

DATE OF POLICY REVIEW	REVIEWER	DATE RATIFIED BY GOVERNORS	DATE SHARED WITH STAFF	DATE OF NEXT REVIEW
OCTOBER 2020	R BRIODY	N/A	OCTOBER 2020	SEPTEMBER 2021



**Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

DATA AUDIT FOR THIS POLICY					
WHAT?	PROBABLE CONTENT	WHY?	WHO?	WHERE?	WHEN?
Remote Learning Policy	User names Full names Signature/	Accessing ICT equipment	All staff where appropriate	Paper Copy of AUP is kept on file. These are kept securely locked away.	Held on File Throughout member of Staff’s time at School and archived thereafter.

As such, our assessment is that this policy:

Has few/no data compliance requirements	Has a moderate level of data compliance requirements	Has a high level of data compliance requirements
	X	



## Contents

1. Roles and Responsibilities
2. Who to contact
3. Data protection
4. Safeguarding
5. Monitoring and Arrangements
6. Links with other policies

## 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. ROLES AND RESPONSIBILITIES

### 2.1 TEACHERS

When providing remote learning, teachers must be available between 9am-3pm.

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 providing remote learning, teachers are responsible for:

TEACHERS	
<b>SETTING WORK</b>	<ul style="list-style-type: none"><li>• Teachers will provide high quality work for their class that reflects what is/would have been taught in the classroom. Flipcharts/resources to be uploaded for pupils to work through. Voice overs or videos may be required to support some pupils. Marlborough will continue to offer a broad and balanced curriculum including all subjects for all pupils. When planning, teachers should draw upon the large range of online resources outlined within the Contingency Plan.</li><li>• Teachers will share planning responsibilities for different subjects as normal</li><li>• Work for the following week should be uploaded to teams by Sunday evening where isolation/bubble lockdowns occur</li><li>• For home learning, teachers should upload the 'Marlborough Magic Menu' at the beginning of the term. Students complete one activity a week. Spellings should also be uploaded at the beginning of the term</li></ul>
<b>PROVIDING FEEDBACK</b>	<ul style="list-style-type: none"><li>• Pupils will upload completed work on Microsoft Teams using the 'assignments' tab. Pupils will use the 'add work' button to attach and upload work</li><li>• <b>Self-Isolation or Lockdown:</b> Teachers will provide feedback on assignments with a comment explaining what they have done well and what they could improve on. Each child should receive feedback: twice per week for English and Maths. Once per every second piece of work for all other subjects</li><li>• <b>'Marlborough Magic Menu' Home Learning:</b> A general comment for every piece of work submitted weekly and collate points awarded</li></ul>
<b>COMMUNICATION WITH PUPILS AND PARENTS</b>	<ul style="list-style-type: none"><li>• Parents can email teachers through the use of the shared year group email addresses. Teachers should try to respond on the same working day within their directed hours. However, where this is not possible, teachers will respond the following day.</li><li>• Where pupils are not completing work or displaying inappropriate behaviour, the class teacher should make contact with the parent/carers in the first instance. If</li></ul>

	<p>this continues, class teachers should share these concerns with the Senior Leadership Team who will follow up as reflected in our Behaviour Policy</p> <ul style="list-style-type: none"> <li>• Parents should follow the Communication Flow Chart available on the school website if they would like to raise a concern</li> </ul>
<b>ATTENDING MEETINGS</b>	<ul style="list-style-type: none"> <li>• Members of staff attending virtual meetings should follow the school dress code and avoid areas with background noise and inappropriate backgrounds</li> </ul>
<b>COVER</b>	<ul style="list-style-type: none"> <li>• Please see the attached 'Contingency Plan' which outlines the protocol for cover where teachers are absent/cannot work etc.</li> </ul>

## 2.2 TEACHING ASSISTANTS

When assisting with remote learning, teaching assistants must be available between 9am-3pm

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.

<b>TEACHING ASSISTANTS</b>	
<b>SUPPORTING PUPILS</b>	<ul style="list-style-type: none"> <li>• Where a child is in receipt of an Education, Health and Care Plan (EHCP), their 1:1 assistant will provide support via MS TEAMS. This should reflect the usual practice within the classroom e.g. providing assistance with learning, giving feedback etc.</li> <li>• HLTAs will continue to plan for their subjects/lessons across the school. They will be responsible for uploading resources and providing feedback for those lessons. HLTAs will be redeployed to cover absences based on the needs of the children</li> <li>• General teaching assistants will be available to provide additional support for those pupils who need it. It is the class teacher's responsibility to deploy Teaching Assistants across their year group effectively</li> </ul>
<b>ATTENDING MEETINGS</b>	<ul style="list-style-type: none"> <li>• Members of staff attending virtual meetings should follow the school dress code and avoid areas with background noise and inappropriate backgrounds</li> </ul>
<b>COVER</b>	<ul style="list-style-type: none"> <li>• Please see the attached 'Contingency Plan' which outlines the protocol for cover where teachers are absent/cannot work etc.</li> <li>• Support staff will be redeployed to cover absences based on the needs of the children. General teaching assistants may be deployed to work as LSAs should the need arise</li> </ul>

## 2.3 SUBJECT LEADS

Alongside their teaching responsibilities, subject leads are responsible for:

<b>SUBJECT LEADS</b>	
<b>SUPPORTING TEACHERS</b>	<ul style="list-style-type: none"> <li>• Add to SLT's bank of digital resources for parents</li> <li>• Consider whether any aspects of their Subject's Curriculum need to change to accommodate remote learning</li> <li>• Work with teachers to make sure all work set is appropriate and consistent</li> <li>• Work with other Subject Leads and Senior Leaders to make sure work set is appropriate and consistent, and all deadlines are being set an appropriate distance away from each other</li> <li>• Monitor remote work set by teachers in their subject – teachers to communicate via email or virtual meetings when support is needed</li> </ul>
<b>ATTENDING MEETINGS</b>	<ul style="list-style-type: none"> <li>• Members of staff attending virtual meetings should follow the school dress code and avoid areas with background noise and inappropriate backgrounds</li> </ul>

## 2.4 SENIOR LEADERS

### Responsibilities of SLT

<b>SENIOR LEADERSHIP TEAM</b>	
<b>SUPPORTING TEACHERS, PUPILS AND PARENTS</b>	<ul style="list-style-type: none"> <li>• Plan, implement and cascade a robust remote learning approach/platform throughout the whole school</li> <li>• Organise relevant training for staff to improve confidence in using MS Teams</li> <li>• Regularly liaise with IT/Computing Staff to eradicate technical issues and to support teachers' workload and wellbeing</li> <li>• Create and co-ordinate a Contingency Plan to support pupils, parents and staff should we enter into a lockdown situation</li> <li>• Communicate regularly and consistently with staff via Teams, email or phone</li> <li>• Communicate regularly and consistently with pupils via Teams</li> <li>• Communicate regularly and consistently with parents via Teams, email or phone</li> <li>• Monitor the effectiveness of remote learning – regular meetings with staff following the MMT and Phase Meeting schedule as normal, review work set by teachers, collate and respond to feedback from pupils and parents</li> <li>• Monitor the security of remote learning systems, including data protection and safeguarding considerations</li> <li>• Gather feedback from key stakeholders in relation to systems for remote learning. Use feedback to improve remote learning for all</li> </ul>
<b>ATTENDING MEETINGS</b>	<ul style="list-style-type: none"> <li>• Members of staff attending virtual meetings should follow the school dress code and avoid areas with background noise and inappropriate backgrounds</li> </ul>
<b>COVER</b>	<ul style="list-style-type: none"> <li>• Please see the attached 'Contingency Plan' which outlines the protocol for cover where teachers are absent/cannot work etc.</li> </ul>

## 2.5 DESIGNATED SAFEGUARDING LEAD

<b>DESIGNATED SAFEGUARDING LEADS</b>	
<b>Designated Safeguarding Leads</b>	<ul style="list-style-type: none"> <li>• Mrs Claire Robinson-Jones</li> <li>• Miss Monique Ring</li> <li>• Mr Ryan Briody</li> <li>• Miss Sasha Hinson</li> <li>• Miss Rebecca Ryan</li> <li>• Mr Harry Stannett</li> <li>• Miss Amy Dymond</li> <li>• Mrs Ayesha Khilji</li> <li>• Mrs Zahra Jaffer</li> </ul>
<b>RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>• Ensuring all safeguarding concerns are read and responded to in a timely manner using MyConcern (Online platform)</li> <li>• Consistently liaising with staff, parents and local safeguarding services virtually to safeguard all pupils</li> <li>• Continuing to follow actions/provisions outlined in any Child in Need/Child Protection Plan</li> </ul>

## 2.6 IT/COMPUTING STAFF

IT/Computing staff (Adele Kangas/Beebug) are responsible for:

IT/COMPUTING STAFF	
<b>SUPPORTING TEACHERS, PUPILS AND PARENTS</b>	<ul style="list-style-type: none"> <li>• Fixing issues with systems used to set and collect work</li> <li>• Helping staff and parents with any technical issues they're experiencing</li> <li>• Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer</li> <li>• Assisting pupils and parents with accessing the internet or devices</li> </ul>

## 2.7 PUPILS AND PARENTS

PUPILS AND PARENTS	
<b>PUPILS</b>	<ul style="list-style-type: none"> <li>• Be contactable during the school day via Teams</li> <li>• Complete work to the deadline set by teachers</li> <li>• Seek help if they need it, from teachers or teaching assistants</li> <li>• Alert teachers if they're not able to complete work</li> <li>• Behave appropriately and do not share inappropriate information online in accordance with the AUP policy</li> </ul>
<b>PARENTS</b>	<ul style="list-style-type: none"> <li>• Make the school aware if their child is sick or otherwise can't complete work</li> <li>• Seek help from the school if they need it</li> <li>• Be respectful when making any complaints or concerns known to staff</li> </ul>

## 2.8 GOVERNING BOARD

The governing board is responsible for:

FULL GOVERNING BODY	
<b>SUPPORTING TEACHERS, PUPILS AND PARENTS</b>	<ul style="list-style-type: none"> <li>• Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible</li> <li>• Ensuring staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons</li> </ul>
<b>ATTENDING MEETINGS</b>	<ul style="list-style-type: none"> <li>• Members of staff attending virtual meetings should follow the school dress code and avoid areas with background noise and inappropriate backgrounds</li> </ul>

## 2.9 SEND/INCLUSION TEAM

SENDCo/INCLUSION TEAM	
<b>SUPPORTING TEACHERS, PUPILS AND PARENTS</b>	<ul style="list-style-type: none"> <li>• Plan, implement and cascade a robust remote learning approach/platform throughout the whole school</li> <li>• Organise relevant training for staff to improve confidence in using MS Teams</li> <li>• Regularly liaise with IT/Computing Staff to eradicate technical issues and to support teachers' workload and wellbeing</li> <li>• Create and co-ordinate a Contingency Plan to support pupils, parents and staff should we enter into a lockdown situation</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate regularly and consistently with staff</li> <li>• Communicate regularly and consistently with pupils</li> <li>• Communicate regularly and consistently with parents</li> <li>• Monitor the effectiveness of remote learning – regular meetings with staff following the MMT and Phase Meeting schedule as normal, review work set by teachers, collate and respond to feedback from pupils and parents</li> </ul>
<b>ATTENDING MEETINGS</b>	<ul style="list-style-type: none"> <li>• Members of staff attending virtual meetings should follow the school dress code and avoid areas with background noise and inappropriate backgrounds</li> </ul>
<b>COVER</b>	<ul style="list-style-type: none"> <li>• Please see the attached 'Contingency Plan' which outlines the protocol for cover where teachers are absent/cannot work etc.</li> </ul>

### 3. WHO TO CONTACT

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

<b>Issues in setting work</b>	Relevant subject leader or SENDCo
<b>Issues with behaviour</b>	Relevant member of SLT Claire Robinson-Jones – Headteacher Ryan Briody – Acting Assistant Headteacher (Y4, Y5, Y6) Monique Ring – Acting Assistant Headteacher (Y1, Y2, Y3) Amy Dymond – Early Years Leader Zahra Jaffer – SENDCo
<b>Issues with IT</b>	Beebug 01727 840 303 <a href="mailto:support@beebug.co.uk">support@beebug.co.uk</a> Adele Kangas
<b>Issues with their own workload or wellbeing</b>	Relevant line manager
<b>Concerns about data protection</b>	Data Protection Officer Mr Craig Stilwell (Judicium Education)
<b>Concerns about safeguarding</b>	Relevant Designated Safeguarding Lead

### 4. DATA PROTECTION

#### 4.1 ACCESSING PERSONAL DATA

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

Access data on a secure cloud service – Outlook/Microsoft Teams

All staff will make use of staff laptops/iPads provided

#### 4.2 PROCESSING PERSONAL DATA

Staff are reminded not to collect and/or share personal data.

#### 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)

Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

Installing antivirus and anti-spyware software

Keeping operating systems up to date – always install the latest updates

## **5. SAFEGUARDING**

Please see Marlborough's Safeguarding Policy available on the School Website, MyConcern and within the TeachersOnly section on the school server

## **6. MONITORING ARRANGEMENTS**

This policy will be reviewed annually. At every review, it will be approved by Claire Robinson-Jones (Headteacher) and The Full Governing Body

## **7. LINKS WITH OTHER POLICIES**

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

## **DfE GUIDANCE**

### **CONTINGENCY PLANS FOR OUTBREAKS**

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all.

However, there may be exceptional circumstances in which some level of restriction to attendance at schools is required in a local area. The Department of Health and Social Care (DHSC) has updated their Contain framework to include an overview of the tiers of intervention for education settings when managing local outbreaks and implementing restrictions.

### **REMOTE EDUCATION SUPPORT**

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

- enable teachers to 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

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

TIER	DfE GUIDANCE	WHAT IT MEANS FOR MARLBOROUGH
1	<p>The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p>All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.</p>	We'll remain open for all pupils
2	<p>Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.</p> <p>In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p>	We'll remain open for all pupils
3	<p>Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.</p> <p>In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p>	We'll remain open for all pupils
4	<p>All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.</p> <p>In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p>	<p>We'll only remain open for vulnerable pupils and the children of critical workers</p> <p><b>STAFFING ARRANGEMENTS</b> We will implement and share a staffing rota for onsite provision</p> <p><b>REMOTE LEARNING ARRANGEMENTS</b> We will provide remote education for all other pupils <a href="#">See below for details outlining our blended learning approach</a></p> <p><b>VULNERABLE PUPILS</b></p>

		<p>We will strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> <li>• Work with our local authority (LA)</li> <li>• Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns</li> </ul> <p><b>FREE SCHOOL MEALS</b> We will work with the government/our kitchen to prepare meals/vouchers for all pupils eligible for free school meals</p>
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**MARLBOROUGH'S BLENDED LEARNING APPROACH**

- The use of Microsoft teams will be cascaded throughout the school to ensure a consistent and streamlined approach to remote learning. Staff will receive relevant training and use within the classroom to enable them to become accustomed to its features
- Teachers will provide high quality work for their class that reflects what is/would have been taught in the classroom. Flipcharts/resources will be converted to PDFs and uploaded for pupils to work through. Voice overs or videos may be required to support some pupils. Teachers will share planning responsibilities for different subjects as normal. Work for the following week should be uploaded to Microsoft Teams by Sunday evening. For home learning, teachers should upload the 'Marlborough Magic Menu' at the beginning of the term. Students complete one activity a week. Spellings should also be uploaded at the beginning of the term
- Pupils will upload completed work on Microsoft Teams using the 'assignments' tab. Pupils will use the 'add work' button to attach and upload work.
- Self-Isolation or Lockdown: Teachers will provide feedback on assignments with a comment explaining what they have done well and what they could improve on. Each child should receive feedback: twice per week for English and Maths. Once per every second piece of work for all other subjects
- 'Marlborough Magic Menu' Home Learning: A general comment for every piece of work submitted weekly
- With support from the DfE and the use of our own resources, we endeavour to provide our disadvantaged pupils with computing and digital equipment so they can access Microsoft Teams at home. Printed resources will be available where necessary or appropriate
- Additional support for pupils with SEND will be implemented so they can access the full breadth of the curriculum. If a child has an EHCP, they will be entitled to continue coming to school in the event of a lockdown. If they choose not to take up this place, additional support will be provided via Teams. This will include 1:1 sessions with their TA.

**RESPONSE TO STAFF ABSENCE**

Should staff need to self-isolate or are taken ill, a contingency plan is in place to ensure the school is able to open safely. The chart identifies staff that will step into roles for this purpose.

**SENIOR LEADERSHIP TEAM**

<p>Mrs C Robinson-Jones <b>Acting Headteacher</b></p>
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Mis M Ring  
**Acting Assistant Headteacher**

Mr R Briody  
**Acting Assistant Headteacher**



Mrs Z Jaffer  
**Acting SENDCo**



Miss A Dymond  
**Phase Leader**

**SITE SUPERVISION TEAM**

Mr D Boyle  
**Site Supervisor**



Mr O Abdi  
**Assistant Site Supervisor**



Mr E Whyte  
**Cleaning Supervisor**

The school will endeavour to have two members of the site supervision team on site each day.

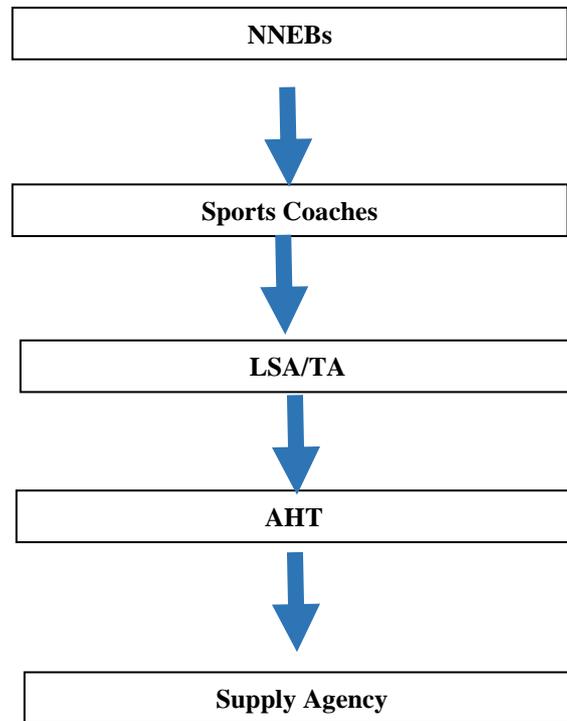
**TEACHING TEAM**

**Class Teachers**



**HLTAs**





Should a member of teaching staff need to self-isolate, providing they are fit to do so, they should continue to teach the class via Microsoft Teams. A member of support staff will facilitate this and supervise the children whilst in the classroom.

#### **SUPPORT STAFF**

Support staff will be redeployed to cover absences based on the needs of the children. General teaching assistants may be deployed to work as LSAs should the need arise.

#### **OFFICE AND ADMIN TEAM**

Should a member of the office or admin team need to self-isolate, they should continue to work from home during their normal working hours, providing they are well enough to do so.

#### **CLEANING TEAM**

Should a member of the cleaning team be absent, the hours will be offered as overtime to another member of the team.

#### **KITCHEN STAFF**

Should a member of the kitchen staff be absent, the role will be resumed by other team members. Support staff within the school will be in place to assist.



**WHEN WILL MY CHILD NEED TO LEARN FROM HOME?**

- If your child has to self-isolate because of coronavirus
- If there's a local lockdown and the school is advised to partially close or your child has to shield

**WHAT IS MY CHILD EXPECTED TO DO?**

We're determined to keep all of our pupils on track this year and make sure no one falls behind if they need to learn from home because of coronavirus.

So, we want to make sure your child can learn as much as possible at home. The following new guidelines cover our ideal expectations of what we'd like your child to do while learning remotely, and how we plan to support you and them.

SELF-ISOLATION	BUBBLE/LOCAL LOCKDOWN
<ul style="list-style-type: none"> <li>• Complete paper-based learning which mirrors the provision planned for in school, providing your child is well enough to do so. This will be delivered by the school</li> <li>• <b><i>NB: Paper-based learning will continue for those children self-isolating until all children are able to log in and access the Outlook/Microsoft Teams Platform</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Log in to Microsoft Teams at 9am every day</li> <li>• Complete lessons and activities uploaded each day</li> <li>• Submit completed work to the teacher on the same day</li> <li>• Complete any additional tasks set on remote learning platforms such as My Maths, Bug Club, Oak Academy etc.</li> </ul>

**WHAT SUPPORT WILL THE SCHOOL PROVIDE?**

- Regular contact and feedback from teachers through Microsoft Teams after each daily lesson.
- With support from the DfE and the use of our own resources, we endeavour to provide our disadvantaged pupils with computing and digital equipment so they can access Microsoft Teams at home. Printed resources may be available where necessary or appropriate
- A detailed Remote Learning Policy, Contingency Plan and Remote Learning Parent Guide will be shared, along with your child's log in details to support access and use of Microsoft Teams at home

**WHAT CAN I DO TO HELP MY CHILD?**

- **Distinguish between weekdays and weekends**, to separate school life and home life
- **Designate a working space if possible**, and at the end of the day have a clear cut-off to signal school time is over
- **Create and stick to a routine**, as this is what your child is used to at school. For example, eat breakfast at the same time each morning and make sure they're dressed before starting the 'school' day
- **Stick a timetable up on the wall** so everyone knows what they should be doing when, and tick activities off throughout the day
- **Make time for exercise and breaks** throughout the day to keep your child active

**CONTACT**

Please do not hesitate to contact the school who will be happy to offer further assistance should you require it

Email: [office@marlborough.harrow.sch.uk](mailto:office@marlborough.harrow.sch.uk)  
 Telephone: 0208 427 3087

**MARLBOROUGH PRIMARY SCHOOL**  
**COVID-19 CONTINGENCY PLAN 2020-2021**  
**DIGITAL RESOURCES**



**MARLBOROUGH  
 PRIMARY  
 SCHOOL**

Below you will find a comprehensive list of digital resources to help support remote learning

SUBJECT/AREA	RESOURCE OVERVIEW	WEBSITE LINKS/APPS
GENERAL	<b>Oak Academy</b> – Online classroom made by teachers with free, high-quality video lessons and resources	<a href="https://www.thenational.academy/">https://www.thenational.academy/</a>
	<b>Education City</b> – Engaging, educational resources and games for students aged 3-12 years	<a href="https://www.educationcity.com/">https://www.educationcity.com/</a>
	<b>BBC Bitesize</b> - Covering a wide range of subjects with resources for all ages, the free website provides small, digestible lessons tailored to support the National Curriculum that won't overwhelm your children	<a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a>
	<b>Topmarks</b> – A great bank of interactive games	<a href="https://www.topmarks.co.uk/">https://www.topmarks.co.uk/</a>
	<b>Newsround</b> – Keeping children up to date with the world around them	<a href="https://www.bbc.co.uk/newsround">https://www.bbc.co.uk/newsround</a>
	<b>BBC Supermovers</b> – Interactive videos to support with Maths, English, PSHE and PE Learning	<a href="https://www.bbc.co.uk/teach/supermovers">https://www.bbc.co.uk/teach/supermovers</a>
	<b>Scholastic</b> – A large resource bank covering a wide range of subject areas	<a href="https://resource-bank.scholastic.co.uk/homelearning">https://resource-bank.scholastic.co.uk/homelearning</a>
	<b>LGFL Learning Resources</b> – Digital resources for a range of subjects/topics	<a href="https://www.lgfl.net/learning-resources/grid">https://www.lgfl.net/learning-resources/grid</a>
	<b>BrainPOP</b> - An animated website to keep children interested and entertained with movies and games while learning about topics including English, Social Studies and Arts and Music	<a href="https://www.brainpop.com/">https://www.brainpop.com/</a>
ENGLISH	<b>Letters and Sounds</b> - A range of activities and resources to support the teaching and learning of phonics	<a href="http://www.letters-and-sounds.com">www.letters-and-sounds.com</a>
	<b>Phonics Play</b> – A range of activities and resources to support the teaching and learning of phonics	<a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a>
	<b>Get Epic</b> – 40,000+ books to read	<a href="https://www.getepic.com/">https://www.getepic.com/</a> Free for 2 hours a week for children – teachers set up own class account and send home class codes to children. Need to collect parent email addresses to add them to class account.
	<b>Oxford Owl</b> – Free eBook library for 3-11 year olds plus educational activities and games	<a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a>
	<b>Phonics Bloom</b> - A range of activities and resources to support the teaching and learning of phonics	<a href="http://www.phonicsbloom.com">www.phonicsbloom.com</a>
	<b>Cbeebies Alphablocks</b> – Phonics videos and activities designed for younger children	<a href="https://www.bbc.co.uk/cbeebies/shows/alphablocks">https://www.bbc.co.uk/cbeebies/shows/alphablocks</a>
	<b>Teach Your Monster to Read</b> – complements phonics programmes. Covers everything from letters and sounds to reading full sentences	<a href="https://www.teachyourmonstertoread.com/">https://www.teachyourmonstertoread.com/</a>
	<b>Teach Handwriting</b> – A comprehensive guide to teaching handwriting	<a href="https://teachhandwriting.co.uk/index.html">https://teachhandwriting.co.uk/index.html</a>
	<b>Vooks</b> – Storybooks brought to life	<a href="http://www.vooks.com">www.vooks.com</a>
	<b>Spelling Shed</b> – Paid app used to support and improve spelling	<a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a>
	<b>Active learn</b> – Bug Club phonics	Paid Subscription to these services <a href="https://www.activelearnprimary.co.uk/start">https://www.activelearnprimary.co.uk/start</a>
	<b>Active learn</b> – Reception and KS1	
	<b>Active learn</b> – Grammar and Spelling Bug Infant School	
	<b>Active learn</b> – Grammar and Spelling Bug Junior School	
<b>Active learn</b> – Grammar and Spelling Bug Whole School		
<b>Active learn</b> – Phonics Bug		

	<b>Active learn</b> – Phonics Bug Prepare and Assess	
	<b>Once upon a picture</b> – images used to inspire writing, they also come with comprehension questions	<a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a>
	<b>Read Theory</b> – comprehension for UKS2	<a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a>
<b>MATHS</b>	<b>Times Tables Rockstars</b> – subscription based site helping pupils to improve their times tables knowledge through games and challenges	<a href="https://trockstars.com/">https://trockstars.com/</a>
	<b>Dragon Box</b> – Apps related to Maths for a range of ages from 4+	Paid App
	<b>Cbeebies Numberblocks</b> - Maths videos and activities designed for younger children	<a href="https://www.bbc.co.uk/cbeebies/shows/numberblocks">https://www.bbc.co.uk/cbeebies/shows/numberblocks</a>
	<b>Prodigy Maths</b> – Engage students as they explore the Prodigy Math Game world, where they answer Maths questions to compete epic quests and earn in-game rewards	Free App <a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a>
<b>SCIENCE</b>	<b>Explorify for Science</b> – Free resources for engaging, creative Science activities which have been designed to spark curiosity, discussion and debate	<a href="https://explorify.wellcome.ac.uk">https://explorify.wellcome.ac.uk</a>
	<b>Active learn</b> – Science Bug Years KS1	<a href="https://www.activelearnprimary.co.uk/">https://www.activelearnprimary.co.uk/</a>
	<b>STEM Learning</b> – 50+ STEM activities for any classroom or home setting	<a href="https://www.stem.org.uk/">https://www.stem.org.uk/</a>
	<b>CREST Award</b>	<a href="https://www.crestawards.org/">https://www.crestawards.org/</a>
	<b>Brain pop</b> – Resources for a range of primary subjects	<a href="http://www.brainpop.com">www.brainpop.com</a>
	<b>Natural History Museum &amp; Science Museum</b> Websites of both museums have resources to support learning related to various topics.	<a href="https://www.nhm.ac.uk/">https://www.nhm.ac.uk/</a> <a href="https://www.sciencemuseum.org.uk/">https://www.sciencemuseum.org.uk/</a>
	<b>Ogden Trust</b> – Resources for the teaching of physics	<a href="http://www.ogdentrust.com">www.ogdentrust.com</a>
<b>FOUNDATION</b>	<b>Duo Lingo</b> - Available as a website or a free-to-use app, it is not just for adults, with special lessons that can help walk children through written and spoken languages such as French, Spanish and even English	Free App
	<b>Bee Bot for Computing</b> - The App makes use of Bee-Bot's key functionality and enables children to improve their skills in directional language, programming sequences of forwards, backwards, left and right 90 degree turns	Free App
	<b>National Geographic Kids</b> – A wealth of primary resources available for a range of subjects including Geography, History and Art	<a href="https://www.natgeokids.com/uk/teacher-category/primary-resources/">https://www.natgeokids.com/uk/teacher-category/primary-resources/</a>
	<b>My USO</b> - A wealth of primary resources available for a range of subjects including Geography, History and Art	<a href="https://my.uso.im/">https://my.uso.im/</a>
	<b>Primary Resources – History</b> - A free resource where you can find worksheets and activities for History.	<a href="https://www.primaryresources.co.uk/history/history.htm">https://www.primaryresources.co.uk/history/history.htm</a>
	<b>BBC History</b> - A website that includes information on all the Primary History topics. There are videos and quizzes too.	<a href="https://www.bbc.co.uk/bitesize/subjects/zcw76sg">https://www.bbc.co.uk/bitesize/subjects/zcw76sg</a>
	<b>KS2 History</b> – A website that contains information about KS2 History topics. There are slideshows, videos and activities to complete.	<a href="https://www.ks2history.com/">https://www.ks2history.com/</a>
	<b>The School Run</b> – Clear bullet-pointed facts about each of the topics in EYFS, KS1 and KS2 History. You can find hundreds of free activities to do.	<a href="https://www.theschoolrun.com/other-subjects/history">https://www.theschoolrun.com/other-subjects/history</a>
	<b>Band Lab</b> – A free, comprehensive music production tool that can be used to create full songs, either from a template or from scratch. It is supported by an app that can be downloaded on iOS and Android.	<a href="https://www.bandlab.com/">https://www.bandlab.com/</a>

	<b>Chrome Music Lab</b> – A free music tool provided by google to help children experiment with different ways to make sounds and musical compositions.	<a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>
	<b>Khan Academy</b> – An online coding program for Computing	<a href="https://www.khanacademy.org/computing/computer-programming/programming/intro-to-programming/a/learning-programming-on-khan-academy">https://www.khanacademy.org/computing/computer-programming/programming/intro-to-programming/a/learning-programming-on-khan-academy</a>
	<b>Code Monster</b> - An online java script program for children.	<a href="http://www.crunchzilla.com/code-monster">http://www.crunchzilla.com/code-monster</a>
	<b>Simply Soccer</b> – A YouTube channel dedicated to providing football training drills you can do at home.	<a href="https://www.youtube.com/channel/UChsEBe5fZjkPaddgX_9uCNg">https://www.youtube.com/channel/UChsEBe5fZjkPaddgX_9uCNg</a>
<b>WELLBEING</b>	<b>Smiling Mind</b> – Short audio sessions to help with mindfulness	<a href="https://app.smilingmind.com.au/">https://app.smilingmind.com.au/</a>
	<b>Cosmic Yoga</b> – Yoga videos designed for kids aged 3+	<a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>
	<b>Go Noodle</b> – Hundreds of ‘brainercise’, dancing, strength and mindfulness videos	<a href="https://www.youtube.com/user/GoNoodleGames/featured">https://www.youtube.com/user/GoNoodleGames/featured</a>
	<b>Premier League Primary Stars</b> – Videos and activities to support Maths, English, PSHE and PE	<a href="http://www.plprimarystars.com/">http://www.plprimarystars.com/</a>
	<b>PSHE Association</b> – A guide for parents	<a href="https://www.pshe-association.org.uk/pshe-education-guide-parents">https://www.pshe-association.org.uk/pshe-education-guide-parents</a>
	<b>Coronavirus</b> – A book for children	<a href="https://nosycrow.com/wp-content/uploads/2020/04/Coronavirus_INSwith-cover.pdf">https://nosycrow.com/wp-content/uploads/2020/04/Coronavirus_INSwith-cover.pdf</a>
	<b>Children’s Commissioner</b> – Children’s guide to Coronavirus	<a href="https://www.childrenscommissioner.gov.uk/report/childrens-guide-to-coronavirus/">https://www.childrenscommissioner.gov.uk/report/childrens-guide-to-coronavirus/</a>
	<b>Strengthening Minds</b> – Helping Young People Grow	<a href="https://www.strengtheningminds.co.uk/">https://www.strengtheningminds.co.uk/</a>
	<b>Nuffield Health</b> – Kid’s Wellbeing Journal	<a href="https://www.nuffieldhealth.com/kidswellbeing">https://www.nuffieldhealth.com/kidswellbeing</a>
	<b>iMoves</b> – Mental wellbeing for children	<a href="https://imoves.com/the-ovement">https://imoves.com/the-ovement</a>
	<b>Cambs Learn Together</b> – PSHE challenges	<a href="https://www.cambslearntogether.co.uk/home-learning/challenges">https://www.cambslearntogether.co.uk/home-learning/challenges</a>
	<b>BBC Live Lessons</b> – Wellbeing	<a href="https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382">https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382</a>
	<b>Anna Freud National Centre for Children and Families</b> – Self Care	<a href="https://www.annafreud.org/on-my-mind/self-care/">https://www.annafreud.org/on-my-mind/self-care/</a>