POLICY

REMOTE LEARNING POLICY FOR SCHOOLS WITHIN QUEST

QUEST

Hindley Green Community Primary School
St. Peter's C. of E. Primary School, Hindley
St. John's C. of E. Primary School, Hindley Green
St. John's C. of E. Primary School, Abram
University Collegiate School, Bolton

September 2022
Next Review Date September 2025

Statement of intent

At QUEST, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Signed by: M Doyle   CEO

Signed by: *Crispin Pailing*   Chair of Board

1. Legal framework

1.1.   This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Data Protection Act 2018

1.2.   This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2024) 'Keeping Children Safe in Education'
- DfE (2019) 'School Attendance'
- DfE (Updated 2024) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'
- DfE (2022) 'Health and Safety: Responsibilities and Duties for Schools'
- DfE (2022) 'Health and Safety for School Children'
- DfE (2024) 'Children Missing Education'
- DfE (2024) 'Providing Remote Education'

1.3.   This policy operates in conjunction with the following school policies:
- Safeguarding, Child Protection & Early Help Policy
- Data Protection Policy
- Special Educational Needs and Disabilities Policy
- Positive Behaviour Management Policy
- Equality Scheme, Equality Action Plan and Accessibility Plan
- Teaching & Learning Policy
- ICT, including E-Safety, ICT Security and Internet Policy
- Health and Safety Policy
- Attendance Policy
- Staff Code of Conduct

2. Roles and responsibilities

2.1.   The Board of Trustees/Executive Team are responsible for:
- Ensuring that the schools have robust risk management procedures in place.
- Ensuring that the schools have a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2.   The Headteacher is responsible for:
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require supporting pupils during the period of remote learning.

- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3. The Data Protection Officer is responsible for:
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.4. The Designated Safeguarding Lead is responsible for:
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with ABtec to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.5. The SENCO is responsible for:
- Liaising with ABtec to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6. The Trust Business Manager is responsible for:
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.

- Ensuring that the schools have adequate insurance to cover all remote working arrangements.

2.7. IT Technician/ABtec are responsible for:
- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support many users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.8. Staff members are responsible for:
- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Headteacher and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician/ABtec.
- Always adhering to the Staff Code of Conduct.

2.9. Parents are responsible for:
- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs 9.1 and 9.2.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.10. Pupils are responsible for:
- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Positive Behaviour Management Policy at all times.

Resources Learning Materials

2.11. The schools will utilise a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. To provide remote learning, the schools may make use of:

- Work booklets.
- Class Dojo
- Past and mock exam papers
- Current online learning portals – Century Tech
- Educational websites - Oak Academy
- Reading resources - ELS
- Live webinars
- Pre-recorded video or audio lessons shared via ClassDojo/Showbie/Google Classroom

2.12. Teachers will review the DfE's list of recommended online education resources and utilise these tools as necessary, in addition to existing resources.

2.13. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

2.14. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

2.15. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

2.16. The schools will review the resources pupils have access to and adapt learning to account for all pupils' needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

2.17. Work packs will be made available for pupils who do not have access to a printer or an electronic device – these packs will be provided as a last resort and can be collected from school.

2.18. Teaching staff will liaise with the SENCO/Inclusion Manager and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

2.19. The SENCO/Inclusion Manager will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

2.20. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

2.21. Pupils will be required to use their own or family-owned equipment to access remote learning resources (EYFS/Key Stage 1) and their school allocated IPad within Key Stage 2-5.

2.22. For pupils who cannot access digital devices at home, the schools will, where possible, provide an emergency loan device.

2.23. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources. (as per the home/school agreement and i-pad agreement).

2.24. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 6 of this policy.

2.25. The arrangements for any 'live' classes, e.g. webinars, class chats will be communicated via the ClassDojo/email no later than two days before the allotted time and kept to a reasonable length of no more than 30 minutes per session.

2.26.   The ICT technician/ABtec are not responsible for providing technical support for equipment that is not owned by the school.

Costs and expenses

2.27.   The schools will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

2.28.   The schools will not reimburse any costs for travel between pupils' homes and the school premises.

2.29.   The schools will not reimburse any costs for childcare.

2.30.   If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

3.   Online safety

3.1.   This section of the policy will be enacted in conjunction with the Trust's ICT, including E-Safety, ICT Security and Internet Policy.

3.2.   Where possible, all interactions will be textual and public.

3.3.   All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store or distribute video material without permission and through the specified channels.
- Ensure (wherever possible) they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

3.4.   All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

3.5.   The schools will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

3.6.   Pupils not using devices or software as intended will be disciplined in line with the Positive Behaviour Management Policy.

3.7.   The schools will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use. This will be monitored by the use of Securus/ SENSO.

3.8. The schools will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

3.9. The schools will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

3.10. The schools will communicate to parents via ClassDojo/Email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

3.11. During the period of remote learning, the schools will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

3.12. The schools will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the schools.

4. Safeguarding

4.1. This section of the policy will be enacted in conjunction with the Trust's and School's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.

4.2. The DSL/Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning. The majority of vulnerable children will be identified via the LA lists.

4.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

4.4. Phone calls made to vulnerable pupils will be made using school phones where possible.

4.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

4.6. All contact with vulnerable pupils will be recorded and suitably stored in line with the Data Protection Policy.

4.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

4.8. All home visits **must**:
- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil/student.

4.9. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning. This would usually be via ClassDojo/Zoom/Teams initially.

4.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

4.11. All members of staff will report any safeguarding concerns to the DSL immediately.

4.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The schools will also signpost families to the practical support that is available for reporting these concerns.

5. Data protection

5.1. This section of the policy will be enacted in conjunction with the Trust's Data Protection Policy.

5.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

5.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

5.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

5.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

5.6. All contact details will be stored in line with the Data Protection Policy.

5.7. The schools will not permit paper copies of contact details to be taken off the school premises.

5.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

5.9. Any breach of confidentiality will be dealt with in accordance with the Trust's Data Protection Policy.

5.10. Any intentional breach of confidentiality will be dealt with in accordance with the Trust's Positive Behaviour Management Policy or the Trust's Disciplinary Policy and Procedure.

6. Marking and feedback

6.1. All schoolwork completed through remote learning must be:
- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupils' own work.

6.2. The schools expect pupils and staff to maintain a good work ethic during the period of remote learning.

6.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via the class email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

6.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.

6.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO/Inclusion Manager as soon as possible.

6.6. The schools accept a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

6.7. All tasks must be given whole class/group feedback either written or voice recorded.

6.8. Once per week, each individual pupil/student must receive personalised feedback: what is going well, what they need to do to improve.

7. Health and safety

7.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

7.2. Teaching staff and ICT technicians/ABtec will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

7.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.

7.4. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

7.5. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to a relevant member of staff immediately so that appropriate action can be taken.

8. School day and absence

8.1. Pupils will be present for remote learning by 9:00am and cease their remote learning at 2:30pm from Monday to Friday, with the exception of breaks and lunchtimes.

8.2. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

8.3. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

8.4. Parents will inform their child's teacher no later than 8:30am if their child is unwell.

8.5. The schools will monitor absence and lateness in line with the Trust's Attendance Policy.

9. Communication

9.1. The schools will ensure adequate channels of communication are arranged in the event of an emergency.

9.2. The schools will communicate with parents via Class Dojo, email, My Child at School APP and the school websites about remote learning arrangements as soon as possible.

9.3. The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

9.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

9.5. The schools understand that pupils' learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

9.6. Members of staff will have contact with their line manager once per week.

9.7. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 8.

9.8. Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call/class chat.

9.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

9.10. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

9.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

9.12. The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

10. Monitoring and review

10.1. This policy will be reviewed on an annual basis by the Headteacher.

10.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

SEND

- Our Inclusion Manager and 1:1 staff will support and tailor the curriculum for pupils with an EHCP.
- Teachers will signpost children/parents to Oak National Academy or other suitable online resources for specialist content for pupils with SEND. Where pupils are supported by a 1:1, and where appropriate, teaching assistants will provide daily learning opportunities for those children and have regular communication with the child.

Feedback

- Teacher/TA to provide written/voice recorded feedback to the group/class following each task.
- Each week, every child will receive some personalised feedback.

Assessment

- Kahoot/Outlook Forms /Mini quizzes/Testbase will be used to assess aspects of learning.
- If your child is in KS2, Century diagnostics will be used to alter the pace and direction of the sequence of learning along with providing gap analysis data to allow teachers to assign personalised learning tasks.

Protocol for Zoom Lessons

- By accessing a Zoom session all Parents/Carers are agreeing to their child taking part in a live streaming lesson and confirming that they have discussed the protocols with their son/daughter and that their son/daughter will abide by these protocols. If Parents/Carers have any safeguarding concerns they can report this directly to the Headteacher by phoning the school or via the enquiries@ email which can be found on the school website.
- The Zoom passcode to allow access will be sent daily, by 10am, via class Dojo.
- 'Learning Surgeries' will be held daily at 2pm for 30 minutes to provide support for pupils with their daily learning and/or answer any questions that the pupil may have.
- A member of the school's leadership team may attend any of the sessions and/or they may be recording for safeguarding purposes.
- Normal school rules apply but in a virtual setting. Recording of these sessions, other than by the member of staff/school, is expressly forbidden.
- For the session to progress smoothly pupils should mute and raise the hand icon if they wish to speak.
- Pupils should be in a room in the house that is readily accessible by other adults in the household. It should not take place in the pupil's bedroom. Pupils should be dressed appropriately; it is also preferable that the pupil's background is blurred.
- In line with GDPR if you do not wish your child's image to be shared on screen but wish them to participate in the session, please email the enquiries@ email address which can be found on the school website. Your request will be forwarded on to the relevant staff member. Please ensure that you inform school as soon as possible.

Sample Home Learning Overview for Primary Schools

Year 6 Home Learning

Useful Websites
https://spellingframe.co.uk/https://spellingframe.co.uk/https://spellingframe.co.uk/

https://www.bbc.co.uk/bitesize/subjects/zv48q6f

https://www.bbc.co.uk/bitesize/subjects/z826n39

www.bbc.co.uk/teach/ten-pieces

www.bbc.co.uk/teach/bring-the-noise

(Grammar Revision) Anchor creative videos on youtube

https://archive.org/details/Wonder_201810/page/n143/mode/2up

R.E./P.S.H.E.
P.S.H.E
Create an information leaflet suitable for a y6 child, highlighting the negative effects that cyber bullying can have on mental well being.

RE
As we approach Easter, research how this religious festival is celebrated in different countries around the world. Present your findings in a creative way.

Science: Healthy Lifestyles
Our Science topic is currently 'Animals including Humans'. Create a quiz with answers based on the work of Darwin, Anning and Wallace and the role of fossils in helping us to understand how they teach us about evolution.

Dear Parents/carers

Here is an overview of tasks available for children to complete at home over the forthcoming weeks. We are committed to ensuring consistency in your child's learning. During school hours, ClassDojo will still be available if you need to contact a member of staff.

Warmest regards,
Miss Walls, Mrs Hunter, Mrs Millett and Mrs Evans

Writing
Go to http://www.pobble365.com/
Complete the daily work for each picture on there. We would love you to share the writing with us that you produce – let your imagination run wild!

Spelling, Punctuation and Grammar (SPAG)

The children can access their Century account to complete their SPAG pathway. There are also other online resources the children can access to practise SPAG questions. Please see the useful websites section.

Spanish

https://www.languageangels.com/schools/

Click on pupil games area . User name: Y6 W or Y6 EH password: pass

Creative Curriculum
Our upcoming topic is Walk Like and Egyptian. We would like the children to choose an aspect of Ancient Egypt to research. They can present their findings in variety of formats; power point, arts and crafts, poster etc. We looked forward to seeing the results!

Maths/Century Tech
Daily Arithmetic:
Aim to complete questions on Century Tech each day based on arithmetic. Your child can search in 'my courses' to find the relevant questions e.g. multiplication, division, addition, subtraction.
Curriculum content
We are currently working on geometry and reasoning skills. Century tech should be used to access their personalised learning. This will either be set by a teacher or can be accessed via their individual learning flight path. Please keep checking ClassDojo for other maths activities which will be added as required.
Timestables Rockstars should be completed daily.

Reading
The children should be very confident with VIPERS by now. Activities will be provided several times a week, which will be provided on a weekly basis. The children have been issued with CGP poetry SATs Buster books. Weekly answers will be upload on a Friday. The expectation is that your child completes one VIPER and one CGP text per week alongside their own reading. **Century Tech** can also be used to answer questions through 'my courses' and 'KS2 reading'

There is still an expectation that children will read daily. This is a great opportunity to read some good books and tell us about them.

Our class novel is Wonder. Mrs Millett will be uploading videos of chapters to read along to. Please see the useful websites box for a link to the free text.