



Priory School

Remote Learning Policy

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Signed:



Date: 20.11.2025

Caroline Masih - Chair of Governors

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Statement of Intent

At Priory School, we understand the need to continually deliver high quality education, including during periods of remote learning – 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 learning, 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.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2024) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2025) 'Keeping children safe in education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2022) 'School attendance: guidance for schools'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2024) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

2. Roles and responsibilities

The governing body is responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on a bi-annual basis in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.

The headteacher is responsible for:

- Ensuring 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 education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on a bi-annual basis in conjunction with the governing body and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils during periods of remote learning.

- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting regular reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

Staff members are responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote education on We Are Every.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the facilities and compliance manager and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

The SENCO is responsible for:

- Liaising with the IT consultant to ensure that the technology used for remote education 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 during periods of remote education, 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 receive remote education.
- Ensuring that the remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the IT consultant to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.

- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The IT consultant is 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 a large number of 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.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The Facilities Manager is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- 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.

The 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 school has adequate insurance to cover all remote working arrangements.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely 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.

- Reporting any absence in line with the terms set out in 'school day and absence' section of this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Parent Guidance at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers 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 Behaviour Policy at all times.

3. Attendance and absence

The school understands that daily, on-site attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupil is restricted
- Individual cases, agreed by SLT, where a pupil is unable to attend school for medical reasons but is able to learn.

School Closures

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's [emergency planning guidance](#) will be consulted in the event of school closures or attendance restrictions.

4. Remote education during a suspension or permanent exclusion

In situations where a pupil is suspended or permanently excluded, the school will take steps to ensure that work is set and marked for pupils during the first five school days in accordance with the guidance outlined in the DfE's [Suspension and permanent exclusion](#) document.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time.

5. Resources

The school will utilise a range of different teaching methods when delivering remote education. For the purpose of providing remote learning, the school may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- School website
- Email
- Past and practise test papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live TEAMS lessons
- Pre-recorded video or audio lessons

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

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

Where the period of remote learning is expected to be short e.g. one or two days, remote learning materials will be made available on the school website as soon as is practicable and there will be no live TEAMS lessons. If the period of remote learning extends beyond two days, arrangements will be made for live TEAMS lessons in addition to the learning materials published on the school website.

The arrangements for any live TEAMS lessons, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity, e.g. questioning, eliciting and reflective discussion, to the best of their ability during live TEAMS lessons.

Where remote education is needed, the school will ensure that it is equivalent in length to the core teaching pupils would receive in schools and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

When setting remote education work, the school will consider the pupil's age, stage of development and any SEND. The school will also consider where this would likely require significant levels of support from

parents, e.g. younger pupils or pupils with SEND who likely need parental involvement to facilitate engagement with remote education.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for this.

Where the period of remote learning extends beyond 2 days, work packs will be made available for pupils who do not have access to a printer – these packs can be collected from the school office.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate.

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

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The IT technician is not responsible for providing technical support for equipment that is not owned by the school.

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 'marking and feedback' section of this policy.

Food provision:

- The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- The school will work with their catering team to ensure good quality lunch parcels are provided to pupils eligible for FSM who are at home for an extended period of remote learning.

Costs and expenses:

- The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- The school will not reimburse any costs for travel between pupils' homes and the school premises, or childcare costs.

- 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.

4. Principles for delivery

The principles for delivery will be as follows:

- Remote learning resources and activities will be published on the school website as early as possible from the first day of remote learning
- Parents will be sent links for the TEAMS meetings via email
- Children will receive learning opportunities for a range of subjects each day/week
- Learning will be sequenced as per our current curriculum model and will be in line with the lesson delivery for pupils in school
- Teachers will provide written explanations, presentations and some video or verbal explanations to support the learning
- Teachers will provide a range of tasks; including those that can be completed off-line
- For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.
- For online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Pupils will be encouraged to take regular physical exercise to maintain fitness.
- Positive feedback will be provided to those children who email photos of work or send attachments to teachers via email.

5. Curriculum Expectations

Remote learning activities and lessons will mirror the content usually delivered in school:

- Daily maths/number
- Daily English – reading, writing, spelling, grammar, phonics
- PSHE
- PE
- Science and foundation subjects

6. Online Safety

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

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.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

The school 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.

Pupils not using devices or software as intended will be disciplined in line with the [Behaviour Policy](#).

The school 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.

The school 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.

The school 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 school.

During the period of remote learning, the school 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.

7. Safeguarding

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

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education. Parents will be made aware of what their

children are being asked to do, including: the sites that they will be accessing; the school staff that they will be interacting with.

The DSL and 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 DSL will arrange for regular contact to be made with vulnerable pupils, during a period of remote learning.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using school phones where possible.

All contact with vulnerable pupils will be recorded on CPOMS.

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

All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMS.
- Actively involve the pupil.

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.

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.

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

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 school will also signpost families to the practical support that is available for reporting these concerns.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education, e.g. whilst conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the school's DSL.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.

Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via email. Pupils will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such disputes between pupils, that may occur during the live online lesson.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

The school will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the school staff pupils will interact with online.

The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the government-approved resources on child online safety to support parents further.

8. Data Protection

Staff will have due regard for the school's Data Protection Policy at all times whilst conducting live online lessons.

The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils via email.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson. Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of pupils instead of full names.

9. Monitoring and review

The Senior Leadership Team will review this policy on an annual basis and will communicate any changes to all members of staff, existing work experience participants and relevant stakeholders.

The next review date for this policy is November 2027.

Appendix A

GUIDANCE FOR PARENTS

Remote Learning Guidance for Parents

- Take an active interest in your child's learning
- Engage with as much of our remote learning offer as possible
- Monitor your child's communication and on-line activity
- Establish a daily routine and schedule
- Encourage screen breaks away from devices
- Ensure your learning device is in a public space in the home (or ensure you are supervising regularly where this is not possible)
- Maintain feedback with teachers
- Monitor your child's wellbeing and mental health
- Do not worry if something goes wrong or you are unable to engage with all remote learning activities every day

Teams Live Session Expectations and Guidance

- Ensure the microphone is on mute unless asked by the teacher to unmute
- Ensure all persons in the home are dressed appropriately and use only appropriate language during Teams meetings
- To protect privacy, blur the background or use a background effect by selecting background effects in the 'more options' tab
- Nursery and Reception parents, please sit with your child during their live Teams session
- Y1 – Y6 parents, please support your child during their live Teams sessions if possible
- Pupil behaviour expectations during a live lesson are the same as they are in school and the Priory Values still apply
- The chat function should only be used as directed by the teacher
- Children should be encouraged to arrive promptly for the session at the correct time
- Please ensure your child does not restart or reenter the meeting after the teacher has ended it
- Links to Teams meetings should not be shared with anyone other than the intended recipient
- Teachers are in control of all meeting attendees and will refuse entry or eject any participants if necessary

Appendix B

GUIDANCE FOR TEACHERS

Remote Learning – Guidance and Expectations for Teachers

Admin

- All year groups should produce a daily/weekly timetable for remote learning activities which mirrors the timetable that will be followed by pupils in school.
- All documents should be uploaded to the school website as early as possible
- All videos that need to be shared should be uploaded to YouTube (the home learning team can do this for you) so that the links can be shared with parents and added to documents as required.
- If required, daily class Teams links should be set up as one recurring link and sent to Marion to be shared with parents.
- Additional Teams links for interventions etc. can be set up and sent to Marion to be shared with parents or can be sent out by Year Leaders.

Daily Provision

- All year groups should produce a daily/weekly timetable for remote learning activities which mirrors the timetable that will be followed by pupils in school.
- For periods of remote learning extending beyond 2 days - daily Teams welcome meeting for all pupils: register, wellbeing check, outline of the day, modelling of key teaching points, feedback from previous day's learning. Additional Teams live lesson for KS1 and KS2: varied curriculum focus as appropriate for the year group.
- All learning materials from live lessons must be available for pupils to access even if they were unable to attend the session.
- Follow guidance from maths and English subject leads regarding content of remote learning for these subjects.
- Reading opportunities should be provided daily.
- The full range of curriculum subjects to be taught throughout the week.
- Liaise with Tessa, Sean and Andy regarding the timetabling and curriculum content for music, French and PE.
- When using online platforms such as BBC or Oak National Academy, please ensure you look at different weeks/terms in order to match lesson content to our curriculum.
- Any BBC or Oak lessons to be supplemented with additional maths and English content to ensure sufficient quantity, range of coverage and level of demand.
- A range of learning activities are to be provided, including those that can be completed off-line.
- All worksheet type activities need to include instructions as to how these activities can be completed on paper without parents having to print out the sheet.
- Daily phonics videos will be provided for appropriate year groups (these can be shared across year groups as appropriate).
- Pre-recorded learning videos to be provided for early years and resource pupils as required.

- Learning activities must be differentiated as required and parents informed if their child is to access alternative tasks.
- Paper-based learning packs to be provided in a small number of cases - as far as possible, these must be in line with the work set on the website.
- Pupils should be supported to work independently at home:
 - Clear examples (WAGOLLs) for pupils to refer back to
 - Pre-recorded skills videos to be provided to model key skills and methods
 - Metacognition strategies and questions (share with parents).
 - What are three things you have learned or are excited about from this lesson?
 - What questions do you have? What do you need clarified?
 - What ideas and concepts do you confidently understand?

Interventions

- The inclusion team coordinates specific interventions for pupils with EHCPs.
- Teachers/Year Leaders to use data to identify pupils who would benefit from curriculum interventions.
- Support staff and/or teachers to provide regular curriculum intervention for pupils identified.
- Where live Teams interventions are not possible, intervention learning materials and guidance will be sent to parents of identified pupils.

Assessment

- A range of AfL strategies should be used during live lessons e.g. hands up and thumbs up tool, questioning - verbal and in the chat, teacher statements in the chat and pupils put a thumbs up over the one they agree with etc.
- Regular multiple-choice quizzes are set in all curriculum areas.
- Online platforms are used which share pupil performance with teachers - TTR, mathletics.
- Teacher assessment based on work submitted:
 - Pupils encouraged to submit pieces of work they are most proud of to ensure high standard of work produced.
 - Positive sense of community created to encourage more pupils to submit their work e.g. shared and celebrated on website and in newsletter.
 - Wow work from each class to be sent to SLT for positive feedback and encouragement.
 - Key tasks to be requested for submission by teacher and followed up with parent to ensure that they are completed and handed in.
 - Reward 'tags' or virtual stickers used to praise and encourage.
- All forms of teacher assessment to be used to inform planning of next lessons.

Feedback

- Immediate verbal feedback provided on pupil responses during live lessons.
- Whole class verbal feedback on prior learning during Teams sessions - examples of pupil work shared (consider use of visualiser).
- Brief, positive comment provided by email for all work submitted.
- More detailed individual written/verbal feedback provided for selected pieces of work only.