



PRESTFELDE

Virtual Learning @ Prestfelde

Virtual Learning Policy and Procedure

Expectations across Prestfelde School written as an appendix to the Curriculum Policy.

‘It is... the pedagogy of the application of technology in the classroom which is important: the how rather than the what.’ (Higgins et al., 2012).

1. 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

2. Expectations of Pedagogy and Practise

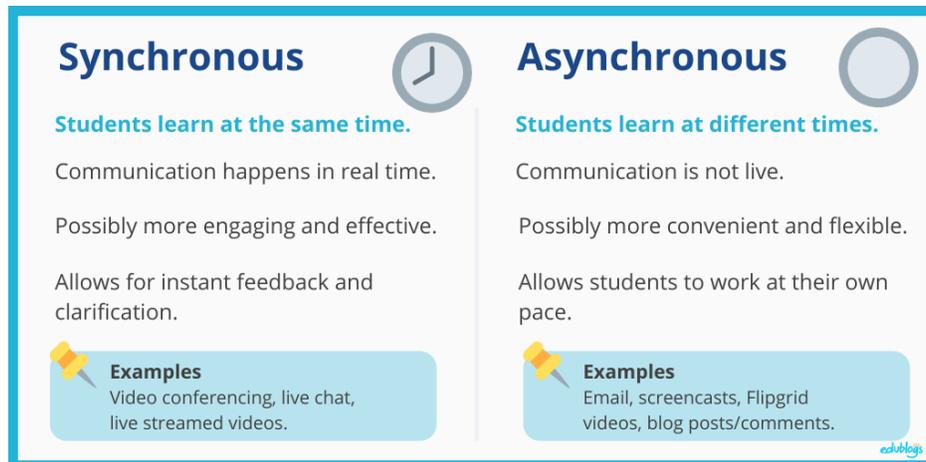
There will be a need for ongoing provision of “remote learning” which “is high quality and aligns as closely as possible with in-school provision.” This will be required for pupils who are isolating or unwell. Given the possibility of further local (or even national) lockdowns, schools and teachers must plan a contingency for all pupils.

The highly effective remote teacher must be proficient in the same domains as the face-to-face teacher: planning and teaching well-structured lessons (structure), adapting teaching when appropriate to meet individual needs (adaptation), and making accurate and productive use of assessment (assessment). However, physical distance between the teacher and learner brings considerable challenges and requires changes to planning, teaching and assessment practices. Online teaching should not try to mimic the entirely synchronous teacher-student engagement of the conventional school. <https://edtechhub.org/wp-content/uploads/2020/04/summary-research-best-practice-pedagogy-remote-teaching.pdf>

“In principle, the fundamentals of teaching a remote lesson are the same as teaching a classroom lesson,” explained Steve Smith of HISP Research School at Thornden. “Revisiting prior learning,

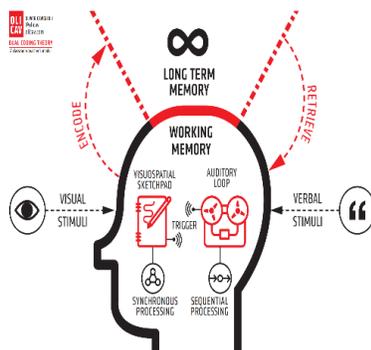
chunking up new knowledge, teacher explanations or modelling, scaffolding, pupil practice, learning checks, to name a few.”

“However, a normal classroom lesson would be dialogue-rich with lots of questioning and the teacher getting feedback all of the time,” he continued. “This amount of feedback isn’t as readily available in an online lesson; therefore teacher explanations need to be planned more thoroughly. Many teachers are finding that they have initially been too ambitious about what can be achieved in a remote lesson compared to a normal classroom lesson.” <https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education>



The design of online learning must take into consideration four aspects of learning:

1. Content
2. Context
3. Community of Practice
4. Participation



To ensure that we do not overburden students and ourselves when setting tasks, it is always really useful to draw on Sweller’s well recognised cognitive load theory. Many of you will already know that this relates to the amount of information that working memory can hold at one time. Sweller said that since working memory has a limited capacity, instructional methods should avoid overloading it with additional activities that do not directly contribute to learning. This is especially useful to keep in mind when we consider the learning design of online lessons and the way in which we generate instructional procedures.

Rethinking Pedagogy for a digital age. Designing for 21st Century Learning by Helen Beetham and Rhona Sharpe, alongside the accessible resources from Catlin Tucker, an expert in blended learning. Their recommendations are as follows:

Over the course of a week you should aim to integrate these five methods into your online lessons:

1. Hook the group
2. Explicit Explanation and Collaboration
3. Model, Review, Build
4. Real Time Feedback
5. Quick Assess and Individual Support

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 08:30 – 17:00.

When providing remote learning, teachers are responsible for:

- Setting work –
 - Work must be set for all sets and groups or children as per timetable.
 - The amount of work set must be in line with year expectations and achievement of objectives for each lesson.
 - EYFS – All activities are uploaded to Tapestry.
 - Year 1, 2 , 3 and 4 All activities are taught and responded to via SeeSaw.
 - In Year 5, all activities must be set via TEAMS in line with their 'Home Learning' Timetable.
 - Senior School - All work must be set via Firefly Tasks in line with the timetable and linked directly to One Note/Class Notebook to support access (e.g. the day before)
 - All work MUST be planned for within each subject and child's Class Notebook within the subject TEAM. See instructions below.
- Providing feedback on work –
 - All children's work will be accessible within SeeSaw, TEAMS, Class Notebook /One Note for teachers to mark and give feedback.
 - Feedback must be specific to each child and be responsive to support the children's next steps.
 - Feedback may take the form of group feedback to respond to collective misunderstandings.
 - Feedback must support the children's next steps to enable progress.
- Keeping in touch with pupils who aren't in school
 - Whilst working remotely the expectation regarding contact must be daily via the platforms, TEAM chat, video lessons.

- Communication with children and parents when working virtually is very important during the day. However, there is no expectation to make contact outside of working hours.
- Any complaints must be forwarded to Head of Schools or Senior Leadership Team to respond to and support teachers.
- Any concerns about behaviour or failure of children to complete work must be shared weekly within the Pastoral team meetings and responded to as necessary.
- Any safeguarding concerns MUST be shared directly with the Prestfelde Safeguarding Lead as soon as possible.
- Attending virtual meetings with staff, parents and pupils –
 - Dress code- staff and children must ensure that their attire when taking part in on-line virtual lessons is appropriate and respectful of the situation.
 - Locations – all lessons must be attended and presented from an appropriate room with the least amount of distractions etc. being mindful of decor behind or visible for children/parents to see.

Plans are being considered to enable and provide the facility to live stream or enable direct access to the lessons from home.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 08:30-17:00.

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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
 - Specific support will be to those pupils who need specific support and organisation to access learning.
 - Support will be via TEAMS
- Attending virtual meetings with teachers, parents and pupils
 - Dress code- is as it would be within school.
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

At times, the role of the Teaching Assistant may be both within school and supporting children remotely via TEAMS.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring the TEAMS Subject is set up as agreed
- Ensure that all teachers within your subject have organised their Class Notebooks as agreed to support learning.

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

3.4 Pastoral leads (e.g. heads of phase or year)

- Meet as a pastoral team each week to discuss children and any concerns/support needed.
- To make contact with parents termly and as and when needed to give guidance, support and monitor progress.
- To continue to keep an overview of the year group and monitor pastoral needs- feeding back to SLT if needed.

3.5 SENCOs

- To ensure access to the subject TEAMS where there are children who need support academically – SEN register.
- To advise teachers in how to best support SEN children across their subject.
- To contact parents to reassure and support to enable their child's progress.
- To ensure that the SEN report and policy is adhered to virtually.
- To provide small group SEN interventions to boost progress.

3.6 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 –
- Meetings/reviews of distance learning with Heads of subject/school
- Access and overview of Tapestry, SeeSaw and TEAMS.
- Work scrutiny
- Feedback termly from teachers, children and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.7 Designated safeguarding lead

The DSL is responsible for:

See policy https://prestfeldeschool.sharepoint.com/:w/s/Team-policiesandforms/Ebx4rG4Lt9BJkcFRV6_CPpIBRdUt_-il2uGlrnfZEfZvhQ?e=F6SNFi

3.8 IT staff

IT staff are responsible for:

- 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 remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

3.9 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.10 Pupils learning virtually when school is open

See appendix – Hybrid learning

There may be times when children remain at home within the Academic year, whilst the universal teaching and learning is being delivered within school for the vast majority of pupils.

Prestfelde School will always promote attendance to school in line with the Attendance policy.

See appendix – Should I send my child to school?

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development DFE 2020.

As per the DFE guidance August 2020, there is an expectation that all children must have access to learning if they have to stay at home for reasons due to COVID-19 or illness etc.

All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. DFE 2020.

Teachers have a duty to ensure that all children whether at home or school are supported to make good progress academically.

Whilst the focus for learning will be upon the children physically within school, provision will be made for those who are unable to attend due to COVID-19 isolation.

- If a child continues to learn from home, they will be supported pastorally and academically by virtual provision for learning, resourcing and contact pastorally from day 3.
- Having virtual access to their form tutor daily via Form TEAMS chat each morning by 8:15am. This will enable
 - Registration of attendance to learning.
 - Support to access and organise the day's lessons.
 - The form tutor will be the conduit across subjects to ensure that the child is supported.
- Weekly check ins with parents by form tutors to check progress, health and wellbeing support.
- Firefly TASKS is the pupils first point of contact as this creates a timetable and overview of the learning for the day. All tasks/lessons are set at this point with links to where their learning will take place.
- Pupils will access the appropriate TEAMS based on their firefly timetable (One Note, TEAMS, Subject Firefly pages)
- Some teachers may choose to send home physical activities with clear expectations for learning. The expectations for learning will still be posted within TASKs on Firefly.
- Prep will be set as per the prep policy via Firefly tasks.
- Questions and contact with your subject teacher are via TEAMS chat. This is to ask questions about your work and gain support for your learning. Please always be aware that your teacher is teaching their classes throughout the day, so may not respond straight away.

3.11 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

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

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

- Issues with behaviour – talk to the relevant head of year.
- Issues with IT – it@prestfelde.co.uk IT help button on Firefly <https://prestfelde.fireflycloud.net/ict/it-help>
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – thebursar@prestfelde.co.uk
- Concerns about safeguarding – talk to the DSL Mike Haswell mhaswell@prestfelde.co.uk

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access data via ISAMS
- Only access personal data using a Prestfelde device which is secure and requires a password to access it.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

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

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- All files are saved securely via Microsoft Office cloud One Drive, School Drives etc.
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Antivirus and anti-spyware software is installed
- Keeping operating systems up to date – always install the latest updates
- Signed IT acceptable use agreement by all staff and children.

5. Safeguarding

See Safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed annually and in light of any changes to practice or government guidance.

This policy will be reviewed by Deputy Head Academic.
At every review, it will be approved by the Education Committee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

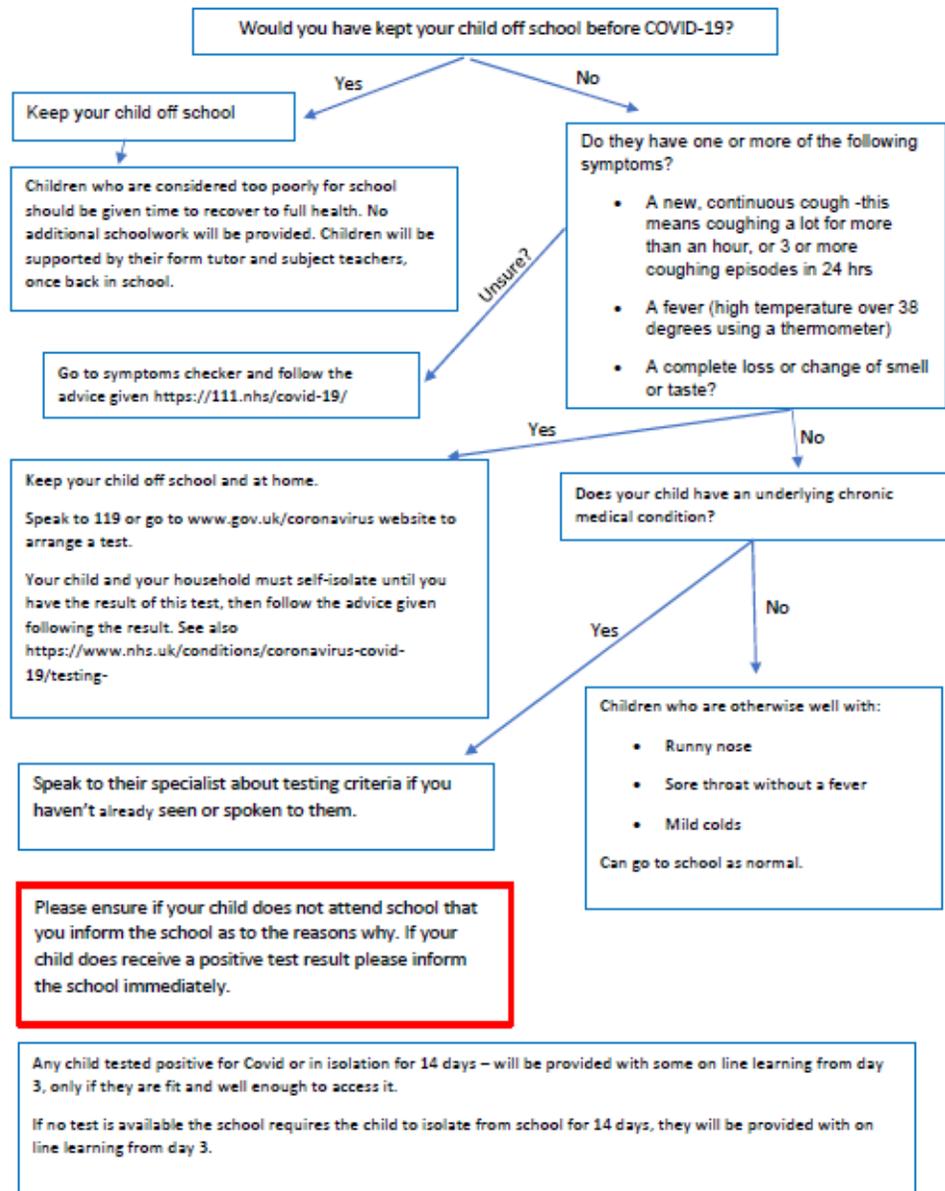
APPROVED DATE	1 st January, 2022		
REVIEW DATE	1 st January 2023		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Rex Sartain

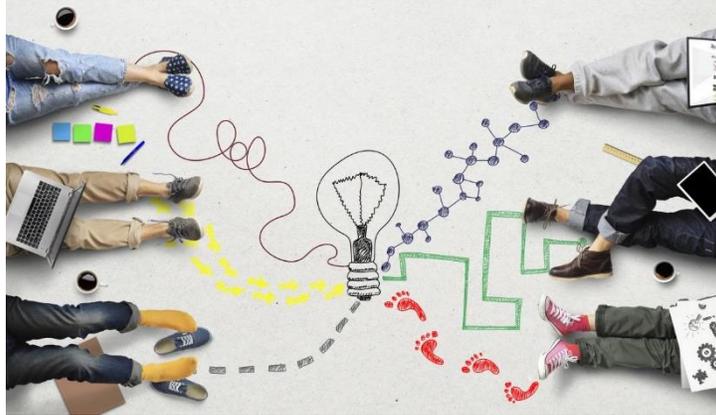
Appendix 1



PRESTFELDE

Should I send my child to school?





Systems, procedures and expectations

<https://www.thinkib.net/leadership/page/33544/is-covid-19-a-game-changer-for-education>

EYFS



TAPESTRY <https://tapestryjournal.com/s/prestfelde-school/observations>

Within our EYFS department (FS1 and FS2) and Year 1 we use Tapestry.

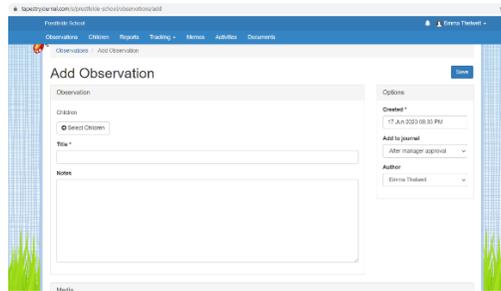
Tapestry builds a very special record of a child's experiences, development and learning journey through their early years and primary education. Using photos, videos and diary entries, a teacher or early years practitioner, along with the child's parents, 'weaves' the story of the child and how they are growing and developing. The Tapestry platform then works seamlessly to enable these memories to be kept as a permanent record of each child's unique journey. All information held in the platform is stored securely and can be downloaded and shared as required. Parents can view online their child's progress and how much fun they're having, whilst also uploading their own comments and media.

The communication between staff and parents that Tapestry enables, helps build a shared understanding of how every child can reach their full potential, from birth to the end of primary school. The Tapestry online learning journal is also available as an easy-to-use, secure app, meaning capturing key learning moments, and videoing milestones are even easier.

Expectations of how we use Tapestry within Prestfelde EYFS

- An agreement is signed by all parents and staff to ensure that they agree to our code of conduct and safeguarding expectations using Tapestry, whilst also giving consent for their children to have an on-line learning journal.

- The prime purpose of Tapestry is to capture observations of the children's independent achievements and link them to the EYFS development Matters. This supports our assessment of the children's development and areas for further support.
- Parents have access to their children's learning journey and can add to this by adding observations and comments. This helps to provide a 360 view of the children's holistic development and skills.
- Tapestry can also provide a platform to support teaching and learning through posting videos and lessons.



- All lessons must be posted the day before timetabled to enable resourcing.
- Children must be linked to the lesson/activity.
- Date of creation MUST be the date you require the lesson to be published.
- Add to journal – **on creation date**
- Author must be you as teacher
- All lessons must be clearly titled with the
 - Year group
 - Date
 - Subject
 - Task number in order to help sequence the day.
- Notes section- Objective for the learning, alongside a careful explanation of the activity to be completed. This is aimed at parents to support their children.
- Video introductions to demonstrate and teach the new skill and explain the activity to be uploaded.
 - No more than 10 minutes.
 - Interactive to excite and involve the children.
 - Model skill being taught.
- No use of worksheets to download unless necessary- parents find these hard to print out.
- Parents and children can photograph their achievements or parents can write responses to the lesson/activity.
- Teachers feedback directly via comments to each child to celebrate achievement and give support to enable next steps.
- In addition to the Tapestry posts, regular contact must be made with the parents and children at least once a week. Plus, small group or class contact weekly via Zoom in agreement with parents.

YEAR 2 and 3



SEESAW

<https://web.seesaw.me/>

https://www.google.com/search?q=youtube+seesaw+tutorial&rlz=1C1CHBD_en-GBGB906GB906&oq=you+tube+seesaw&aqs=chrome.2.69i57j0l7.7737j0j8&sourceid=chrome&ie=UTF-8

Years 4 and 5

TEAMS Microsoft Teams is a digital hub that brings conversations, content, assignments, and apps together in one place, letting us create vibrant learning environments. We can build collaborative classrooms, connect in professional learning communities, and connect with colleagues – all from a single experience. Within Teams, we can quickly converse with pupils, share files and websites organize interactive lessons and provide effective and timely feedback. Class Teams are used to create collaborative class spaces, provide a virtual meeting platform, facilitate learning with assignments and feedback, and lead live calls with students.

Expectations of how TEAMS is used in Year 4 and Year 5

- The primary purpose of TEAMS is to enable all pupils to access lessons and resources for online learning.
- Each pupil will access TEAMS using their OFFICE 365 account. (School email and password needed)
- All staff will organise their teaching and learning for all children in a consistent way. This will be monitored by Teaching and Learning Lead for Middle School and Deputy Head Academic.
- Each Form Group will have a Form Team
- Within this TEAM there will be clear CHANNELS for each subject.
- There must be no expectation for parents to print out resources. All work must be accessible without printing.
- Form Tutors are expected to respond and feedback to work via CHAT. This feedback should include next steps and areas to edit/check, if appropriate for the task.



3P TEAM

General

3P Gardeners!

3P Videos!

ENGLISH TASKS

GEOGRAPHY TASKS

MATHS TASKS

Proud Wall

PSHE TASKS

READING and SPELLING

RS TASKS

SCIENCE TASKS

ZOOM CHATS

Organisation for Year 4 and 5 Pupils Via TEAMS

- Form Tutor will be available online between 0830 and 1700.
- 0830 Live registration via TEAMS. All children must check in and be in attendance. Form Tutor to run through the expectations/timetable for the day. Any absences must be followed up as they would be in school. Form Tutor to ensure daily calls are organized using the TEAMS calendar.

- Form Tutor will provide a daily timetable on the GENERAL channel. This can be a Word Doc or typed.
- Form Tutors will notify children of any face-to-face lessons, meetings, Zoom calls using the General Channel or Subject Channel.
- Lessons in Years 4 and 5 will be a mixture of pre-recorded videos, Live Lessons and offline learning. Form Tutors will choose and use most appropriate formats for each task/subject. Live lessons are optional for children but Form Tutors must also provide resources for those who are unable to access the live lesson (or record the live lesson to share).
- Children will send their completed work via CHAT to their Form Tutor. The work can be sent as a photo, video, online document, voice recording.

Monday 1st June

3P TEAM welcome back to Online School! I hope you all had a fantastic half term break in the sunshine ☀️. Meet me at 0830 for our online registration with a sun hat on 😎.

Please see the ZOOM CHATS channel for details of today's meeting 🗨️

Today you have:

English - The Lighthouse 😊

Maths - Multiplying 2 digits by 1 digit

Science - Light

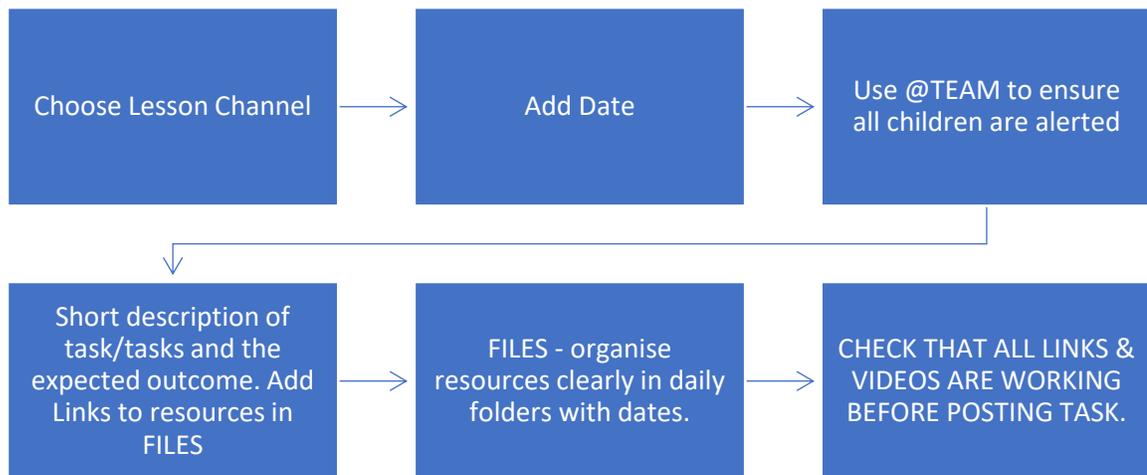
You also have **Music** and **Spanish**.

Head to the **Spellings** channel for your new list of words. Make sure you spend some time reading or watching a video on the MS Story Team!

- Children can contact Form Tutor via Chat or call using TEAMS to ask questions or for support at any time between 0830 and 1700.

Setting of the Tasks

- All tasks must be set in TEAMS ready for the following day.
- The following format should be followed to ensure consistency and ease of access for pupils.



Year 6, 7 + 8

It is vital that all staff organize their teaching and learning for all children in a consistent way across all subjects.

This will be monitored by Heads of subject and Deputy Head Academic.

- Daily tasks set on Firefly with a direct link to the lesson or work.



- Classwork done in OneNote via class notebook within TEAMS
- Support provided via Teams (Zoom or TEAMS video or chat)

Organisation for children via Firefly

- 8:15am and 8:30am - Live Form Tutor daily contact with children each morning. All children MUST check in and be in attendance. If not, then this will be followed up as it would within School.
- 1:50pm Afternoon Live Form Tutor contact. All children MUST check in and be in attendance.
- Teachers are on-line during their timetabled lesson slots. This is when children can interact with them directly.
- Teachers will provide notice of any face to face sessions via Firefly Tasks. These will generally be during the time tabled lessons. In some subjects each lesson will begin with a video call to explain the lesson. Some lessons will continue you this for longer.
- One note to be used as online exercise book for submitting work and receiving feedback
- Teams or zoom call or chat should be used for the pupils to communicate any questions during the lesson

Setting of TASKS

All task should be set in Firefly for every subject that has a lesson on that day. Even if the task is ongoing you must ensure a copy is available on the day of the lesson. The following format should be used to ensure consistency using the highlights as displayed:

Task title

Subject - day - time - resources required

Task Title (or Short Task Description)

Geography - Monday - 11.30 - 12.10 zoom onenote

Task description

All tasks MUST have all elements below.

The direct link to all lessons within Class Notebook must be within the task.

Questi... Image File Gallery More...

 Objectives

2 objectives for the lesson

 teaching and task

details of the task and any links with previous or future work. Include key words or info required here

 Resources

Include navigation links to [onenote](#) or other websites

details of zoom meetings|

word docs or [powerpoints](#)

physical resources needed if absolutely necessary add printing but try to have an option for those not able to print as well.

Tip: to save having to create the formatting and navigations every time simply copy a previous task and edit contents

Edit  Copy More Actions ▾

Creating TEAMS Learning Areas

Channels can be used to create topic areas for discussion. For example, different channels can be dedicated for asking questions, different topics, or could be used as a bank for useful websites/links.

Create Team
[\[How-To\]](#)

Create Channels (If Needed)
[\[How-To\]](#)

Creation of Class Notebook inside team
[\[How-To\]](#)

Manage Notebook areas (Recourse Library, Collaboration Space etc.)
[\[How-To\]](#)

Recourse Library: a read-only space where teachers can share handouts with students.

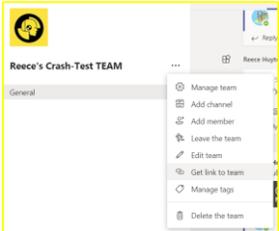
Collaboration Space: a space where everyone in your class can share, organize, and collaborate.

(If preferred) Schedule Zoom Calls in Teams
[\[How-To\]](#)

Schedule Meetings/Calls in advance (If Needed)
[\[How-To\]](#)

Recording Meeting
[\[How-To\]](#)
[\[Link to Stream\]](#)

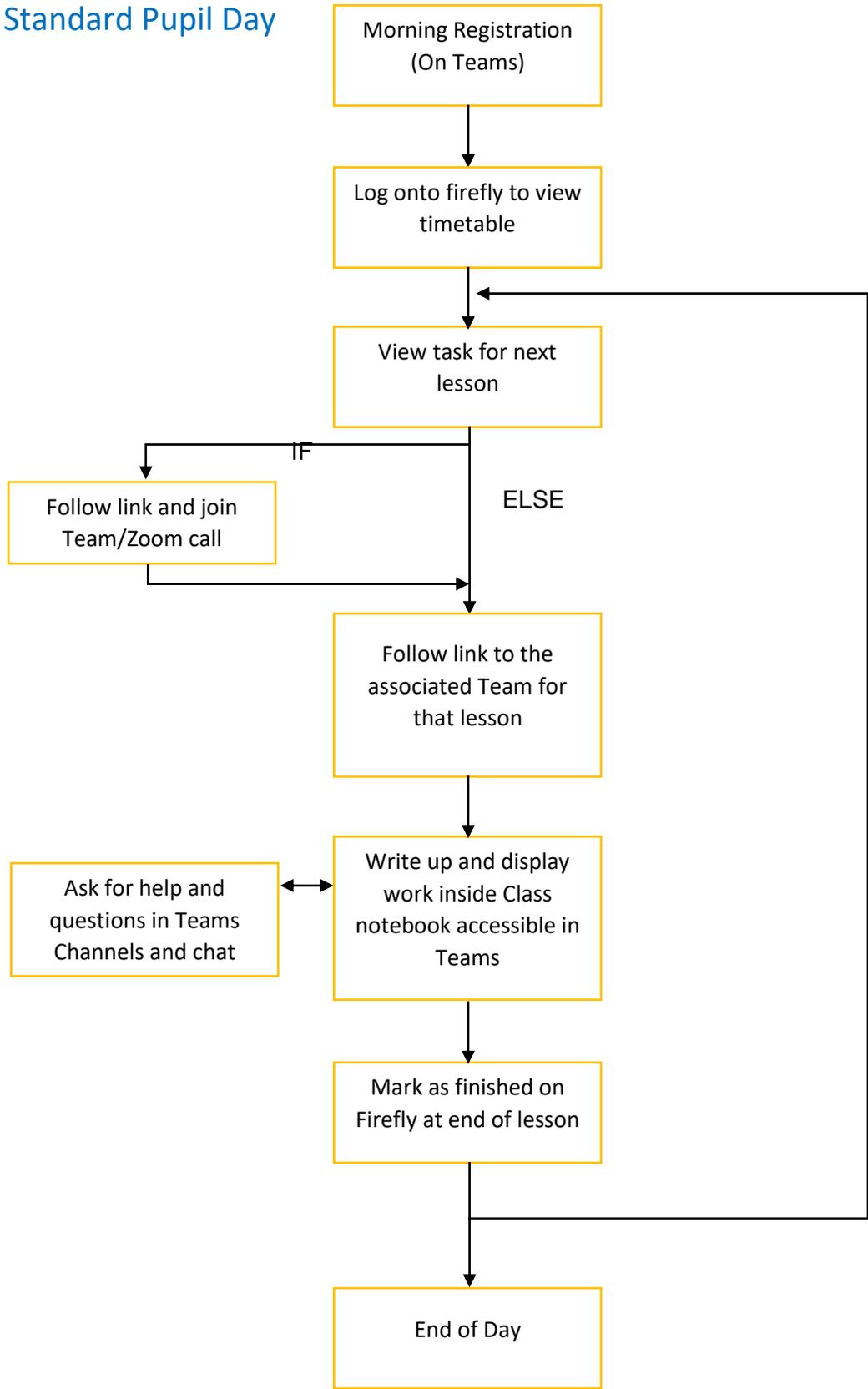
I strongly suggest adding a link to the relevant Class Notebook/Team to help pupils gain quick access to their working area.



Adding Pupils into the Team (if not done prior at Team creation)
[\[How-To\]](#)

Creation of Firefly Task
[\[How-To\]](#)

Standard Pupil Day



One Note /Classnotebook

One note should be seen as the pupil's class workbook (be aware it is the same thing as class notebook).

Pupils may add photos of any work that requires paper. Marking should be done using the pen tool or by adding highlighted text. Time should be provided for pupils to visit previous work and make corrections.

These Class Notebooks can be downloaded and saved within teachers and children's One Drives and saved as the subject and year for future reference. <https://support.microsoft.com/en-us/office/save-a-copy-of-a-class-notebook-or-staff-notebook-44733e18-0ef1-4d4b-be51-fc2ac5bfe9ec#:~:text=Save%20to%20a%20work%20or%20education%20account&text=for%20sign%20in.-,Click%20on%20the%20EDU%20Notebooks%20tab%20you%20want.,info%2C%20click%20Yes%20to%20continue.>

TEAMS (or zoom)

Teams sits in the middle of the task and onenote. It should be used to deliver verbal instruction, collaboration between pupils or provide chat/call support. Pupils should be discouraged from using teams chat outside of the lesson group they are in during lesson time. Content should be related to lesson. Pupils may require guidance to achieve this

IT support videos

<https://prestfeldeschool.sharepoint.com/f:/s/Team-training/EtM9TCsYOz5DkeG0UFP5j2MBiSIECRQ39O4hbQzs1bKmOg?e=Xzhz3q>



Hybrid learning plan and procedure

10-day isolation due to COVID

Platforms for delivery of virtual lessons

- EYFS – Tapestry
- Year 1-4 – Seesaw
- Y5 – TEAMS
- Senior School – Firefly tasks and subject TEAMS.

Initial Contact

- Parents will inform Prestfelde via the school office if their child will be absent from school due to COVID.
- Information will be shared regarding testing, results of PCR, isolation period. This information will be recorded and shared with teachers.
- The office will inform all staff each morning of the children who are absent due to COVID isolation and therefore require hybrid learning.

Day 1 of absence

- Contact made with children/parents to advise that the children are absent from school via office@prestfelde.co.uk
- Teachers will be informed by 09:30am from the front office – at this point they will endeavour to ensure the children are contacted via the online platforms by lunch time.

Day 2 of absence and onward

- Overview of teaching and learning each day will be provided. This could be in the form of a timetable of tasks for LP and MS as well as times the teacher/TA will make contact within the week and possibly interaction with their peers. Within Senior School this will be clear via Firefly Tasks each day.
- One member of staff within the year group within LP and MS to take the lead in supporting the children working virtually. The contact with an adult must be clear in terms of dates and time and how.
- Heads of Year within Senior School to pastorally oversee children working virtually.
- Heads of subject to oversee learning.
- Lessons/activities/tasks must be uploaded and ready in a chronology for the children to access via the relevant platform.
- Century Tech may be utilized for children in Years 3-8 if needed to support learning. To be accessed via Firefly. Teachers will have set up the nuggets they wish the children to access beforehand.
- Marking and feedback – work completed will be marked and feedback given to enable progress.
- Consideration will be given in how to support links with peers to support wellbeing.

- **Day 5**

- Email or phone correspondence with parents via form tutors to review how the children are and review their learning.