

Remote Learning Policy

The Grove Primary School

Updated January 2021

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1. **Expectations for Remote Learning**

We are aware that the virus is still present in our community, and will be for the foreseeable future, and remote education will need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or for all children in the case of a local lockdown. The government has therefore set out guidance which gives further information about this.

The guidance notes that schools must have a contingency plan for any full or partial closures as part of local and national lockdown procedures. Remote education is at the heart of this and must:

* 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, the Government 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 and/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

They expect schools to consider these expectations in relation to the pupils’ age, stage of development and/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.

*(Guidance for Full Opening of Schools, 7th August 2020)*

1. **Rationale for Remote Learning**

As in school, when providing remote learning our focus will be on ensuring that all pupils receive a high-quality education. We are committed to providing a broad and balanced curriculum regardless of the situation and will be seeking to promote independence and self-motivation in learning through our provision. This approach will be central to our identification of curriculum objectives, outcomes and goals, our selection of resources to support children’s learning and the methods we adopt to assess children’s learning and provide feedback.

However, any strategies that we put in place need to take into account the differing circumstances of each child, not just academically but their physical and emotional well-being and also their access to support and resources within the home. When identifying our approach to remote learning and setting remote learning tasks and activities, we will take into account the following:

* Age and stage of development of children
* Additional needs such as SEND or EAL
* Access to technology, including number/type of devices which children use to access learning and the quality of their internet connection
* Potential need to share resources between siblings from other year groups/schools and/or parents working from home
* Availability of support from parents/other adults to help the children with learning tasks and activities

Data from the previous period of remote learning and information gathered from questionnaires on our return in September will help us adapt our remote learning offer to meet the needs of all our children and families, as well as enabling us to identify children and families for targeted support.

1. **Full Closure (January 2021)**

If the school is fully closed, then the only children on site will be those whose parents are key workers or those who are identified as being vulnerable. In this scenario, some staff will be working on a rota basis and the majority of children will be accessing their learning from home. To facilitate this the following plans will be put into place.

1. Planning

Teachers will provide a weekly overview for their year group which is sent out each Friday. This will detail the learning in English, Maths, Science, History or Geography, Art or DT, RE, Computing, Music, French, PE and PSHE. For the English and Maths, this will be a brief outline as daily sessions will be provided. Alongside this overview, a suggested timetable will be provided to help children and parents organise their week. Both the overview and timetable will be uploaded by 3pm on a Friday in preparation for the week ahead.

1. Delivery

Teachers will plan daily English and Maths lessons which will be uploaded by 3:30 the previous day to Seesaw (Reception and Year 1) or Microsoft Teams (Year 2-6). These should include either a voiced Powerpoint or online video to help children understand the objective or concept which is being taught. There should then be a follow up or series of follow up tasks or activities for the children to complete. Teachers need to be mindful when setting tasks and activities, that not all children will have access to a printer and so tasks or activities that require printing before completing should be kept to a minimum. Teachers also need to take into account the availability of resources at home when setting practical tasks. In addition, any videos, Powerpoints or resources for Science and the Foundation Subjects should also be uploaded. This can either be done at the beginning of the week or on a daily basis. Teaching assistants can be used to support the preparation of resources as necessary.

1. Assessment

Children will be expected to submit their English and Maths work on a daily basis via Seesaw or Microsoft Teams. This will be acknowledged by the teachers either through the use of a ‘thumbs up’ or a comment. From this information, teachers will be able identify whether they need to adapt the lesson that they had prepared for the following day or whether there were a few children whom they needed to contact individually to discuss their learning. For Science and the Foundation Subjects, children will be expected to submit their work in a weekly basis via Seesaw. Again, teachers will acknowledge either through the use of a ‘thumbs up’ or a comment. As with English and Maths, this will provide teachers with information regarding the children’s understanding and progress which can be used to adapt lessons or provide more detailed feedback.

1. Contact with Children

Teachers will be able to email the children using the class email account and should do so once a week. For those children, where a specific learning need has been identified, for example, from a previous activity, then the teachers will follow up with an individual email to the child to discuss their learning and offer extra support. If a teacher has received no work and has not had a response to their emails then they should refer them to the well-being team who will follow up with a phone call to the family. If, through their contact with a child/family, they become concerned then again, this should be passed to the well-being team and logged on MyConcern. During this time, teachers should also implement strategies and promote activities, such as, sharing videos of stories or setting challenges which will help develop a sense of community.

1. Support for Parents

If the school is required to shut, parents will be provided with details about the remote learning programme, this will include guidance on how to use Seesaw/Microsoft. In addition, this booklet will include information about how to access further support regarding their child/ren’s learning and other resources which they can draw on to support them and their child.

1. Support for Teachers

The procedures that we are implementing for remote learning in September 2020 draw on those in place during the academic year 2019-2020. Therefore, teachers are already familiar with some of the tools that we will be using and there are a range of online resources like Oak Academy and White Rose Maths among others, which are available to support planning and preparation. Where additional tools are being introduced such as Powerpoint videos, Teams meetings, then training will be provided. Also, with increased contact through telephone and video calls, policies and procedures will be updated in light of this.

1. Adaptations

We are aiming for all our remote learning to promote independence and encourage children to be self-motivated learners. However, for some children, remote learning will need to be adapted to meet their needs. For the most part, this can be done through providing simplified explanations, alternative tasks or additional resources. However, for some children, learning will need to be completely adapted to the stage that they are at. Any adaptations at this level should take into account EHCP targets and seek to provide opportunities for children to develop their skills in these areas alongside their general learning. There will be children who do not have access to Seesaw/Microsoft Teams. For these children, a weekly work pack will need to be provided. The work pack should be prepared and emailed to the School Office/DHT for printing by Monday morning and the parent contacted to let them know that it is ready for collection. Where possible, work packs will be collected from school, however, if collection is difficult, then they will be delivered on a Monday to the relevant children.

1. Provision in School

In this scenario, some children, those whose parents are key workers or those who are identified as being vulnerable, will be educated on site. They will be supported in school to access the remote learning that has been set for them. This support will primarily be provided by teaching assistants, supervised by the Deputy Head Teacher so that class teachers can focus on providing high quality learning for all.

1. **Partial Closure**

If the school is partially closed, then either the government has assigned schooling to certain year groups or cohorts of children or a particular cohort, year group or class has been asked to self-isolate at home due to close contact with a positive case. In the first scenario, there will also be an expectation that those children whose parents are key workers or those children who are identified as being vulnerable but are not in the identified year groups or cohorts, will be educated on site. In this case, all staff will be working with the children on site while maintaining remote learning for those who are at home. If a cohort, year group or class are asked to self-isolate at home, the rest of the school will remain open as usual, and only the teachers of the relevant classes will take responsibility for remote learning. Again, to facilitate this, the following plans will be put in place.

1. Planning

Teachers will provide a weekly overview for their year group which is sent out each Friday. This will detail the learning in English, Maths, Science, History or Geography, Art or DT, RE, Computing, Music, French, PE and PSHE. For the English and Maths, this will be a brief outline as daily sessions will be provided. Alongside this overview, a suggested timetable will be provided to help children and parents organise their week. Both the overview and timetable will be uploaded by 3pm on a Friday in preparation for the week ahead. This will provide the basis for learning in school but should be expanded and developed where necessary.

1. Delivery

Teachers will plan daily English and Maths lessons which will be uploaded by 3:30 the previous day to Seesaw (EYFS and Reception) or Microsoft Teams (Year 2-6). These should include either a voiced Powerpoint or online video to help children understand the objective or concept which is being taught. There should then be a follow up or series of follow up tasks or activities for the children to complete. Teachers need to be mindful when setting tasks and activities, that not all children will have access to a printer and so tasks or activities that require printing before completing should be kept to a minimum. Teachers also need to take into account the availability of resources at home when setting practical tasks. In addition, any videos, Powerpoints or resources for Science and the Foundation Subjects should also be uploaded. This can either be done at the beginning of the week or on a daily basis. Teaching assistants can be used to support the preparation of resources as necessary.

1. Assessment

For those children in school, work will be assessed and verbal feedback given to the children daily. Although there will be minimal contact with the children’s books, this will be reviewed in line with Government/Public Health England advice at the time of closure. For those children at home, they will be expected to submit their English and Maths work on a daily basis via Seesaw/Microsoft Teams. This will be acknowledged by the teachers either through the use of a ‘thumbs up’ or a comment. Using the information gathered from school and from home, teachers will be able identify whether they need to adapt the lesson that they had prepared for the following day or whether there were a few children whom they needed to contact individually to discuss their learning. For Science and the Foundation Subjects, children will be expected to submit their work in a weekly basis via Seesaw/Microsoft Teams. Again, teachers will acknowledge either through the use of a ‘thumbs up’ or a comment. For those in school, this assessment and feedback will take place in person. As with English and Maths, this will provide teachers with information regarding the children’s understanding and progress which can be used to adapt lessons or provide more detailed feedback.

1. Contact with Children

Teachers will be able to email the children using the class email account and should do so once a week. For those children, where a specific learning need has been identified, for example, from a previous activity, then the teachers will follow up with an individual email to the child to discuss their learning and offer extra support. If a teacher has received no work and has not had a response to their emails then they should refer them to the well-being team who will follow up with a phone call to the family. If, through their contact with a child/family, they become concerned then again, this should be passed to the well-being team and logged on MyConcern. During this time, teachers should also implement strategies and promote activities, such as, sharing videos of stories or setting challenges which will help develop a sense of community.

If only one class or year group is self-isolating, then the teachers will be provided with a school mobile phone so that they can contact the children by telephone. They should do so at least once a week but if they need to offer additional learning support to particular children, then they can do so.

1. Support for Parents

If the school is required to shut, parents will be provided with details about the remote learning programme, this will include guidance on how to use Seesaw/Microsoft Teams. In addition, this booklet will include information about how to access further support regarding their child/ren’s learning and other resources which they can draw on to support them and their child.

1. Support for Teachers

The procedures that we are implementing for remote learning in September 2020 draw on those in place during the academic year 2019-2020. Therefore, teachers are already familiar with some of the tools that we will be using and there are a range of online resources like Oak Academy and White Rose Maths among others, which are available to support planning and preparation. Where additional tools are being introduced such as Powerpoint videos, Teams meetings, then training will be provided. Also, with increased contact through telephone and video calls, policies and procedures will be updated in light of this.

1. Adaptations

We are aiming for all our remote learning to promote independence and encourage children to be self-motivated learners. However, for some children, remote learning will need to be adapted to meet their needs. For the most part, this can be done through providing simplified explanations, alternative tasks or additional resources. However, for some children, learning will need to be completely adapted to the stage that they are at. Any adaptations at this level should take into account EHCP targets and seek to provide opportunities for children to develop their skills in these areas alongside their general learning. There will be children who do not have access to Seesaw. For these children, a weekly work pack will need to be provided. The work pack should be prepared and emailed to the School Office/DHT for printing by Monday morning and the parent contacted to let them know that it is ready for collection. Where possible work packs will be collected from school, however, if collection is difficult, then they will be delivered on a Monday to the relevant children.

1. Provision in School

In the scenario where there is a blended approach with some children in a cohort, year group or class on site and others engaging with remote learning, teaching assistants will be assigned to support teachers in managing the additional workload. In addition, school will close early to the majority of children on site on Friday afternoons to provide PPA for teachers, while teaching assistants take responsibility for the small group of vulnerable and key worker children who remain in school.

1. **Remote Learning for Individuals**

There will be times, when school remains open to all pupils, that individual children or families will be required to self-isolate. This could be for a period of 24 hours up to 14 days and during this time, the school has a duty to provide access to remote learning. However, as teachers will be focused on delivering the curriculum for the majority of children in school, this will be a revised version of our remote learning offer (see above).

1. Planning

In the first 24 hours after the child or family starts self-isolating, the teacher (s) will email a small learning pack to the parents, containing activities that consolidate previous learning for them to complete with their children. After 48 to 72 hours, the class teacher will email the parents with a weekly timetable for the child. This is based on the class timetable regularly completed by teachers and will simply detail what subjects will be covered over the next week.

1. Delivery

Each morning, teachers will upload the relevant resources for the lessons that will be taking place that day. They should be uploaded to Seesaw (EYFS and Reception) or Microsoft Teams (Year 2-6). Where necessary, additional comments/support may need to be provided but this should be kept to a minimum to ensure that workload remains within manageable limits. Where necessary, teaching assistants can be used to support the preparation of resources. If preferable, a pack of resources for the week could be prepared and emailed/uploaded instead of setting daily tasks.

1. Assessment

Children should submit their work on a daily basis via Seesaw/Microsoft Teams. This can then be viewed and acknowledged by teachers as part of the marking/feedback process for all children. Using the information gathered from home, teachers will be able to identify whether they need to adapt the lesson that they have prepared for the following day or whether the child needs to be contacted individually the following day to discuss their learning. To facilitate this, teaching assistants can be used to cover classes for 10-15 minutes while phone calls are made. If this is not sustainable, then assessment notes made from remote learning can be used as a basis for catch-up with teaching assistants/teachers on the child’s return to school.

1. Contact with Children

While contact with individual children will prove difficult under this scenario, efforts should be made to speak to the children at least once a week. For vulnerable children, the well-being team will also conduct welfare calls on a regular basis across the week(s) to ensure that children are engaging with learning.

1. Support for Parents

If a child or family is required to self-isolate, parents will be provided with details about the remote learning programme, which will include guidance on how to use Seesaw/Microsoft Teams. In addition, this booklet will include information about how to access further support regarding their child/ren’s learning and other resources which they can draw on to support them and their child.

1. Support for Teachers

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1. **Expectations for Teachers and Teaching Assistants**

As this document covers many different scenarios all with slightly different actions which will need to be implemented, a simple table detailing the expectations for teachers and teaching assistants in each scenario has been provided below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Full Closure | Partial Closure | Bubble Closure | Individual Absence |
| Planning | * Weekly overview and timetable sent out on a Friday afternoon
 | * Weekly overview and timetable sent out on a Friday afternoon
 | * Overview and timetable sent out 24 hours after bubble closes
 | * Small learning pack sent out in first 24 hours. Timetable sent out 48-72 hours after individual self-isolates
 |
| Delivery | * Lessons uploaded to Seesaw/Microsoft Teams including voiced powerpoints/online videos for English and Maths
 | * Lessons uploaded to Seesaw/Microsoft Teams including voiced powerpoints/online videos for English and Maths
 | * Lessons uploaded to Seesaw/Microsoft Teams including voiced powerpoints/online videos for English and Maths
 | * Resources for all lessons (as being used in class) uploaded to Seesaw/Microsoft Teams
 |
| Assessment | * Review of online learning, with feedback.
* Individual adaptions/conversations conducted
 | * Review of online learning, with feedback.
* Individual adaptions/conversations conducted
 | * Review of online learning, with feedback.
* Individual adaptions/conversations conducted
 | * Review of online learning, with feedback
* Notes made for catch-up on return
 |
| Contact with Children | * Weekly emails to class
* Individual Feedback via email when necessary
 | * Weekly emails to class
* Individual Feedback via phone when necessary
* Fortnightly calls to all children
 | * Weekly emails to class
* Individual Feedback via phone when necessary
* Fortnightly calls to all children
 | * Weekly call to discuss well-being/learning
 |
| Contact with Parents | * Booklet re. Remote Learning provided
* Weekly email to parents
 | * Booklet re. Remote Learning provided
* Fortnightly calls to all families
 | * Booklet re. Remote Learning provided
* Fortnightly calls to all families
 | * Booklet re. Remote learning
* Email to parents within 24 hours
* Email to parents between 48-72 hours
 |
| Adaptations | * Adaptations provided for individuals
* Work packs of identified children/families
 | * Adaptations provided for individuals
* Work packs of identified children/families
 | * Adaptations provided for individuals
* Work packs of identified children/families
 | * Adaptations provided for individuals
* Work packs of identified children/families
 |
| Teaching Assistants | * Supporting children in school to access remote learning
 | * Supporting children in school
* Aiding staff in preparing resources
 | * Aiding staff in preparing resources
 | * Aiding staff in preparing resources
 |

**APPENDIX 1 – Weekly Timetable for Full/Partial Closure**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 8:30-12:00 | 1:00-3:00 | 3:00-4:00 |
| Monday | * Learning reviews with individual students (via email/telephone)
* Lesson preparation
 | * Lesson preparation
 | * Review of learning submitted
* English and Maths uploaded for following day
 |
| Tuesday | * Learning reviews with individual students (via email/telephone)
* Lesson preparation
 | * Lesson preparation
 | * Review of learning submitted
* English and Maths uploaded for following day
 |
| Wednesday | * Learning reviews with individual students (via email/telephone)
* Lesson preparation
 | * Lesson preparation
 | * Review of learning submitted
* English and Maths uploaded for following day
 |
| Thursday | * Learning reviews with individual students (via email/telephone)
* Lesson preparation
 | * Lesson preparation
 | * Review of learning submitted
* English and Maths uploaded for following day
 |
| Friday | * Learning reviews with individual students

(via email/telephone)* Lesson preparation
 | * Lesson preparation
* Weekly overview and timetable uploaded for following week
 | * Review of learning submitted
* English and Maths uploaded for following day
 |

APPENDIX 2 – Letters to Parents

Dear Parents and Carers,

Remote Learning – Guide for Parents (Full Closure)

As you will be aware, school has closed and only a small number of pupils are being educated on site. For all other pupils we will be providing remote learning. This letter is to guide you through how this will work. If your child is in Reception or Year 1 we will be using Seesaw as our online tool. If your child is in Year 2, 3, 4, 5 or 6 then we will be using Microsoft Teams as our online tool. Additional information about how to access and use these apps has been provided.

Learning will be uploaded to these apps for your child to complete. This will include:

* A timetable for the week along with an overview of each lesson which will be uploaded by 3pm on Friday afternoon
* Daily English and Maths lessons (including online presentations) which will be uploaded by 8:30 each morning (Monday to Friday)
* Guidance and resources for other lessons (e.g. Science, History, Geography etc.) which will be uploaded daily according to the timetable

Your child will be expected to upload the learning at the end of each day so that the teacher can mark and assess this learning. If necessary, they will then be in contact the following day to provide further challenge or support based on their assessments.

We will also ensure that the teachers are in regular contact with all children to encourage and motivate them. This will be through a weekly email and a fortnightly phone call.

Further information is provided on the school website under Remote Learning where you will also find us sharing successes and achievements of our Grove community during this challenging time. However, if there is anything that you or your child needs to support their learning then we urge you to get in contact with the school office (office@grove.cambs.sch.uk) so that we can help you straight away. Also, if, for any reason, you have difficulty accessing the online resources, then please let us know as soon as possible so that an alternative solution can be found.

Thank you very much for your patience and support as we try to provide all our children with the best education in these challenging times.

Yours sincerely,

Miss Owen

Dear Parents and Carers,

Remote Learning – Guide for Parents (Partial Closure)

As you will be aware, the government has requested the closure of school to…. For those who are remaining at home, we will be providing remote learning. This letter is to guide you through how this will work. If your child is in Reception or Year 1 we will be using Seesaw as our online tool. If your child is in Year 2, 3, 4, 5 or 6 then we will be using Microsoft Teams as our online tool. Additional information about how to access and use these apps has been provided.

Learning will be uploaded to these apps for your child to complete. This will include:

* A timetable for the week along with an overview of each lesson which will be uploaded by 3pm on Friday afternoon
* Daily English and Maths lessons (including online presentations) which will be uploaded by 8:30 each morning (Monday to Friday)
* Guidance and resources for other lessons (e.g. Science, History, Geography etc.) which will be uploaded daily according to the timetable

Your child will be expected to upload the learning at the end of each day so that the teacher can mark and assess this learning. If necessary, they will then be in contact the following day to provide further challenge or support based on their assessments.

We will also ensure that the teachers are in regular contact with all children to encourage and motivate them. This will be through a weekly email and a fortnightly phone call. However, if there is anything that you or your child needs to support their learning then we urge you to get in contact with the school office (office@grove.cambs.sch.uk) so that we can help you straight away. Also, if, for any reason, you have difficulty accessing the online resources, then please let us know as soon as possible so that an alternative solution can be found.

Thank you very much for your patience and support as we try to provide all our children with the best education in these challenging times.

Yours sincerely,

Miss Owen

Dear Parents and Carers,

Remote Learning – Guide for Parents (Bubble Closure)

As you will be aware, we have had to close the Year….bubble. This means that for the next 14 days, we will be providing remote learning for your child. This will be using Seesaw/Microsoft teams. Additional information about how to access and use these apps has been provided.

Learning will be uploaded to these apps for your child to complete. This will include:

* A timetable for the week along with an overview of each lesson which will be uploaded by the end of the day.
* Daily English and Maths lessons (including online presentations) which will be uploaded by 8:30 each morning (Monday to Friday)
* Guidance and resources for other lessons (e.g. Science, History, Geography etc.) which will be uploaded daily according to the timetable

Your child will be expected to upload the learning at the end of each day so that the teacher can mark and assess this learning. If necessary, they will then be in contact the following day to provide further challenge or support based on their assessments.

We will also ensure that the teachers are in regular contact with all children to encourage and motivate them. This will be through a weekly email and a fortnightly phone call. However, if there is anything that you or your child needs to support their learning then we urge you to get in contact with the school office (office@grove.cambs.sch.uk) so that we can help you straight away. Also, if, for any reason, you have difficulty accessing the online resources, then please let us know as soon as possible so that an alternative solution can be found.

Thank you very much for your patience and support as we try to provide all our children with the best education in these challenging times.

Yours sincerely,

Miss Owen

Dear Parents and Carers,

Remote Learning – Guide for Parents (Individuals)

We understand that you and your family are now self-isolating. This means that for the next 14 days, we will be providing remote learning for your child(ren). This will be using Seesaw/Microsoft teams. Additional information about how to access and use these apps has been provided.

Learning will be uploaded to these apps for your child to complete. This will include:

* A timetable for the week which will be uploaded by the end of the day.
* Daily English and Maths lessons which will be uploaded by 8:30 each morning (Monday to Friday)
* Guidance and resources for other lessons (e.g. Science, History, Geography etc.) which will be uploaded daily according to the timetable

Your child will be expected to upload the learning at the end of each day so that the teacher can mark and assess this learning and provide some simple feedback. The class teacher will also be in contact each week to find out how your child is getting on. However, if there is anything that your or your child needs to support their learning then we urge you to get in contact with the school office (office@grove.cambs.sch.uk) so that we can help you straight away. Also, if, for any reason, you have difficulty accessing the online resources, the please let us know as soon as possible so that an alternative solution can be found.

Thank you very much for your patience and support as we try to provide all our children with the best education in these challenging times.

Yours sincerely,

Miss Owen