



Trafford Alternative Education Provision  
Engage | Motivate | Inspire

# Remote Learning Policy

DRAFT

[2021]

Policy Name:	Remote Learning Policy
Policy Number:	
Links to:	<ul style="list-style-type: none"> <li>• Teaching and Learning Policy</li> </ul>
Date of Approval:	
Effective Date:	
Review Date:	
Person Responsible:	Lynda H Thompson
Approved By:	TAEP Management Committee
For Action By	All staff
For Information to:	All staff , Management Committee visitors and volunteers



**Trafford Alternative Education Provision  
Engage | Motivate | Inspire**

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21<sup>st</sup> Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.



## Trafford Alternative Education Provision

### Remote Learning

#### 1. Introduction

Every student enrolled at TAE P has been on a turbulent educational journey. We are dedicated to create and promote a positive, stabilising and calming school that bridges the gap to continued education. We have a transient school population and the length of stay varies according to the individual needs of the student. Subsequently our curriculum therefore needs to be flexible, tailored and designed to enable students to move on to the next stage on their educational pathway.

In every group at TAE P we will have students across Trafford borough schools who have experienced a variety of curriculums before joining us. In addition, many are working below age related expectations and have gaps in their learning.

Trafford Alternative Education Provision has a remote learning policy in order to provide continuity of learning during acute, chronic or enforced phases of absence from the school. This policy has been written in line with the DfE: 'Template for schools: share information about your remote education'. It includes information about what the school will deliver in the specific circumstances during the covid-19 pandemic in addition to that delivered during other absences.

Acute absence could be for:

- Any ill-health that keeps the student from attending school that lasts longer than 6 days but less than half a term
- Short but frequent absences due to mental-ill health

Chronic absence could be for:

- Long term mental health difficulties or emotionally based school avoidance
- Long term physical ill-health
- Persistent absenteeism

Enforced absences:

UK Government enforcing social distancing measure during the COVID-19 pandemic

- 10 days or more self-isolating cases

- Extended self-isolating cases due to being part of a vulnerable group as identified by Public Health England.
- Forced school closure
- 

#### TMES Home Tuition

- TMES home tuition operates a virtual online service via Google Meets.

Other circumstances that could utilise this remote policy will be added as they emerge. It could for instance be used in regard of temporary absences for reasons other than above, when the student is first admitted to the setting, e.g. for induction when a child has been out of school for a long period of time prior to admission, or when a crisis happens within the home circumstances that means that pupils are unable to access the school site for a period of time.

## 2. DfE expectations

### Remote Teaching and Learning

When delivering remote learning, The Department for Education expects 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

## 3. Aims

- The remote learning policy aims to:
- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the TAEP community with regards to remote learning
- Provide appropriate guidelines for data protection

- Ensure effective learning opportunities that is monitored, assessed and evaluated in order to ensure the outcomes for each student are accurate and appropriate at all stages during when accessing remote learning

.During the COVID-19 pandemic, it is possible that at some point individual students or groups of students may have to self-isolate and engage in home learning.

There are a range of different scenarios which may lead to both students and staff having to self-isolate with the most extreme being a whole-school closure enforced by Government. Perhaps more likely, is a part or TMES or THS group bubble self-isolating, and most likely, an individual student self-isolating.

The Remote Curriculum: What is taught to students at home?

A student's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

The curriculum offered will attempt to mirror the curriculum available to each student in school but will vary according to individual circumstances including mental- ill health. Where students do not have immediate access to on-line provision due to limited I.T. equipment or internet access, please contact Jasmin Boyes @Trafford.Gov.Uk

### **Remote Pastoral Support**

Our pastoral systems will continue to provide the necessary support for all students who are self-isolating. Pastoral Associate Deputy Head teacher, Pastoral Care and Attendance Officer Form Tutors and Mentors will monitor the welfare of all students who may be self-isolating.

### **Whole class or year group bubble isolation**

In the event that whole THS or TMES bubbles are required to self-isolate, students will have daily contact with their Form Tutor through a live Form Period on Google Meets 2.30

- Students should join their Form Group Team Meeting with their video and audio switched ON. This will allow Tutors to take an accurate register.
- Additionally, Form Period will be used to ensure pastoral contact, share notices, and celebrate success and ready students for learning.

### **Individual student self-isolation**

In the event that an individual student is forced to self-isolate, Pastoral Care and Attendance officer, Form Tutor / Mentor will be in contact with parents and the student to ensure pastoral contact and check on the health and well-being of the student.

## **4. Roles and Responsibilities**

## Senior Leaders

The Senior Leadership Team is responsible for setting and managing expectations regarding remote learning for students who are not able to attend school. There are a number of challenges that SLT will need to consider and ensure contingency plans address:

- The possibility of different groups of students being out of school at different times
- Staff having to plan lessons for classes/students in school at the same time as students/classes who are required to work from home: ensuring appropriate provision is made for all students, whilst also being mindful of teacher workload
- Provision for students who may have limited/no access to ICT at home
- Ensuring appropriate additional support for students who have Special Educational Needs
- Monitoring the security of remote learning systems, including data protection and safeguarding consideration

## Teachers

- Teachers are responsible for ensuring they work according to the expectations set out by the Senior Leadership Team and their Subject Leader, this includes:
- Setting high quality work for students which ensures that learning can continue as closely as possible to how it normally would, had they been in school
- Setting work of appropriate length and pitch to meet the needs of all students and following the subject scheme of work as agreed with their Subject Leader, consistently across all classes and for all students in a year group.
- Taking account of students who may have no or limited access to ICT at home and accommodate their needs accordingly to ensure they are not at a disadvantage compared to their peers.
- Providing feedback to students on work that is completed to enable them to make good progress. Class teachers will set work deadlines for individual pupils.
- Teachers will provide both verbal and written feedback. Verbal feedback will be provided during 'daily safe and well' calls. Pupils will receive written feedback via email

TAEP consider Attendance, Curriculum, GDPR, Monitoring, Marking, Safeguarding and Welfare of staff & pupils as key strategies when ensuring this policy is implemented affectively.

## 5. Implementation

THS	KS3	KS3	KS4	KS3
	Self-isolating	Not accessing Google Meets on site lessons	Self-isolating	Not accessing Google Meets on site lessons
	Google Meets joining in normal	Scheduled Google Meets	Google Meets joining in normal	Scheduled

	time table		time table	Google Meets
	SENECA BKSB MY Maths	SENECA BKSB MY Maths	SENECA BKSB MY Maths	SENECA BKSB MY Maths

TMES	KS3	KS3	KS4	KS3
	Self-isolating / Not on Site	Not accessing on Google Meets site lessons	Self-isolating/Not on site	Not accessing Google Meets on site lessons
	Google Meets joining in normal time table	Scheduled Google Meets	Google Meets joining in normal time table	Scheduled Google Meets
	SENECA BKSB MY Maths	SENECA BKSB MY Maths	SENECA BKSB MY Maths	SENECA BKSB MY Maths

Student who either self-isolating or are reluctant to come into school due to OVID related issues I have two options

1. Join their normal table via Google Meets with SENECA/ BKSB / My Maths / Work Packs
2. Join the scheduled Google Meets scheduled timetable with SENECA/ BKSB / My Maths

**The characteristics of good teaching are more important than the medium of delivery. As such, not all lessons will be delivered entirely 'live'.** Teachers will utilise a blended approach of live interaction and task / assignment setting in order to ensure high quality learning.

Appropriate feedback will be given to students and will depend upon the amount of lesson time missed. Immediate feedback may be given during the live elements of a lesson. Feedback on work completed may be given during the next live lesson or once work has been submitted

Remote learning will be a combination of the following, discussed with parents/carers prior to implementation, considering the needs of the individual child:

- live teaching (online lessons) via Google Meets
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- long-term project work and/or internet research activities

For those who cannot access digital or online learning at home, TAEP will provide hard copies of learning materials, and will deliver/collect from home at a pre-agreed time. The school will facilitate access to online materials and purchase lap tops and this will be discussed with the parent/carer.

The combination of tasks and the recording of work etc. will be discussed with parents prior to implementation. TAEP recognises that the ability of parents to support children with work can be influenced by a range of factors, and we need families to be comfortable with what is asked. The school will agree with the parents/carers how best to support the children, so that the children receive the best education possible whilst they are learning remotely. Engagement with remote learning will be checked by SLT on a daily basis, and where engagement is a cause for concern, this will be discussed with parents/carers, to see if there are different strategies that can be employed.

## 6. Attendance

Codes for different circumstances

I – Ill health including mental health

C – e.g., Transport

Y – School closed to pupils / enforced self-isolation

X – DfE code used in coronavirus period

O – Unauthorised absence where

Admin staff will make contact each morning to verify attendance and that attendance code will apply for both morning and afternoon sessions.

During COVID-19 the DfE have released specific attendance monitoring and TAEP will adhere to this latest guidance.

## 7. Curriculum

The daily timetable for remote learning will match as closely as possible the on-site timetable so that students still feel part of the classroom. Learning activities will be differentiated as appropriate but the learning objectives for remote learning will equal those in the classroom.

TAEP have provided a comprehensive list of online learning resources and platforms to parents and carers and the teachers will include reference to these links when they provide the weekly plans for those remote students.

TAEF will provide individual resource packs for remote students an audit of digital access for each remote student will be carried to ascertain the proportion of digital and non-digital learning that will be provided. Regular digital capability updates will be carried to ensure students remain able to access the varied digital resources that are made available. Remote learning will be provided for in the in line with the following:

Monday	Tuesday	Wednesday	Thursday	Friday
5 hours	5 hours	4 hours	5 hours	5 hours

For students absent for chronic phases who require it TMES has designed a ‘ Step back into the classroom’ strategy to ensure the return to full time learning in the classroom environment is supportive and effective. Each student’s transition will be bespoke but will include day visits with their family, reduced provisions and tailored re-integration according the reasons for the chronic absence and their specific wellbeing on their return. This transition phase will be to ensure they feel welcome, not overwhelmed and ready to access a full provision at their earliest opportunity.

**8. GDPR**

TAEF will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

**9. Monitoring, marking & assessment**

TAEF teachers will use a range of reflective practices to check learning has taken place and amend the learning outcomes as part of assessment for learning practices. We will also provide summative and formative assessments of learning via regular contact with families to monitor accessibility and participation and to identify any barriers the students are facing, marking of completed work that is returned will follow the school policy, assessment for learning conversations will be held with the students through an appropriate medium such as email or telephone and online assessments will be delivered as appropriate. Assessment updates will be added to SIMS half term reports produced to record progress towards any remote learning outcomes that have been identified. Flight paths will be amended for students undergoing chronic absences and their outcomes adjusted accordingly. Acute absences will mean interventions will be identified to boost their learning on their return but their flight paths will remain in place.

Where extreme differentiation is required due to absence of learning resources for the remote student or when remote learning causes extreme anxiety an alternative programme of activities can be provided and monitored in a more personalised way. Learning outcomes for these children will be recorded and special case studies will be collated.

Teachers will provide a weekly log of remote learning outcomes achieved and senior leaders will analyse and interpret this data in order to ensure gaps don’t widen and that effective remote learning monitoring is being implemented.

During acute absences student’s entries for or examinations will not be affected. For chronic absences examination entries will be considered for each individual student and where possible

students will remain entered for their examinations. During enforced school closures such as during COVID-19 whereby examinations are withdrawn students will remain following their programme of study so they are not disadvantaged when the examination series reopens.

## **10. Engagement and participation**

Subject teachers will inform parents via, email / Class Dojo or phone calls, where concerns regarding non engagement or low attitudes to learning are raised. Live lesson attendance will be recorded as either present or absent . Letters will be sent home fortnightly, if there are continued concerns and students are not completing online learning.

SLT will print a weekly summary of Google meets attendance and Google class room work submitted. Teachers will maintain a register. Parents of student who do not attend the live lessons will be contacted by phone or email

## **11. Safeguarding**

Safeguarding is a crucial aspect of provision for our pupils, and we will ensure that pupils and parents are contacted regularly, and an individual risk assessment identifies and addresses any safeguarding concerns.

TAEP has written an addendum Safeguarding Policy which has been implemented during the COVID-19 pandemic and the school will be adhering to this policy. This policy is available on the school's website.

The government currently defines vulnerable children as those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Children who have a social worker include children who have a child protection plan and those who are looked after by the local authority are also covered. A child may also be deemed to be vulnerable, if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed, by the SENDCo.

Given the nature of our provision, we consider all of our children to have vulnerable characteristics. Senior leaders, especially the DSL (and deputy) know who our most vulnerable children are and have the flexibility to offer enhanced packages of support to the children most in need.

During enforced absences the DfE have issued attendance and safeguarding updates and the school will adhere to these measures.

The DSL will remain the key point of contact for all matters relating to safeguarding and attendance.

TAEF School is committed to ensuring the safety and wellbeing of all its students. The Designated Safeguarding Lead and Deputies will ensure that a robust communication plan is in place for each child, their parent(s)/carer(s) and the allocated social worker or placing authority.

The school has created an attendance tracker as well as a safeguarding tracker that RAG rates the children according to their vulnerability across a range of measures to include finance, family relationships, social worker, CLA status, mental health, social media and gang/exploitation risks. The DSL will then ensure a schedule of safeguarding contact is maintained for every pupil.

- A daily register and communications log will be completed and shared with the senior leadership team
- A revised copy of e-safety guidance for parents and pupils will be sent home to support pupils and their families whilst their access to digital devices will be increased during phases when they are accessing remote learning.
- During virtual learning experiences there are additional safeguarding measures to consider, especially where webcams are involved:
- Unless specifically agreed with the head teacher / senior staff, children will be taught only in groups.
- Where one to one teaching is necessary, this will only be with the explicit written consent of the headteacher, young person and parent(s).
- The DSL, and / or other senior staff must be able to join any virtual lesson at any point.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or hidden.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed with senior leaders to communicate with pupils
- Staff will record the length, time, date and attendance of any sessions held.

## **12. Online Platform**

The school will use the following resources to provide remote learning:

**GOOGLE MEETS** Pupil's access to access Google Meets is set up so scheduled face to face live lessons are up and running

**GOOGLE CLASSROOM** We use Google Classroom, which is accessible and easy to navigate. Form tutors have ensured that all our students have their own login and can access their subject documents independently.

# Google Meets/Google Classroom Class Register

Please return to form tutor at AM or PM briefing



Date	Click or tap to enter a date.		Subject				Teacher			
Learning objective:		Acquire knowledge of world political and physical geography. AQA Award								
Name	Attendance ✓ or ✗		Work returned ✓ or ✗		Engagement L M H		Assessment done ✓ or ✗		Action taken re: attendance e.g refer to form tutor/mentor/Debbie/SLT	
	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	L	<input type="checkbox"/>	✓	<input type="checkbox"/>	Refer to form tutor	
	✗	<input type="checkbox"/>	✗	<input type="checkbox"/>	M	<input type="checkbox"/>	✗	<input type="checkbox"/>		
					H	<input type="checkbox"/>				
	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	L	<input type="checkbox"/>	✓	<input type="checkbox"/>	Choose an item.	
	✗	<input type="checkbox"/>	✗	<input type="checkbox"/>	M	<input type="checkbox"/>	✗	<input type="checkbox"/>		
					H	<input type="checkbox"/>				
	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	L	<input type="checkbox"/>	✓	<input type="checkbox"/>	Choose an item.	
	✗	<input type="checkbox"/>	✗	<input type="checkbox"/>	M	<input type="checkbox"/>	✗	<input type="checkbox"/>		
					H	<input type="checkbox"/>				

Assessment can be **formative** (Q + A, quizzes, in class discussions, 1 minutes writing, homework) or **summative** (standardised tests, past papers, GCSE qs, etc)





## Weekly Invidual Engagement Log



	<b>Group</b>	<b>Welfare check</b>	<b>Google Meets Live</b>	<b>Google Classrooms</b>	<b>SENECA</b>	<b>My Maths</b>	<b>BKSB</b>	<b>Work dropped off</b>	<b>Work collected</b>
<b>Name</b>	<b>Date</b>								

<b>THS KS3 Remote Learning</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson 1</b> 9.00 -10.00	English Mrs Bradbury Google Meet	Geography Mr Smith Google Meet	Maths Mr Fraiel Google Meet	Maths Mr Fraiel Google Meet	Enterprise Mr Smith Google Meet
<b>Lesson 2</b> 10.00- 11.00	Key Steps Ms Blane Google Meet	Work Pack	Work Pack	PE Mr O'Connor Google Meet	Work Pack
<b>Break 11.00-11.20</b>					
<b>Lesson 3</b> 11.20 - 12.15	Maths Mr Fraiel Google Meet	Science Ms Henry Google Meet	English Mrs Bradbury Google Meet	SENECA English	English Mrs Bradbury Google Meet
<b>LUNCH 12.15-12.45</b>					
<b>Lesson 4</b> 12.45- 1.45	Work Pack	BKSB Maths	Science Ms Henry Google Meet	Science Ms Henry Google Meet	SENECA Science
<b>Lesson 5</b> 1.45- 2.30	SENECA Science	SENECA English	SENECA Science	BKSB English	BKSB English
<b>2.30- 2.45</b>	Form	Form	Form	Form	Form

<b>THS Year 11b Remote Learning</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson 1</b> 9.00 -10.00	<b>Maths</b> Mr Scragg Google Meet	<b>English</b> Mrs Bradbury Google Meet	<b>English</b> Mrs Bradbury Google Meet	<b>Maths</b> Mr Scragg Google Meet	<b>English</b> Mrs Bradbury Google Meet
<b>Lesson 2</b> 10.00- 11.00	<b>Work Pack</b>	<b>BKSB</b> Maths	<b>Science</b> Ms Henry Google Meet	<b>Careers</b> Ms Boyes Google Meet	<b>Travel &amp; Tourism</b> Mr Smith Google Meet
<b>Break 11.00-11.20</b>					
<b>Lesson 3</b> 11.20 - 12.15	<b>Casey</b> Mrs Bradbury Google Meet	<b>Maths</b> Mr Scragg Google Meet	<b>Maths</b> Mr Scragg Google Meet	<b>Science</b> Ms Henry Google Meet	<b>Science</b> Ms Henry Google Meet
<b>LUNCH 12.15-12.45</b>					
<b>Lesson 4</b> 112.45- 1.45	<b>SENECA</b> Science	<b>SENECA</b> English	<b>Work Pack</b>	<b>Work Pack</b>	<b>Work Pack</b>
<b>Lesson 5</b> 1.45- 2.30	<b>BKSB</b> English	<b>Work Pack</b>	<b>BKSB</b> Maths	<b>SENECA</b> Maths	<b>SENECA</b> Science
<b>2.30- 2.45</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>

<b>THS Year 11a Remote Learning</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson 1</b> 9.00 -10.00	Literature Ms Blane Google Meet	English Ms Blane Google Meet	Maths Ms Mundy Google Meet	Science Mr Williams Google Meet	Maths Mrs Mundy Google Meet
<b>Lesson 2</b> 10.00- 11.00	Travel & Tourism Mr Smith Google Meet	Science Ms Henry Google Meet	English Ms Blane Google Meet	Science Ms Henry Google Meet	Science Ms Henry Google Meet
<b>Break 11.00-11.20</b>					
<b>Lesson 3</b> 11.20-12.15	Maths Mrs Mundy Google Meet	Maths Ms Mundy Google Meet	Science Ms Henry Google Meet	ICT Mr Scragg Google Meet	BKSB Maths
<b>LUNCH 12.15-12.45</b>					
<b>Lesson 4</b> 112.45- 1.45	SENECA Science	Careers Ms Boyes Google Meet	Work Pack	Work Pack	Work Pack
<b>Lesson 5</b> 1.45- 2.30	BKSB English	Work Pack	BKSB English	SENECA Maths	SENECA English
<b>2.30- 2.45</b>	Form	Form	Form	Form	Form

<b>TMES KS3 Remote Learning</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson 1</b> 9.00 -10.00	<b>Art</b> Ms Grainge Google Meet	<b>Science</b> Ms Henry Google Meet	<b>English</b> Ms Blane Google Meet	<b>Science</b> Mrs Nadim Google Meet	<b>Art</b> Ms Grainge Google Meet
<b>Lesson 2</b> 10.00- 11.00	<b>PSHE</b> Ms Whiteley Google Meet	<b>Maths</b> Mr Smith Google Meet	<b>English Lit</b> Ms Bradbury Google Meet	<b>Geography</b> Mrs Johnstone Google Meet	<b>Maths</b> Mrs Kirkman Google Meet
<b>Break 11.00-11.20</b>					
<b>Lesson 3</b> 11.20 - 12.15	<b>Work Pack</b>	<b>English</b> Ms Blane Google Meet	<b>Science</b> Ms Nadim Google Meet	<b>Maths</b> Mr Smith Google Meet	<b>English Lit</b> Mr Shore Google Meet
<b>LUNCH 12.15-12.45</b>					
<b>Lesson 4</b> 112.45- 1.45	<b>BKSB</b> English	<b>Work Pack</b>	<b>Psychology</b> Mrs Mundy Google Meet	<b>Key Steps</b> Ms Nadim Google Meet	<b>SENECA</b> Science
<b>Lesson 5</b> 1.45- 2.30	<b>English</b> Ms Blane Google Meet	<b>Key Steps</b> Ms Nadim Google Meet	<b>Work Pack</b>	<b>Work Pack</b>	<b>BKSB</b> Maths
<b>2.30- 2.45</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>

<b>TMES Year 11b/10 Remote Learning</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson 1 9.00 -10.00</b>	<b>Work Pack</b>	<b>English Mr Shore Google Meet</b>	<b>Science Mrs Nadim Google Meet</b>	<b>English Mr Shore Google Meet</b>	<b>Work Pack</b>
<b>Lesson 2 10.00-11.00</b>	<b>English Mr Shore Google Meet</b>	<b>Maths Mr Scragg Google Meet</b>	<b>Maths Mr Scragg Google Meet</b>	<b>Maths Mr Scragg Google Meet</b>	<b>English Mr Shore Google Meet</b>
<b>Break 11.00-11.20</b>					
<b>Lesson 3 11.20 - 12.15</b>	<b>Maths Mr Scragg Google Meet</b>	<b>Science Mrs Nadim Google Meet</b>	<b>Work Pack</b>	<b>Science Mrs Nadim Google Meet</b>	<b>Travel &amp;Tourism Mr Smith Google Meet</b>
<b>LUNCH 12.15-12.45</b>					
<b>Lesson 4 12.45- 1.45</b>	<b>PSHE Mrs Bradbury Google Meet</b>	<b>Work Park</b>	<b>BKSB English</b>	<b>Careers Mr Barcroft Google Meet</b>	<b>BKSB English</b>
<b>Lesson 5 1.45 – 2.30</b>	<b>BKSB English</b>	<b>BKSB Maths</b>	<b>SENECA Science</b>	<b>Work Pack</b>	<b>SENECA Science</b>
<b>2.30- 2.45</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>

<b>TMES Year 11a Remote Learning</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9.00 -10.00</b>	<b>English Mr Shore Google Meet</b>	<b>Maths Mrs Mundy Google Meet</b>	<b>Work Pack</b>	<b>Work Pack</b>	<b>English Mr Shore Google Meet</b>
<b>Lesson 2 10.00- 11.00</b>	<b>Maths Mrs Mundy Google Meet</b>	<b>English Mr Shore Google Meet</b>	<b>Psychology Mrs Mundy Google Meet</b>	<b>English Lit Mr Shore Google Meet</b>	<b>Statistics Mrs Mundy Google Meet</b>
<b>Break 11.00-11.20</b>					
<b>Lesson 3 11.20 - 12.15</b>	<b>Travel &amp; Tourism Mr Smith Google Meet</b>	<b>Science Mr Barcroft Google Meet</b>	<b>Science Mr Barcroft Google Meet</b>	<b>Science Mr Barcroft Google Meet</b>	<b>Maths Mrs Mundy Google Meet</b>
<b>LUNCH 12.15-12.45</b>					
<b>Lesson 4 12.45- 1.45</b>	<b>Science Mr Barcroft Google Meet</b>	<b>Psychology Mrs Mundy Google Meet</b>	<b>PHSE Ms Whiteley Google Meet</b>	<b>SENECA Science</b>	<b>Work Pack</b>
<b>Lesson 5 1.45- 2.30</b>	<b>Careers Mr Barcroft Google Meet</b>	<b>English Mr Shore Google Meet</b>	<b>BKSB English</b>	<b>BKSB Maths</b>	<b>BKSB English</b>
	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>

<b>TMES Remote Learning</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson 1 9.00 -10.00</b>	<b>Google Classroom English</b>	<b>Google Classroom English</b>	<b>Google Classroom Travel &amp; Tourism</b>	<b>Google Classroom Maths</b>	<b>Google Classroom Science</b>
<b>Lesson 2 10.00- 11.00</b>	<b>SENECA Science</b>	<b>Google Meets Maths with Kerry</b>	<b>SENECA English</b>	<b>SENECA English</b>	<b>SENECA Maths</b>
<b>Break 11.00-11.20</b>					
<b>Lesson 3 11.20 - 12.15</b>	<b>Google Meets English with Gareth</b>	<b>BKSB English</b>	<b>Google Meets English with Joan</b>	<b>Google Meets Science with Pervin</b>	<b>BKSB English</b>
<b>LUNCH 12.15-12.45</b>					
<b>Lesson 4 112.45- 1.45</b>	<b>My Maths</b>	<b>SENECA Maths</b>	<b>My Maths</b>	<b>BKSB Maths</b>	<b>My Maths</b>
<b>Lesson 5 1.45- 2.30</b>	<b>Work Pack</b>	<b>Work Pack</b>	<b>Work Pack</b>	<b>Work Pack</b>	<b>Work Pack</b>
<b>2.30-2.45</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>

<b>THS KS3 Remote Learning</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
				<b>Form Tutor Catch Up</b>	
<b>Lesson 1 9.00 -10.00</b>	<b>Google Classroom English</b>	<b>Google Classroom English</b>	<b>Google Classroom Travel &amp; Tourism</b>	<b>Google Classroom Maths</b>	<b>Google Classroom Science</b>
<b>Lesson 2 10.00- 11.00</b>	<b>SENECA Science</b>	<b>SENECA Maths</b>	<b>SENECA English</b>	<b>SENECA English</b>	<b>SENECA Maths</b>
<b>Break 11.00-11.20</b>					
<b>Lesson 3 11.20 - 12.15</b>	<b>My Maths</b>	<b>BKSB English</b>	<b>BKSB Maths</b>	<b>BKSB Maths</b>	<b>BKSB English</b>
<b>LUNCH 12.15-12.45</b>					
<b>Lesson 4 112.45- 1.45</b>	<b>Work Pack</b>	<b>Google Meets Science Angela</b>	<b>My Maths</b>	<b>Work Pack</b>	<b>My Maths</b>
<b>Lesson 5 1.45- 2.30</b>	<b>Google Meets English Casey</b>	<b>Work Pack</b>	<b>Work Pack</b>	<b>Google Meets Maths John</b>	<b>Work Pack</b>
<b>2.30-2.45</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>	<b>Form</b>

## THS Year 10 Remote Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
	Form Tutor Catch Up				
Lesson 1 9.00 -10.00	Google Classroom English	Google Classroom English	Google Classroom Travel & Tourism	Google Classroom Maths	Google Classroom Science
Lesson 2 10.00- 11.00	SENECA Science	SENECA Maths	SENECA English	SENECA English	SENECA Maths
Break 11.00-11.20					
Lesson 3 11.20 - 12.15	My Maths	BKSB English	BKSB Maths	BKSB Maths	BKSB English
LUNCH 12.15-12.45					
Lesson 4 112.45- 1.45	Google Meets English Hayley	Google Meets Travel & Tourism Kevin	My Maths	Work Pack	Google Meets Angela
Lesson 5 1.45- 2.30	Work Pack	Work Pack	Work Pack	Google Meets Maths Mike	Work Pack
2.30-2.45	Form	Form	Form	Form	Form

<b>THS Year 11a/b Remote Timetable</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson 1</b> 9.00 - 10.00	Google Classroom English	Google Classroom English	Google Classroom Travel & Tourism	Google Classroom Maths	Google Classroom Science
<b>Lesson 2</b> 10.00- 11.00	SENECA Science	SENECA Maths	SENECA English	SENECA English	SENECA Maths
<b>Break 11.00-11.20</b>					
<b>Lesson 3</b> 11.20 - 12.15	Google Meets English Hayley	BKSB English	BKSB Maths	BKSB Maths	BKSB English
<b>LUNCH 12.15-12.45</b>					
<b>Lesson 4</b> 112.45- 1.45	My Maths	Work Pack	Google Meets Maths Mike	Work Pack	My Maths
<b>Lesson 5</b> 1.45- 2.30	Work Pack	Google Meets Travel & Tourism Kevin	Work Pack	Google Meets Science Angela	Work Pack
<b>2.30-2.45</b>	Form	Form	Form	Form	Form

## Appendix 2: REMOTE LEARNING LINKS

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

<https://garethmetcalfe.wordpress.com/2020/03/17/live-maths-during-uk-covid-19-school-closures/>

<https://pages.sumdog.com/home-learning-during-school-closures/>

<https://www.planbee.com/free-teaching-resources>

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://docs.google.com/spreadsheets/d/1t3r618pd8MAi6V87dG2D66PtikoHdHusBpjPKXgm36w/htmlview?sle=true#gid=0>

<https://classroomsecrets.co.uk/free-home-learning-packs/>

[https://www.hamilton-trust.org.uk/?utm\\_source=Hamilton+Trust+Bulletin&utm\\_campaign=11c7161c6c-EMAIL\\_CAMPAIGN\\_2020\\_03\\_16\\_12\\_55\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_24fafe3d7c-11c7161c6c-130399053](https://www.hamilton-trust.org.uk/?utm_source=Hamilton+Trust+Bulletin&utm_campaign=11c7161c6c-EMAIL_CAMPAIGN_2020_03_16_12_55_COPY_01&utm_medium=email&utm_term=0_24fafe3d7c-11c7161c6c-130399053)

[Classtools.net](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

Classtools.net provides free, customisable flash templates to embed into blogs, wikis and websites

[Comic Life](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

Create astounding comics, photo albums and more – downloadable for windows

[Comic Master](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

Create your own short graphic novel

[Cool Math Games](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

Hundreds of interactive maths games

[Copacabana Primary School Get Smart Interactive Activities](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

GREAT WEBSITE! Contains links to 100's of educational interactive resources to support the curriculum

[Crickweb](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

Primary Interactive Resources

[DLTK Kids](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

Free craft printables for kids

[Education City](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

Interactive Literacy, Numeracy and Science games.

Subscription only but free trial available – good website, particularly for lower level SEN – visual activities

[Enchanted Learning](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

Online curriculum material – offering FREE TEMPORARY ACCESS FOR SCHOOLS CLOSED DUE TO COVID-19

[Excellence Gateway - Skills for Life Core Curriculum](https://www.classroomsecrets.co.uk/free-home-learning-packs/)

Education and Training Foundation's resources portal where you can search for or browse and then filter over 7,500 resources, covering a broad range of topics and including guidance, effective practice, teaching materials, research and CPD materials.

### [Google Earth](#)

Google Earth lets you fly anywhere on Earth to view satellite imagery, maps, terrain, 3D buildings, from galaxies in outer space to the canyons of the ocean.

### [ICT Games](#)

A website supporting teachers and students in ICT across the curriculum

### [Learning Score](#)

A multimedia lesson planning tool

### [National Literacy Trust](#)

Reading Connects resources

### [Open Culture](#)

GREAT WEBSITE! 200 Free Kids Educational Resources: Video Lessons, Apps, Books, Websites & More

### [Panoramas.dk](#)

Virtual panoramic tours of real places

### [Primary Resources](#)

An educational website full of curricular resources at primary level

### [Scratch](#)

Create stories, games and animations your own interactive music, stories, games and art

### [Scribble Maps](#)

Allows you to scribble on google maps

### [Smart Kiddies](#)

Mathematics, English, Science and more! A comprehensive program of online educational activities for students aged 4 to 12, mapped to the curriculum

### [Switcheroo Zoo](#)

Play animal games, solve animal puzzles and make new animals at this virtual zoo

### [Tag Galaxy](#)

Great website! Galaxies of topics displaying 1000's of relevant photos - great visual effects

### [Teacher Led](#)

This site aims to provide teaching and learning resources to make the use of the interactive whiteboard in the classroom easier and more productive.

### [Visuwords](#)

An online graphical dictionary

### [Wikipedia Simple English](#)

Wikipedia using simple English and grammar

### [Wardle](#)

Wordle is a toy for generating "word clouds" from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. A brilliantly visual way of displaying words associated with topics of your choice

<b><u>Primary Resources TMES Home Tuition</u></b>	<b><u>Secondary Resources</u></b>
<ul style="list-style-type: none"><li>• Get Smart Interactive Activities – <a href="http://getsmart.weebly.com">getsmart.weebly.com</a></li><li>• Enchanted Learning – offering free access, ask your school to sign up</li><li>• Education City – great for primary and SEN, offering a free 21-day trial, ask your school to sign up</li><li>• ICT Games</li><li>• Primary Resources – all subjects</li><li>• BBC – Live lessons for primary</li></ul>	<ul style="list-style-type: none"><li>• Open culture - Free Educational Resources: Video Lessons, Apps, Books, Audio Books, Websites &amp; More</li><li>• Chatterpack – free online cross curricular resources</li><li>• TedEd and TedEd@home – daily newsletter and online educational resources</li><li>• BBC GCSE Bitesize</li><li>• SENECA Learning</li><li>• Twinkl – 1000's of educational resources, offering</li></ul>

schools

- Twinkl – 1000's of educational resources, offering a free school closure pack if your school does not have a subscription, secondary resources also available.
- TedEd and TedEd@home – daily newsletter and online educational resources
- SENECA Learning
- Quizizz
- Study Ladder – offering free resources
- Kahoot
- Khan Academy
- National Geographic Kids
- <https://world-geography-games.com/world.html>
- The muddy puddle teacher
- The Kid Should See This
- Oxford Owl For Home
- Toy Theatre
- DK Find Out
- Hamilton Trust – offering free learning packs
- Learning Games for Kids
- Education Games for Kids
- Blue Peter Badges
- <https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges>
- Scholastics
- Teachit primary
- <https://www.scouts.org.uk/the-great-indoors>
- English: Nessy: Dyslexia and English reading resources, schools can sign up for free and give out packs <https://www.nessy.com/uk/>
- 
- PE: Oti Mabuse - online dancing classes
- 
- KS2, 3 and 4: TT Rockstars Free 60 trial <https://trockstars.com/page/covid9support>
- Teachers:
- Free online Distance learning course – Children's Mental Health – good for mental first aid. There are other courses available also

a free school closure pack if your school does not have a subscription, secondary resources also available.

- Quizizz
- Study Ladder – offering free resources
- Kahoot
- Khan Academy
- Open Learn
- National Geographic Kids
- The Kid Should See This
- Idea.org
- Big History Project
- <https://www.scouts.org.uk/the-great-indoors>

<p><a href="https://visit.btc.ac.uk/free-distance-learning-courses-btc">https://visit.btc.ac.uk/free-distance-learning-courses-btc</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.tes.com/news/5-wellbeing-rules-teachers-working-home">https://www.tes.com/news/5-wellbeing-rules-teachers-working-home</a></li> <li>• British sign language course – donation of £3</li> <li>• <a href="https://www.british-sign.co.uk/shop/product/introducing-british-sign-language-enrolment/">https://www.british-sign.co.uk/shop/product/introducing-british-sign-language-enrolment/</a></li> <li>•</li> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>• <b><u>Maths</u></b></li> <li>• Cool Math Games</li> <li>• Matific – free 60-day trial, you can sign up as a parent</li> <li>• Dr Frost Maths</li> <li>• Primrose Kitten</li> <li>• TeacherLed.com</li> <li>• Prodigy Maths</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>English</u></b></li> <li>• National Literacy Trust</li> <li>• Help My Kid Learn – Free online resources</li> <li>• Readly – magazines for everyone, free 2-week trial</li> <li>• Vooks – free year of animated storybooks</li> <li>• Epic for Kids – Free digital library for children 12 and under</li> <li>• Audible – free books now available</li> <li>• StoryboardMaker – create comic strips</li> <li>• Visuwords</li> <li>• CBeebies Radio</li> <li>• British Council</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>Science</u></b></li> <li>• Science Kids</li> <li>• Generation Genius - KS1&amp;2 Science videos and lessons – free trial</li> <li>• Free Science Lessons.co.uk</li> <li>• Primrose Kitten</li> <li>• Mystery Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>ICT</u></b></li> <li>• Scratch</li> <li>• Hour of Code</li> <li>• Turtle Academy</li> <li>• SketchUp</li> <li>• Chrome Music Lab</li> <li>• Python.org</li> <li>• W3Schools.com</li> <li>• Teach with ICT</li> <li>• Computing Textbook -</li> <li>• <a href="https://sites.google.com/view/computingtextbook/9_1/9_1_4">https://sites.google.com/view/computingtextbook/9_1/9_1_4</a></li> <li>• Blockly</li> <li>• TinkerCad</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>PE</u></b></li> <li>• Joe Wicks will be delivering a live PE lesson every morning at 9am on YouTube: PE with Joe</li> <li>• Davina Mccall: Own Your Own Goals – free 30 Day membership for a range of workout classes</li> <li>• YouTube – range of workout videos</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Cross Curricular</u></b></li> <li>• Google Earth</li> <li>• Panoramas DK</li> <li>• Wordle</li> <li>• Wikipedia</li> <li>• Scribble Maps</li> <li>• Tag Galaxy</li> <li>• National Schools Partnerships – MoneySense</li> <li>• Duolingo</li> <li>• Crash Course</li> </ul>

	<ul style="list-style-type: none"> <li>• Nature Detectives</li> <li>• Geography Games</li> <li>• Learning Games for Kids</li> <li>• <a href="https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours">https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours</a></li> <li>• <a href="https://2simple.com/free-access/?campaign=3f314708-5ef0-11ea-9175-062a0562a518">https://2simple.com/free-access/?campaign=3f314708-5ef0-11ea-9175-062a0562a518</a></li> <li>• <a href="https://myhappymind.kartra.com/page/FamiliesFreeGuide">https://myhappymind.kartra.com/page/FamiliesFreeGuide</a></li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>Art and Crafts</u></b></li> <li>• DLTK Kids</li> <li>• TinkerCad</li> <li>• The Artful Parent</li> <li>• Red Ted Art</li> <li>• The Imagination Tree</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>SEND</u></b></li> <li>• Education City</li> <li>• Autismag – free PECS and autism teaching strategies</li> <li>• Toy Theatre</li> <li>• SEN Teacher.org</li> <li>• Top Marks</li> <li>• IXL Worldwide</li> <li>• Funbrain</li> <li>• Storyline Online</li> <li>• Into The Book</li> <li>• Starfall</li> <li>• The Exploratorium</li> <li>• Do2Learn</li> <li>• Reading Rockets</li> <li>• Adapted Mind</li> <li>• Arcademic Skill Builders</li> <li>• Learning Ally</li> <li>• <a href="https://www.ealhub.co.uk/free-sample-resources/">https://www.ealhub.co.uk/free-sample-resources/</a></li> </ul>

- **Additional Resources for School Leaders/Teachers**

- Google classroom – <https://www.common sense.org/education/articles/teachers-essential-guide-to-google-classroom>
- Quizizz
- Class dojo
- Educake – free 30 day trial
- Tassomai – offering free access to schools
- Education City
- Hamilton Trust
- Kerboodle
- Simple Rockets
- <https://www.headteacherchat.com/post/corona-virus-free-resources-for-teachers-and-schools> (List of websites and resources available on and offline)
- <https://kidsactivitiesblog.com/135609/list-of-education-companies-offering-free-subscriptions/> (for home and school use)
- <https://www.tes.com/teaching-resource/covid-19-home-learning-pack-coronavirus-12267191>
- [https://melscience.com/campaign/vr-schools/?utm\\_source=facebook&utm\\_medium=paidsocial&utm\\_campaign=best-edu-vr-apps-download](https://melscience.com/campaign/vr-schools/?utm_source=facebook&utm_medium=paidsocial&utm_campaign=best-edu-vr-apps-download)
- <https://bookcreator.com/2020/03/support-for-schools-affected-by-coronavirus/>

- **Staff training and CPD**

- Educare
- Future Learn
- New Skills Academy
- The Skills Network (currently offering a free course in Understanding Behaviour that Challenges)
- Open Learn
- Idea.org