BEECHWOOD
Primary School

**REMOTE LEARNING
POLICY**

SEPTEMBER 2020

Approved by: **Learning & Outcomes Committee**	Date:
Last reviewed on: **January 2021**	
Next review due by: **September 2021**	

REMOTE LEARNING POLICY

1. Rationale:

As a school, we are ready and prepared to deliver remote learning for our child should the need arise during the academic year. A class, group or small number of pupils may need to self-isolate or there may be local restrictions requiring pupils to remain at home. From September 2020, any child who needs to self-isolate or is required to stay at home due to local Coronavirus restrictions will receive instant access to remote learning provision.

Live classrooms enable important interaction between teachers and pupils through questioning and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

2. Aims:

This remote learning policy for staff 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 school community with regards to remote learning;

- Provide appropriate guidelines for data protection.

3. Roles and Responsibilities:

Teachers and Teaching Assistants in EYFS must be available between 8.15am and 2.15pm.

Teachers and Teaching Assistants in KS1 and KS2 must be available between 9.00am and 3.00pm.

During their normal pattern of days during the working week, teachers and teaching assistants are expected to check work emails regularly and be available when called upon. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this to their line manager using the normal absence procedure.

Teachers
When providing remote learning, teachers are responsible for:
Setting Work:

- o Creating a weekly timetable of work for their year group in liaison with year group partners. This must include subjects from across the curriculum. (See Appendix 1 and 2 for more information on what work will be set and when).

- o Setting all work (assignments) using Microsoft Teams and/or Class Dojo.

- o Ensuring, as a year group, that the timetabled assignments/work is organised and planned in advance and is set by 5pm on the day before it is required.

- o Setting appropriate work and challenges on Spelling Shed and Times Tables Rockstars.

- o Signposting the online safety curriculum to be followed via the thinkuknow website. This page has been created to support parents during COVID-19 and the closure of schools. Each fortnight, they will be releasing new home activity packs with simple 15 minute activities that can be completed at home to support children's online safety at a time when they will be spending more time online.

- o Planning for 5x weekly live lessons and delivering these through Microsoft Teams

<u>Providing Feedback:</u>

- o Once pupils have submitted work via Microsoft Teams/ Class Dojo, teachers will provide feedback using the same platform.
- o Provide instant feedback during live lessons through Microsoft Teams.
- o Teachers should respond within 24 hours during the working week but ideally on the same day to keep feedback meaningful.
- o Teachers will send the names of one star workers each week to the Head Teacher by Thursday pm.
- o Teachers may also 'Name & Fame' children via Class Dojo and/or Microsoft Teams.

<u>Keeping in Touch with Pupils:</u>

- o Weekly Celebration Assembly held by the headteacher.
- o Dojo messages or emails via Microsoft Teams are to be checked during working hours and replied to within 24 hours.
- o Anyone can respond to year group enquires, it does not have to be the actual class teacher.
- o Any issues that are received are to be dealt with professionally by the class teacher. If necessary, teachers should contact the appropriate Phase Lead or a member of SLT for advice.
- o Teachers/Teaching Assistants will make contact via telephone every week. All calls to be logged on CPOMS under 'welfare call.'
- o Where there is no communication for 3 days via Class Dojo or Microsoft Teams, teachers will attempt to make contact via a telephone call on the 3rd day. All calls to be logged on CPOMS under 'welfare call.'
- o Children with EHCPs and those open to Social Care will be contacted at least twice weekly via telephone call regardless of the level of engagement.
- o Contact should be polite and encouraging. Teachers must adhere to the social media policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.
- o Initially, staff should support parents/carers with accessing the internet and Microsoft Teams to allow their child to access the assignments set.

<u>Attending Virtual Meetings with Staff, Parents and Pupils:</u>

- o Virtual meetings will be held via Microsoft Teams.
- o Staff represent the school and always need to be well presented in appropriate clothing.
- o Backgrounds need to be a plain wall or set to one of the Microsoft Teams options.

Teaching Assistants

When assisting with remote learning, general class teaching assistants and 1:1 support staff are responsible for:

<u>Supporting Pupils with Remote Learning:</u>

- o When requested by the class teacher or SENCo. This might include providing feedback, making phone calls and keeping registers.

<u>Attending Virtual Meetings with Staff, Parents and Pupils:</u>

- o Virtual meetings will be held via Microsoft Teams.
- o Staff represent the school and always need to be well presented in appropriate clothing.

o   Backgrounds need to be a plain wall or set to one of the Microsoft Teams options.

Subject Leads

Alongside their teaching responsibilities, as outlined above, subject leaders are responsible for:

o   Working on curriculum action plans, in terms of intent, implementation and impact.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
o   Co-ordinating the remote learning approach across the school;

o   Monitoring the effectiveness of remote learning by liaising with Phase Leads weekly;

o   Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead/Deputy Designated Safeguarding Leads

The Designated Safeguarding lead (DSL) and Deputy Designated Safeguarding leads (DDSLs) are responsible for:

o   Maintaining at least twice weekly contact with vulnerable pupils;

o   Collating and passing on relevant information;

o   Responding to any concerns;

o   Attending virtual meetings.

See the Child Protection & Safeguarding Policy Addendum (Annex A) for further details.

School Business Manager/Redtop/Apex

The School Business Manager (SBM) and/or ICT consultants – (Redtop/Apex) – are responsible for:

o   Creating pupil and year group email addresses and distributing these;

o   Fixing issues with systems used to set and collect work when informed by class teachers of any issues.

Pupils and Parents/Carers

Staff can expect pupils to:

o   Be contactable during the school day (8.30am -3.30pm) – although they may not always be in front of a device the entire time;

o   Seek help, if they need it, from their year group teachers or teaching assistants;

o   Complete work to the best of their abilities to the deadlines set by teachers. This includes completing a minimum of 7 assignments each week;

o   Alert teachers if they are not able to complete work for any reason.

Staff can expect parents to:

o   Make the school aware if their child is sick or otherwise cannot complete work;

o   Seek help from the school if they need it;

o   Be respectful when making any complaints or concerns known to staff.

Governing Board

The governing board is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible;

- o Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4. Blended Learning:

In order to provide relevant teaching, reduce teacher workload and maintain wellbeing, a plan for blended learning has been devised. This will allow delivery of the normal planned curriculum and will use a mixture of daily 'live' teaching, access to good quality online resources and the use of workbooks to complement and support lessons.

The school plans to use the interactive platform, Microsoft Teams, for the remote education provision offered, along with Class Dojo which has been in place in school for some time. By using both systems, it is possible to create virtual classes by drawing information from the Management Information Systems, enabling easy points of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.

Oak National Academy delivers a sequenced curriculum, with some elements of choice, which can be used flexibly to complement other parts of remote provision and can be integrated with the Microsoft Teams platform. This will form part of the blended learning approach.

It may be necessary to accommodate contexts where pupils are having to share a single device within the home, meaning that access to recorded lessons is also needed. However, frequent contact between pupils and teachers is crucial. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork.
Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access.

Curriculum Coverage

Teachers will continue to teach as much of the normal planned curriculum in the remote environment as possible. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom. Physical education is a difficult subject to teach remotely and children will be encouraged to take regular physical exercise to maintain fitness and will be signposted to online content which will support this.

Assessing Pupil Progress

Microsoft Teams makes it easy for teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.

Tests and quizzes are an important part of effective teaching and will be used to precede or follow teaching sequences. Teachers will use quizzes on core content as a regular feature, asking pupils to complete these in a specified time and email them back. When teaching live, teachers will be able to question individual pupils and allow pupils to pose questions to teachers or peers, for example using the 'chat' function. Kahoot software may also be used for rapid feedback and allow live marking. Consideration will be given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions.

Microsoft Teams allows for the submission of most kinds of work. Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways and this can be emailed or uploaded onto Class Dojo. Post or school drop-off points will also be used when there is no access to online platforms.

Maintaining Aspects of School Life Online
It is important that many aspects of school life are maintained during any period of disruption. Microsoft Teams, Class Dojo and Whatsapp will be used for whole staff briefings, professional development sessions and whole school assemblies.

Supporting Pupils in the Early Years and with SEND
Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances.

It is recognised that very young pupils learn in a different way from that listed above. With this in mind, live lessons will have a focus on personal and social development with opportunities for children to see the staff, interact and talk to them like they would in school. Some modelling of literacy will also take place alongside a run through of the challenges for the day. A live or recorded bedtime story will also be delivered at least twice a week to further develop children's early reading and language skills.
EYFS are responsible for ensuring continued access to appropriate reading books and resources for early readers. Parents, carers or other adults at home will continue to be supported to help children in their early reading, where appropriate and practical through structured practice of daily phonics content.

For many pupils with SEND, the teaching envisaged by remote education will need to be adapted. SEND pupils have a wide range of specific needs. Their teachers and support staff will know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.
Individualised planning may need to happen in many cases, and the support of adults in the home will be a significant advantage.

5. Devices, Online Access and Training:
The school has been allocated 30 laptops and 30 ipads in case of a lockdown situation and have already distributed the majority of these to pupils in Years 3 – 6 who are eligible for free school meals and do not have access to an ipad or a laptop devices at home. Any laptops loaned by the school will be accompanied by a signed user agreement.

It is essential for staff, and preferable for pupils, to use school email addresses. Groups can be set up to streamline communication with a whole class.

An important part of this contingency plan is to ensure that training is regularly refreshed with staff, and that appropriate trouble-shooting support is available where required, so that transfer to the remote environment can happen seamlessly when needed.
Continued professional development will priorities training linked to using Microsoft Teams during the early part of the autumn term. Training on technical platforms will also be provided by the local authority in the spring term via the EdTech programme.

6. Who to Contact:
If staff have any questions or concerns about remote learning, they should contact the following individuals:
- o Issues in setting work – Phase Lead/SLT
- o Issues with behaviour – SENCO/SLT

- o Issues with IT – School Business Manager who will refer it to Red Top/Apex

- o Issues with their own workload or wellbeing – SLT

- o Concerns about data protection – Headteacher

- o Concerns about safeguarding – DSL/ DDSL

7. Data Protection:

Accessing Personal Data

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

- o Have access to CPOMS to record any parent contact or concerns about children. This is accessed via a secure password. All staff must log off after use and not allow access to the site by any third party.

- o Access parent contact details via SIMS in school or by encrypted memory sticks which require a secure password. All staff must ensure that no personal details are shared, log off after use and do not allow access to the site by any third party.

SLT have the ability to locate personal details of families, when required, through securely accessing CPOMS.

SLT are not to share these access permissions with other member of staff.

Sharing Personal Data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

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);

> 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 by always installing the latest updates.

8. Safeguarding:

Please see the Child Protection & Safeguarding Policy Addendum (Annex A) for further details.

This policy is available in the school website – www. beechwoodprimary.org

9. Monitoring Arrangements:

This policy will be reviewed as and when updates to home learning are provided by the government by the Remote Learning Lead or the headteacher. At every review it will be ratified by the Governing Board at the relevant committee or Full Governing Board meeting.

10. Links with other Policies:

This policy should also be read in conjunction with the following policies:

- Expectations and Discipline and Addendum for Covid-19;

- Child Protection and Safeguarding and Annex A – Addendum for Covid-19;

- Data Protection;

- Home-school Agreement;

- E-Safety;

- Communications, Information and Acceptable Use.

REMOTE LEARNING POLICY

This policy was adopted at a meeting of the Learning & Outcomes sub-committee held on:

Date to be reviewed: September 2021

Signed:

Name of signatory :	Sara Harper	John Cargill
Role of signatory:	Headteacher	Chair of Governors

BEECHWOOD PRIMARY SCHOOL AND NURSERY

Remote Learning Timetable For Live Teaching Sessions

Each year group has been allocated a 'live' teaching session for whole class teaching from Monday-Friday. We expect all children in the year group to log on and join in with the session, learning about their assignments, new concepts and expectations. There will also be some social activities too.

Your child may also be invited to take part in small group sessions for interventions, consolidation or catch up work with a member of staff. These invitations will be sent at least 24hrs in advance through Microsoft Teams and will take place during the times listed below in addition to Tuesdays and Thursdays during the year group time allocation.

Time	Year Group	Activity
8.30am – 8.40am	Nursery	Whole class teaching
8.45am – 8.55am	Reception	Whole class teaching
9.00am - 9.30am	Whole School	Physical Activity
9.35am – 9.55am	Year 1	Whole class teaching
10.00am – 10.25am	Year 2	Whole class teaching
10.30am – 11.00am	Year 3	Whole class teaching
11.05am – 11.35am	Year 4	Whole class teaching
11.40am – 12.25pm	Year 5	Whole class teaching
12.30pm – 1.15pm	Year 6	Whole class teaching
1.30pm - 1.45pm	Year 1	Invite only for small group work, interventions, social groups and consolidation work.
1.50pm – 2.05pm	Year 2	
2.10pm – 2.25pm	Year 3	
2.30pm – 2.45pm	Year 4	
2.50pm – 3.05pm	Year 5	
3.10pm – 3.25pm	Year 6	

The class teachers will be keeping a register to see who attends the live sessions and who has accessed and returned the assignments set. Resources for the live sessions will be available via the year group page on Microsoft Teams so your child can refer to them should they need further clarification or support.

There are 3 proposed tiers for remote learning.

<u>Tier 1</u> - All children are in school being taught by their class teacher (following the long term plans).

<u>Tier 2</u> - Some children are absent (covid-19 related) and require work in line with what is happening in the classroom.

<u>Tier 3</u> - Whole pods or the whole school are isolating and need to follow the timetable for learning at home.

<u>Tier 2</u>
- Class teacher to provide paper copies of work which will follow the usual sequence of lessons being taught in the classroom that week/fortnight.
- Where the above is not possible, stand-alone (subject-specific) tasks will be sent out on paper, e.g. SPAG exercise, reading comprehension or maths challenges.
- Where the absence is longer than 3 days, teachers will signpost parents and children to appropriate online/live lessons including White Rose and Oaks National Academy.

<u>Tier 3</u>
- Each Phase will have a general timetable to follow and there will also be a set timetable for EYFS, KS1 and KS2 (*See Appendix 1 - Remote Learning Timetable For Live Teaching Sessions*).
- All children will have the opportunity to receive 5 'live' lessons per week on Monday-Friday. These will be taught by a teacher from the year group.
- All live teaching and the setting of assignments will make use of Microsoft Teams.
- Maths will follow the White Rose sequence of learning as shown on the school website and children will be expected to watch the online lessons as well as complete the accompanying pages in their white rose textbook. This should then be submitted for feedback via Teams or Class Dojo.
- English (writing and reading lessons) will follow Oaks National Academy (the unit will be selected by the teacher at the point of beginning remote learning) and work will be completed in a learning journal sent home with the children. All work should then be submitted for feedback via Teams or Class Dojo.
- Reading will be provided by our school subscription to Accelerated Reader as well as Oxford Owl. MyOn (part of Accelerated Reader) gives children access to 7000 different books and related comprehension quizzes.
- Phonics will be provided via the DFE live lessons.
- History, Geography and Science will be delivered 'live' by Beechwood teachers either by narrated powerpoint or via 'live' sessions using Microsoft Teams.
- Foundation subjects of choice will follow Oaks National Academy and/or BBC Bitesize.

In the event of families having no internet access, Dojo homework will cover the foundation subjects and workbooks will be sent home to cover English and maths as a minimum requirement.

Early Years Timetable Expectations (Nursery)

Each week in EYFS, the following assignments will be set:

3 x Maths (Counting)
4 x Storytime/Rhyme Time
5 x Social Sessions
1 x Fine Motor Control
1 x Phonics
1 x Craft

Early Years Timetable Expectations (Reception)

Each week in EYFS, the following assignments will be set:

3 x Maths
5 x Phonics
4 x Storytime/Rhyme Time
4 x Fine and Gross Motor Control
1 x Personal, Social and Emotional
1 x Creative
1 x Communication and Language
1 x Understanding the World

Key Stage One Timetable Expectations

Each week in Key Stage One, the following assignments will be set:

5 x Maths
5 x English
5 x Phonics
1 x Science
2 x Theme (Geography/History)
2 x Foundation Subjects of Choice
Daily 30 minute slot of physical activity
Daily 10 minutes minimum on the following activities:

- o Reading to an Adult
- o Mental Number Recall

Key Stage Two Timetable Expectations

Each week in Key Stage Two, the following assignments will be set:

5 x Maths
5 x English writing
5 x English reading
1 x Science
2 x Theme (Geography/ History)
2 x Foundation Subjects of Choice
Daily 30 minute slot of physical activity
Daily 10 minutes minimum on the following platforms:

- o Times Table Rockstars
- o Accelerated Reader
- o Spelling Shed

EYFS - Nursery Home Learning Timetable

Every day you can choose a top five nursery rhyme to sing or share a story with your family.
You can also explore the activities below and have lots of fun learning at home!

Monday	Tuesday	Wednesday	Thursday	Friday
Hello song – how are we feeling today?	Hello song - Dough Gym	Hello Song – How are we feeling today?	Hello song - Dough Gym	Hello Song – Sticky Kids Listening activity
Story time activity	Phonics Listening activity – What sounds can you hear?	Fine motor activity	Story time activity	Rhyme time activity
Counting to 5 activity	Rhyme time activity	Counting to 5 activity	Craft activity linked to story	Counting to 5 activity

EYFS - Reception Home Learning Timetable

Every day you can choose a top five nursery rhyme to sing or share a story with your family.
Don't forget to read the blending words of the day on the class page too!

Monday	Tuesday	Wednesday	Thursday	Friday
Storytime and follow on activity	Physical Activities (Gross motor)	Personal, Social and Emotional Activity	Physical Activities (Gross motor)	Storytime and follow on activity
Phonics	Phonics	Phonics	Phonics	Phonics
Maths Activity	Fine Motor Activity	Maths Activity	Fine Motor Activity	Maths Activity
Creative Challenge	Rhyme Time Activity	Understanding the World Challenge	Rhyme Time Activity	Communication and Language Challenge

Example Home Learning Timetable- Key Stage 1

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.10am	Maths (Number: x ÷) *I can write multiplication sentences using the 'x' symbol.* WHITE ROSE	Maths (Number: x ÷) *I can write multiplication sentences from pictures* WHITE ROSE	PSHE Health hero! (thenational.academy) OAKS NATIONAL	Maths (Number: x ÷) *I can make doubles.* WHITE ROSE	Maths (Number: x ÷) *2 times table* WHITE ROSE
10.00-10.25	*Live Lesson* Reading	*Live Lesson* Geography *I can identify the four countries of the UK and their capital cities.*	*Live Lesson* Maths (Number: x ÷) *I can use arrays.*	*Live Lesson* Phonics	*Live Lesson* Science *I can explore some of the life processes that are common to plants and animals.*
10.25-10.45am	Break	Break	Break	Break	Break
10.45-11.45am	English (How Coyote brought fire to the Earth) *I can use expanded noun phrases to describe* OAKS NATIONAL	English (How Coyote brought fire to the Earth) *I can retrieve information* OAKS NATIONAL	English (How Coyote brought fire to the Earth) *I can describe using the senses* OAKS NATIONAL	English (How Coyote brought fire to the Earth) *I can explore how writers make description vivid* OAKS NATIONAL	English (How Coyote brought fire to the Earth) *I can write a vivid description (Part 1)* OAKS NATIONAL
11.45-12.25pm	Lunch	Lunch	Lunch	Lunch	Lunch
12.30-1.15pm	Submit Work/Complete Set Quiz	Submit Work/Complete Set Quiz	Submit Work/Complete Set Quiz	Submit Work/Complete Set Quiz	Submit Work/Complete Set Quiz
1.15-1.45pm	Phonics – i in kind	Phonics – ow in snow	Phonics – ou in found	Phonics – ou in shoulder	Phonics – ea in feather
1.45 – 2.15	PE	PE	PE	PE	PE
2.15-3.00pm	Reading for pleasure Oxford Owl	Reading for pleasure Oxford Owl	Reading for pleasure Oxford Owl	Reading for pleasure Oxford Owl	Reading for pleasure Oxford Owl

Example Home Learning Timetable- Key Stage 2

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30am	Physical Activity	Physical Activity	Physical Activity	Physical Activity	Physical Activity
9.30-10.30am	Maths (Decimals & Percentages) *Divide by 10, 100 & 1000.* WHITE ROSE	Foundation Subject of Choice OAKS NATIONAL ACADEMY/ BBC BITESIZE	Maths (Decimals & Percentages) *Divide decimals by integers.* WHITE ROSE	Maths (Decimals & Percentages) *Division to solve problems* WHITE ROSE	Maths (Decimals & percentages) *Decimals as fractions* WHITE ROSE
10.30-10.45am	Break	Break	Break	Break	Break
10.45-11.45am	English (Non-chronological Report) *I can gather information for a non-chronological report* OAKS NATIONAL ACADEMY	English (Non-chronological Report) *I can develop a rich understanding of words associated with eating.* OAKS NATIONAL ACADEMY	English (Non-chronological Report) *I can plan the opening of a non-chronological report.* OAKS NATIONAL ACADEMY	English (Non-chronological Report) *I can practise and apply knowledge of curriculum words.* OAKS NATIONAL ACADEMY	English (Non-chronological Report) *I can write the opening of a non-chronological report.* OAKS NATIONAL ACADEMY
11.45-12.25pm	Lunch	Lunch	Lunch	Lunch	Lunch
12.30-1.15pm	*Live Lesson with Miss Geary* History/ Geography	*Live Lesson with Mrs Carr* Maths (Multiply decimals by integers)	*Live Lesson with Mrs Carr* SPAG/Spelling test (Different Tenses)	*Live Lesson with Mrs Carr* Reading The Blitz: Survivor Stories *I can read a recount and answer retrieval and inference questions*	*Live Lesson with Mr Triner* Science
1.15- 2.15pm	English -Reading Goodnight Mr Tom *I can make inferences about characters in the book.* OAKS NATIONAL ACADEMY	English -Reading Goodnight Mr Tom *I can consider a character's perspective and theme within a text.* OAKS NATIONAL ACADEMY	English -Reading The Blitz: Survival Stories *I can activate prior knowledge and consider the historical context.* OAKS NATIONAL ACADEMY	Foundation Subject of Choice OAKS NATIONAL ACADEMY/ BBC BITESIZE	English -Reading The Blitz: Survival Stories *I understand the key information in the text and to consider the author's perspective.* OAKS NATIONAL ACADEMY
2.15-3.00pm	Times Tables/Spellings	Reading for pleasure	Times Tables/Spellings	Reading for pleasure	Times Tables/Spellings