optional afternoon • Reading with or to an adult • Read an Oxford Owl book online • A directed physical activity
Key Stage 2	<p>Teachers will use the curriculum cross referencing to continue learning at home with the following expected lessons:</p> <ul style="list-style-type: none"> • 40 minutes of Maths per day • 40 minutes of reading on retrieval and vocabulary • 40 minutes of writing linked to short burst T4W • One hour of wider curriculum subject per day (Optional afternoon) • 20 minutes Athletics • 20 minutes Read Theory • Reading with or to an adult (Staff will read to the children from the class text) • A directed physical activity

Example Timetables:

Key Stage 2:

8:40am Children log on to their Year group Team

9:00 RWI Spellings or handwriting (streamed live from class)

9:30 English – Oak Academy or stream live from class

Break

10:45 Maths – Oak Academy or live stream the lesson input followed by MNP work Break

11-12 Writing/Reading/Science

Lunch

13:00 Wider Curriculum – Oak Academy

14:00 Optional extra work

Key Stage 1:

9:00am Class Assembly

9:10am Handwriting

9:30 Phonics

10:00am Break

10:20 Maths

11:00 English

11:45 Story

12:00 Lunch

13:00 Wider Curriculum – optional

13:45 PE – optional

2:15 PSHE - optional

Early Years and Reception:

As part of the Home School Agreement, parents will be communicated the expectations. Daily phone calls will be made by the office & pastoral team each day the children do not access their learning.

Expectations for Remote Learning: Teachers/Staff

One or a small group of child are absent from their bubble	Paper packs to be sent home on a daily basis Recorded sessions from Oak Academy and White Rose Staff to set up the schedule for the child Admin team to support child and family. Teaching Assistants will contact children to support with learning when not able to be part of the school community. Child will live stream into the classroom via Microsoft Teams
The children within a bubble are all absent	8:45 – 14:30 live streaming via Teams Paper packs created and sent home. Phone call to child/parent to discuss learning (TA and Teachers) See above

The whole school is closed/national lockdown	Teachers will deliver the programme of home learning to the bubble. There are 2 teachers in the bubble who can support each other. A HLTA within the bubble can also support where there are capacity issues for the teacher, or the teacher is ill. Support staff will support with well-being phone calls. See Expectations for Remote Learning.
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Consider and plan for any incidents where the class teacher is not available or has working from home capacity issues.

Supporting the Well-Being of Children

There may be situations where a child may be absent from school for extended periods of time. At Thorplands Primary School the community and the wellbeing of all our students is of vital importance. To support a child who has longer periods of absence we will seek to involve them in school routines where appropriate. For example, by setting up Teams meetings between their friends in school and the child. Weekly contact will be made by pastoral team and the class teacher to ensure the child's well-being is monitored.

Supporting Pupils' Social, Emotional, Mental Health

The Pastoral Team will be responsible for contacting external agencies for children and or families who are struggling with mental health during this time. They will also maintain strong communication links with families through regular welfare checks as set out in the Attendance Addendum.

Where a child is struggling emotionally and additional support would benefit a child's wellbeing, a learning mentor will be assigned specifically to that child. They will have allocated time online for conversations to support learning or conversations and wellbeing intervention activities. For children who will be absent for a period of time exceeding three weeks, this will be allocated as a standard offer for the family. If the child or family who are not currently vulnerable, become vulnerable during the pandemic, a place in school will be offered.

Opportunities to have time talking with friends during breaktimes may be used via live streaming. A staff member will be required to monitor these sessions at all times. It is recommended that where possible PSHE lessons are streamed live from the classroom, so that children can join in circle time and discussions that support SEMH.

In the event of a lockdown, staff will revert to the tiered communication with families as used previously and set out in the Attendance Addendum. Ann Archer will contact Key Stage 2 and Lou Hurrell or Charlotte O'Reilly will contact Key Stage 1 alongside the TAs in the class. If there is a national lockdown, teachers will be responsible for contacting families that have not accessed online learning virtually to check in.

DSL team will continue conversations with vulnerable families. Teachers responsible for their children and families being contacted each week.

In an event where anybody is unable to the school will work in Key Stages to ensure all children are contacted and a log of conversations are kept.

DSL team will visit vulnerable families when contact has not happened either virtually or through work.

Supporting Children with SEND

If staff require support with setting Remote Learning work for children with identified SEND they should contact the Inclusion Lead.

There should be a continued focus on children making progress while at home. Our children still require high expectations of their learning while at home and on each child achieving their targets, whether the target is Greater Depth, Age Related Expected or specific SEND targets.

As with children in school, work for children at home will need to be differentiated and appropriate to their level of needs. All books/work sent home should also be well matched to a child's learning needs. Children with Speech and Language targets will require work to support these targets.

Staff will be supported with this by the Inclusion Lead and Speech and Language Assistant. Children who have an EHCP will need to continue to work toward the targets set out in their plan. Staff will be supported with this by the Inclusion Lead.

Learning support plans will need to be adapted in the case of a national lockdown. Targets will need altered depending on staffing, children and families where bubbles are bursts or whole school lockdowns. In the event of a national lockdown, SEND children will be offered a place in school.

Supporting Children with EAL

Google Translate offers flexible ways in which children and parents can translate into their home language. Children will be given teaching on how to use this tool in school. The Google Translate APP can be held over a text in a book and it will translate the text to the language selected. This is an ideal support for parents and children when using school text books.

Internet Explorer offers the ability to convert a page to immersive reader. This then can be changed easily to another language and even offers to read the text in the child's language to them. This is particularly useful for younger children or those who are new to English.

All letters and parent guides will be provided in the family's main spoken language where it would assist the family in understanding Remote Learning expectations and support. The school will seek to support parents of younger children with all these strategies. Children will be given opportunities to learn how to translate texts in school.

Assessment, Marking and Feedback

All schoolwork completed through remote learning must be:

- Finished and returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The teacher will look through each piece of work
- Work on feedback via teams from 14:30 till 15:30
- Teachers will use daily reviews and retrieval quizzes each day to inform and check children's understanding
- Microsoft forms and assignments used to check understanding and key teaching points
- Work updated on Seesaw to be given verbal and written feedback
- Live lessons and intervention group work

The pupil's own work:

- Will be marked in line with the Marking and Feedback Policy
 - Will be given feedback by an agreed date through whole class feedback
 - Paper copies will be limited as possible to reduce any risk of the virus spreading
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- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via telephone 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 with and without access to the online learning resources and discuss additional support or provision with the phase leads as soon as possible.
 - Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the Inclusion Lead as soon as possible.
 - The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes, retrieval activities, daily, weekly and monthly reviews, checking all children understanding of questions, and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible

The expectation from leaders is that this would not take longer than normal marking. Quizzes and Assignments are functions in Teams that allow staff to set work and set the marking criteria. This means that children will have work marked on occasions with instant feedback.

Remote Learning Leads will monitor to ensure that all children receive feedback.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy

- The Designated Safeguarding Lead (DSL) will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils twice per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on paper and suitably stored on the One Drive document; Communication with parents • 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 suitably recorded on My Concern so that the DSL has access to them.
- Actively involve the pupil.
- The DSL will meet (in person or remotely) with the relevant members of staff weekly 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.

School day and absence

- Pupils will be present for remote learning between 9:00am and cease their remote learning at 12:00pm from Monday to Friday, except for breaks and lunchtimes.
- KS1 will record sessions so that they can watch and learn at a time that suits the family lifestyle.
- Lunches/vouchers will be provided for those children who are eligible through pupil premium.
- We recognise some families will have very different work, home and device issues at home and therefore may differ from the times 9:00am-12:00pm
- The school will incorporate break out rooms and small group interventions

Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.
- Lunchtime will take place between 12:00pm and 13:00 for most classes. It will still be staggered if we have a national lockdown as bubbles will need protected in school.
- Pupils are not expected to do schoolwork during these times
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- 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 office no later than 8:30am if their child is unwell.
- The school will monitor absence and lateness in line with the Attendance addendum.
- PPA will take place on a Wednesday afternoon. Teaching assistants will support children in class using Oak Academy whilst those at home will be given the Oak Academy live lesson linked to the wider curriculum.

Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency. Create communication to parents document.
- The school will communicate with parents via letter and the school website about remote learning arrangements at the earliest opportunity.

- In the event of a bubble lockdown and a whole school lockdown, the headteacher will communicate with staff as soon as possible via staff meeting and email about any remote learning arrangements to adults in those bubbles and the parents involved.
- Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours. Virtual guidance details to follow
- The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- Members of staff will have contact with their line manager three times a week if bubble closure happens to support remote learning and welfare of teacher.
- As much as possible, all communication with pupils and their parents will take place within the school hours
- Individual pupils isolating will have verbal contact with a member of teaching staff at least once per week; this will be in a small group. If a child is on Teams, then this is their verbal contact time.
- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Review and Updates:

Teaching and Learning

- We will provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- We will provide opportunities for interactivity, including questioning, eliciting and reflective discussion
- We will provide scaffolded practice and opportunities to apply new knowledge
- We will enable pupils to receive timely and frequent feedback on how to progress, using instant feedback through the chat function, work submitted to teachers on the platforms and through the use of Microsoft Forms and assignments.
- We will use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge through the use of prior knowledge.
- Targeted support groups through breakout rooms to support all children
- Feedback through small groups. These may be same day interventions.

External sites



OAK
NATIONAL
ACADEMY



www.office.com

<https://www.thenational.academy/>

<https://whiterosemaths.com/>

<https://login.mathletics.com/> <https://web.seesaw.me/>

<https://www.oxfordowl.co.uk/>

Seesaw

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers are to use the lessons in the classroom, so children are familiar with the platform.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Mathletics will all be utilised to support the acquisition and retention of basic core skills.

MS Teams will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video. Often this will be used so children can 'drop-in' to receive further support after accessing the Oak Academy resources. Seesaw will be used to support remote learning in Key Stage 1. They will be able to watch recorded sessions, links for work, upload tasks and for effective feedback to be given virtually.

Responsibilities

Safeguarding: Sam Mawer

EAL and SEN children: Fran Hallis

Key Stage 1: Liz Martin

Key Stage 2: Paul Stewart

PE and RE Online: Paul Stewart

Maths: Daniela Dean

English: Liz Martin

Science: Agnieszka Bednarska

All behaviour issues are still to be reported on One Drive and phone calls to parents about the expectations.

Behaviour Addendum Sanctions and consequences: We will follow our behaviour and relationships policy with these changes:

Teacher

1. Breakout rooms with the adults and discuss the issues and behaviour. Add to behaviour log to track. Several times in a day, move to stage 2.
2. Phone call to parent to inform and discuss next steps. Follow up call to discuss improvements.

Key Stage Lead

3. Escalated to a breakout room (organised by teacher) with teacher and Key Stage Lead at break or lunch.
4. Key Stage Lead to call home/communicate/meet virtually to talk through next steps with parents.

SLT/Head

5. Headteacher will meet virtually with child and parent
6. Removed from live lessons/paper work to be completed/asked to come into school

PowerPoint to be shown before each session; morning and afternoon.

Thorplands Primary School; Online Behaviour Expectations



Be Ready

Be Safe

Be Respectful

Be Present at all times

- Have a pencil and paper to make jottings;
- Use the 'Raise your hand' and Chat function to participate in the lesson;
- Remain on mute unless the teacher asks for them to unmute;
- Focus on learning during the live lessons;
- Complete follow-up activities to practise skills; email or add on OneNote
- Use the chat function for learning ONLY; this is not a social media chatroom;
- Remember class expectations still apply - always adhere to the School Behaviour policy: Be Ready, Be Safe and Be Respectful