THE FEDERATION OF NETTLESTONE & NEWCHURCH

PRIMARY SCHOOLS

PUPIL REMOTE EDUCATION PLAN

Date Agreed: September 2020 (updated January 2021)

The Federation of Nettlestone & Newchurch Primary Schools

Statement of intent

Within the Federation of Nettlestone & Newchurch Primary Schools we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil, small group, whole class bubble or whole school.

Within our federation, 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.

This plan aims to:

- 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.
- Ensure regular contact with all children and families is maintained.
- Safeguard the community as effectively online as in the real world.

1. Roles and responsibilities

1.1. The governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Evaluating the effectiveness of the school's remote learning arrangements.

1.2. The Executive Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times and that relevant risk assessments are completed.
- 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 plan.
- Reviewing the ongoing effectiveness of this plan and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.

1.3 The Heads of School are responsible for:

- Facilitating access to remote learning for children as and when required.
- Conducting reviews on a regular basis of the remote learning arrangements to ensure that pupils have access to high quality resources linked to the school curriculum expectations (online or in printed format) and pupil engagement with these materials.
- Ensuring that pupils identified as vulnerable are provided with necessary information and instruction, as required.
- Monitoring CPOMS and responding to causes for concern as they arise including lack of pupil engagement with learning.
- Communicating concerns to families, seeking to provide sensible resolution to lack of pupil engagement including engaging external agency support where sensible to do so.
- Providing a weekly assembly that can be shared online depicting the value of the week to encourage collaborative reflection.
- Continuing to celebrate the success' and achievements of the children during their remote learning period e.g via newsletter, Facebook, celebration assembly.

1.4 Class teachers are responsible for:

- Adhering to this plan at all times during periods of remote learning.
- Engaging with the online communication tools to facilitate remote learning as required, providing feedback on children's work as necessary.

- Facilitating meaningful and ambitious learning each day in a number of different subjects that is of equivalent length to the core teaching pupils would receive in school.
- Teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Ensure curriculum is differentiated as far is reasonably possible with support, scaffolds and extra challenge where appropriate and that all pupils in receipt of 1:1/small group intervention have the resources available to enable these programmes to continue.
- Using high quality curriculum resources or videos to support their teaching of new content. Teachers are not required to 'live stream' lessons as we are aware that the large majority of the households within the federation have shared devices.
- Considering any cost implications of remote learning set as a potential barrier to learning and eliminate these wherever possible i.e. necessity to print excessively, purchase bespoke items in order to complete learning tasks etc.
- Regularly checking work to gauge how well pupils are progressing, adjusting the pace or difficulty of what is being taught including where necessary revising materials or simplifying explanations to ensure pupils' understanding.
- Using a variety of assessment methods to assess and feedback on pupil's work.
- Alerting parents at the earliest opportunity should work cease to be completed for children for whom they are not aware of a valid reason.
- Reporting any safeguarding incidents, causes for concern or absence from remote learning via CPOMS to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this plan, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote learning to ICT Support (WightSupport).
- Adhering to the Staff Code of Conduct at all times.

1.5 The chosen body for IT support (Wight Support) are responsible for:

- Ensuring any software/ online platforms required are successfully installed and operational on any ICT equipment used for remote learning.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- Support all stakeholders with technical support and assistance as required.

1.6 The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT support 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 external agencies and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- 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.
- Ensuring that should the school not be able to communicate with a vulnerable family that a home visit will be completed within a 48 hour period.
- Ensuring that a suitable risk assessment is completed for children with an allocated social worker or those subject to early help and where necessary that these children continue to access key worker provision should it be safely available.

1.7 The SENCO is responsible for:

- Liaising with the ICT support 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 are risk assessed and continue to have their needs met while learning remotely, and liaising with the Executive Headteacher and other organisations to make any alternate arrangements for pupils with Education Health Care Plans and Individual Health Care Plans.
- 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.
- Ensuring that targeted interventions as discussed at the termly progress meetings are sustained and supported wherever practical, possible and safe to do so during the period of remote learning e.g. ELSA, rapid reading etc
- Signposting additional sources of support to parents of pupils with particular needs.

1.8   The SBM 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.
- Ensuring federation compliance with all aspects of GDPR throughout the period of remote learning.

1.9   Parents are responsible for:

- Adhering to this plan at all times during periods of remote learning.
- Creating a daily routine for engagement with remote learning and providing a quiet work space wherever practical and possible.

- 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 and either uploaded to the required online platform (Tapestry/Seesaw) or returned to school (if paper based).
- Reporting any technical issues to the school as soon as possible or any issues with the submission of paper based work.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Ensuring that the work that is submitted is a true reflection of the capability of the child so that feedback and ongoing work can be tailored to the needs of the child.
- Ensure that the work is completed and uploaded on the day it is set.
- Informing the teacher if the level of support required to engage with home learning is over and above what would usually be expected.
- Engage with staff welfare calls.
- Advise school (as per normal procedure) if child is feeling unwell and unable to complete work on the day it is set or if work is not at an appropriate level for age/ability of the child.
- Not attempting to contact staff remotely out of usual school hours.

1.10 Pupils are responsible for:

- Adhering to this plan at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed independently, on time and to the best of their ability.
- 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.
- Continue to adhere to our 'how to stay safe online' school rules.
- Upload work to Tapestry/Seesaw on the day it is set by the relevant member of teaching staff.

2. Resources

Learning materials

2.1   The federation will facilitate a range of different teaching methods during remote learning to help explain concepts, maintain pupil interest and address misconceptions easily. For the purpose of providing remote learning, each school may make use of the following although this list is not exhaustive:

- Work booklets
- Email
- Past assessment papers
- Current online learning portals – Tapestry, SeeSaw, Google Drive

- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons
- DFE endorsed remote education resources e.g. Oak National Academy
- A grab bag of concrete materials to support learning

2.2   The federation recognises that many parents may also be working from home and parents may struggle to assist with schoolwork for a number of reasons. Tasks will be set in such a way that for the large part children can access independently.

2.2   Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure that all pupils in receipt of 1:1/small group intervention have the resources available to enable these programmes to continue.

2.3   Each school 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.

2.4   Work packs will be made available for pupils who do not have online access – arrangements will be made by the class teacher for distribution/collection.

2.5   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/iPads. For pupils who cannot access digital devices at home, the federation will, where possible, apply for technology support through the LA. Additional support with broadband access is also available to support remote education.

2.6   Wight Support are not responsible for providing technical support for equipment that is not owned by the school.

3. Marking and feedback

3.1   All schoolwork completed through remote learning must be:

- Uploaded to the relevant member of teaching staff or returned (if paper based) to school for the teachers attention.
- Uploaded on the day the work is set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Reviewed and necessary feedback shared.

3.2   The school expects pupils and staff to maintain a good work ethic during the period of remote learning. School assemblies shared online will remind pupils of this.

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

3.4   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 Head of School/SENCO as soon as possible.

3.5   The federation accepts 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.

3.6   It is not the expectation that every single piece of work submitted will be formally marked. If teachers want to offer a development point, this will be at teacher discretion and based on the knowledge of the child.

4 Costs and expenses

4.1 The federation will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, internet access or printing.

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

4.3   The federation will not reimburse any costs for childcare.

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

5. Online safety

This section of the plan will be enacted in conjunction with the federation's e:safety policy.

5.1   All staff and pupils using 'live' video communication must:
- Only used the approved method of communication – School Cloud
- Communicate with pupils where an adult is present e.g. online welfare call/ mentoring meeting
- 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 communication.
- Always remain aware that they are visible.

5.2   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.

5.3 To safeguard staff the federation does not support the delivery of one-to-one sessions either in a 'live' or audio format.

5.4   The federation will survey parents about access to technology within the home and will use responses to consider what methods of delivering remote learning are most accessible – alternate arrangements will be made where necessary.

5.5 The federation 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 federation will communicate to parents 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 and encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

5.6   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.
- Direct parents to useful resources to help them keep their children safe online.
- Respond to concerns raised around online content.

5.7 The federation will not be responsible for providing access to the internet away from 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.

6. Safeguarding

This section of the plan will be enacted in conjunction with the federation's Child Protection and Safeguarding Policy.

6.1 The DSL 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.

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

6.3   Phone calls made to all pupils will be made using school phones where possible.

6.4   All contact with vulnerable pupils will be recorded on CPOMs

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

6.6 In the exceptional circumstances that a home visit is required all visits **must**:
- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMs so that the DSL has access to notes of visit.
- Actively seek engagement with/ obtain sight of the pupil.

6.7 Families are alerted on school website/ newsletter/ school communications how to contact the DSL, their deputy, or any other relevant member of staff should they be concerned, e.g. regarding harmful or upsetting content or incidents of online bullying
6.8 The DSL and the deputy DSL will actively monitor CPOMs and make contact with relevant members of staff to discuss any cause for concern.
6.9   All members of staff will report any safeguarding concerns to the DSL immediately.

7. Data protection

This section of the plan will be enacted in conjunction with the school's Data Protection Policy.
7.1 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.

8. Health and safety

This section of the plan will be enacted in conjunction with the school's Health and Safety Policy and the necessary and relevant risk assessments.
8.1 Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
8.2 If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks, pupils with medical conditions may require more frequent screen breaks.
8.3 If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the class teacher or other relevant member of staff immediately so that appropriate action can be taken.

9.   School day and absence

9.1 The federation will share expectations that the school day is replicated as much as possible at home in order that the home/school experiences are aligned.
9.2 The equivalent of 3 hours of learning will be set for children in EYFS/KS1 and 4 hours for children within KS2.
9.3 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.
9.4 Pupils who are unwell are not expected to engage in remote working until they are well enough to do so.

10. Food provision

10.1 The federation may provide the following provision for pupils who receive FSM:

- Making packed lunches available for delivery or collection
- Supply e:food vouchers to families

10.2 Where cases are brought to the attention of the federation, staff will signpost to additional support e.g. food banks.

11. Communication

11.1 The federation will ensure adequate channels of communication are arranged in the event of an emergency.

11.2 The school will communicate with parents via email, parent text service and the school website about remote learning arrangements as soon as possible.

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

11.4 As much as possible, all communication with pupils and their parents will take place within the school hours only using agreed methods of communication e.g. Tapestry, SeeSaw, School Cloud, e:mail, text or telephone.

11.5 Families will have verbal contact with a member of teaching staff at least once per week via welfare phone call and it is encouraged that the pupil be part of this conversation.

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

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

12. Monitoring and review

12.1 Any changes to this plan will be communicated to all members of staff and other stakeholders by the Executive Headteacher.

12.2 The next scheduled review date for this plan is the Spring term 2021.

This plan operates in conjunction with the following school policies:
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs (SEND) Policy
- Positive Behaviour Policy
- Accessibility Policy

- E:Safety Policy
- Health and Safety Policy
- Attendance and Registration Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

Remote Learning within the Federation of Nettlestone & Newchurch Primary Schools

This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. We aim to implement remote learning from your child's initial day of absence although we do appreciate that they may not be well enough to engage with learning straight away. There are general scenarios outlined below to illustrate the difference remote learning experiences that may be offered within each phase.

Phase	Circumstance A	Circumstance B
	My child (and their siblings if they also attend the federation) is absent because they are awaiting test results and our household is required to self-isolate. The rest of the school bubble are attending school and being taught as normal.	My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for COVID-19. We enter another 'lockdown' with total school closure.
All Pupils	We would expect daily discrete practise of maths fluency and letter formation/handwriting in addition to…	
EYFS (including pre-school) Minimum of 3 hours	Communication & Language Activity – Uploaded to Tapestry and mirroring the activity covered in the classroom at this time. Number Activity Uploaded to Tapestry and mirroring the activity covered in the classroom at this time. Phonic Activity Uploaded to Tapestry and linked to the sounds that your child will be missing. Moving & Handling Activity uploaded to Tapestry to further develop gross/fine motor skills. Sharing books and reading if applicable	Communication & Language Lessons – Recorded lesson content uploaded to Tapestry with linked activities to promote early reading/writing skills. Number Lessons Recorded lesson content uploaded to Tapestry with linked activities to promote early number/shape, space & measuring skills. Phonic Lessons Recorded lesson content uploaded to Tapestry with linked activities to secure the phonic phase at which the children are working. Continuous Provision Throughout the week activities will be uploaded to Tapestry that will mimic the experiences that the children would have had in free-flow play. Moving & Handling Twice a week specific PE Based activities will be shared on Tapestry to further develop gross/fine motor skills. Collective Worship Weekly assembly shared on Tapestry to reflect the value of the week. Weekly celebrations of success' and achievements. Targeted Support If your child is in receipt of 1:1 support a bespoke progamme will be created to sustain provision where practically possible. Sharing books and reading if applicable
Key Stage 1	Literacy & Maths Activity Uploaded to SeeSaw to continue as far as practical and possible the learning journey of the class at the time. These activities may include video clips, worksheets or direct children to familiar resources. Completed activities or evidence of completion will need to be uploaded to SeeSaw for some of these activities your child may be asked to record their ideas directly on SeeSaw on the notepad provided.	Each day there will be… English Lesson Recorded lesson content if applicable. Uploaded to SeeSaw, with linked activities related to curriculum contwent to continue the learning journey of the class at the time. Maths Lessons Recorded lesson content if applicable. Uploaded to SeeSaw, with linked activities related to curriculum

Minimum of 3 hours	**Phonic Activity** Uploaded to SeeSaw to continue work on the phonic phase that the your child would be learning in class at the time. **Curriculum Activity** Two additional tasks will also be uploaded to Seesaw and will, as far as is possible, reflect the learning being carried out in COOL time in class. They may include short video clips, worksheets, or a task explained directly by your child's teacher using Seesaw. For some of these tasks, your child may be asked to record their ideas directly on Seesaw, on the 'notepad' provided **Physical Activity** Twice a week specific PE Based activities will be shared on SeeSaw to encourage physical activity. It is encouraged that daily exercise takes place also. *Sharing books and reading daily.*	contwent to continue the learning journey of the class at the time. **Phonic Lessons** Uploaded to SeeSaw and linked to the phonic phase that the your child would be learning in class at the time. **'COOL TIME' Activities** Throughout the week a variety of activities will be uploaded to SeeSaw that will mimic the experience the experiences that the children would have had in COOL TIME. Children will be challenged to complete the activities at a level suitable for themselves. **PE Lessons** Twice a week specific PE Based activities will be shared on SeeSaw to encourage physical activity. **Collective Worship** Weekly assembly shared on SeeSaw to reflect the value of the week. Weekly celebrations of success' and achievements. **Targeted Support** If your child is in receipt of 1:1 support a bespoke progamme will be created to sustain provision where practically possible. *Sharing books and reading daily.*	
Key Stage 2 **Minimum of 4 hours**	**Literacy & Maths Activity** Uploaded to SeeSaw to continue as far as practical and possible the learning journey of the class at the time. These activities may include video clips, worksheets or direct children to familiar resources. Completed activities or evidence of completion will need to be uploaded to SeeSaw for some of these activities your child may be asked to record their ideas directly on SeeSaw on the notepad provided. **Curriculum Activity** Two additional tasks will also be uploaded to Seesaw and will, as far as is possible, reflect the learning being carried out in class. They may include short video clips, worksheets, or a task explained directly by your child's teacher using Seesaw. For some of these tasks, your child may be asked to record their ideas directly on Seesaw, on the 'notepad' provided **Physical Activity** Twice a week specific PE Based activities will be shared on SeeSaw to encourage physical activity. It is encouraged that daily exercise takes place also. *Sharing books and reading daily.*	Each day there will be… **English Lesson** Uploaded to SeeSaw to continue the learning journey of the class at the time including grammar and punctuation work. **Maths Lessons** Uploaded to SeeSaw to continue the learning journey of the class at the time. **Spelling Lesson** Uploaded to SeeSaw, linked to the spelling pattern that the class would be covering to continue the learning journey of the class at the time. **Curriculum Activities** A minimum of 3 daily activities will be posted to SeeSaw to replicate the timetable that the children would have experienced had they been in school. Recorded lesson introductions may be necessary when introducing new content. Completed activities or evidence of completion will need to be uploaded to SeeSaw for some of these activities your child may be asked to record their ideas directly on SeeSaw on the notepad provided. **PE Lessons** Twice a week specific PE Based activities will be shared on SeeSaw to encourage physical activity. **Collective Worship**	

		Weekly assembly shared on SeeSaw to reflect the value of the week. Pause for reflection each day – something to think about/mindfulness actvitiy Weekly celebrations of success' and achievements. Targeted Support If your child is in receipt of 1:1 support a bespoke progamme will be created to sustain provision where practically possible.

Appendix B

A typical day on Seesaw for Circumstance B…
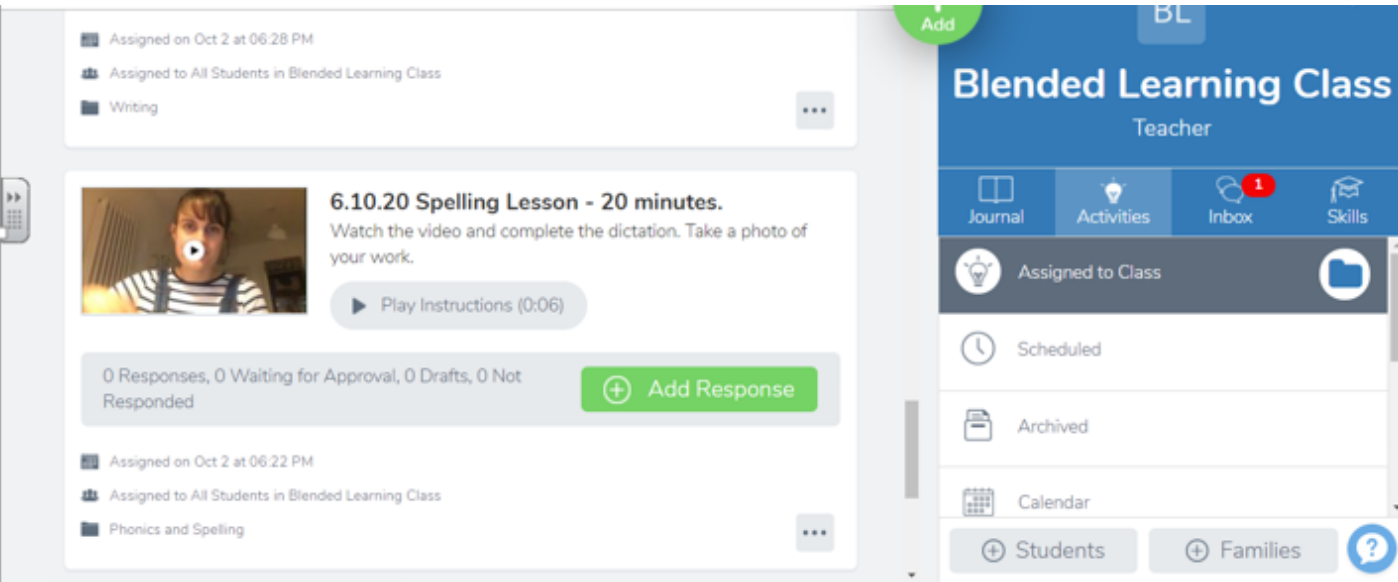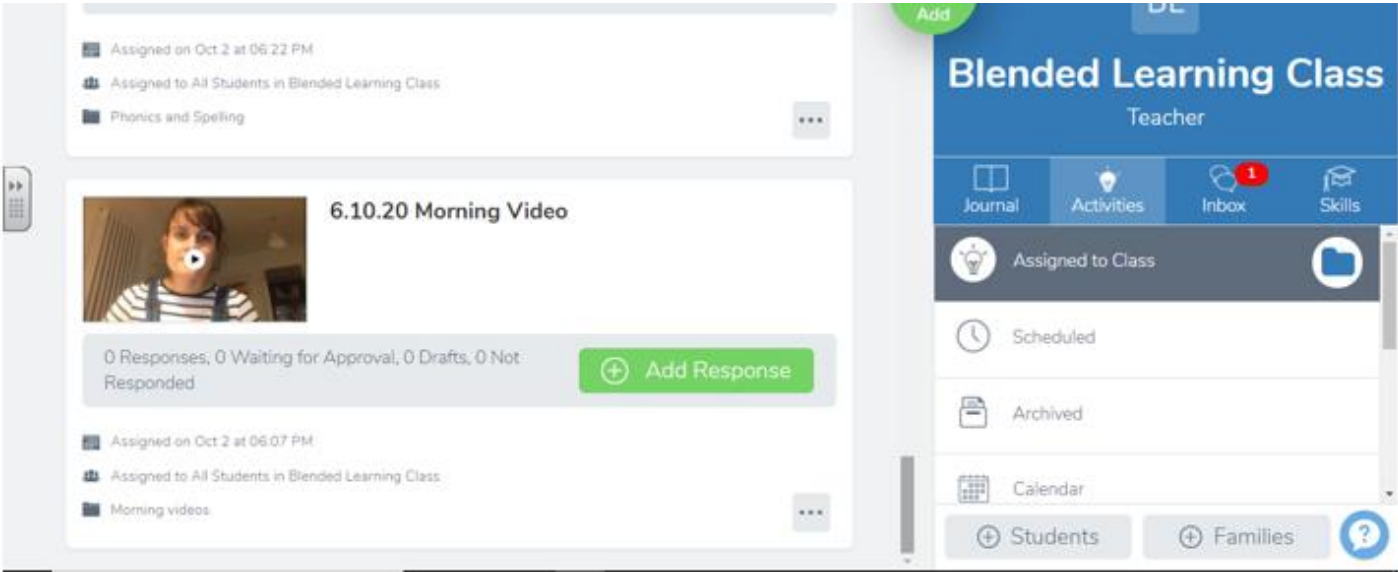
Template attached ...

6.10.20 Writing lesson - 45 minutes.
Watch the video of me modelling some writing about 'The Flower'.
Have a go at writing your own version. You can watch the video as you go to help if you need to. You can type your response on to the notes page or you can type it as a word document and upload it as a pdf. You could write your story on paper and take a photo. Make sure I will be able to read your writing on the photo though.

▶ Play Instructions (0:23)

1 Response, 0 Waiting for Approval, 0 Drafts, 0 Not Responded   ⊕ **Add Response**

▦ Assigned on Oct 2 at 06:28 PM
⚎ Assigned to All Students in Blended Learning Class

Blended Learning Class
Teacher

📖 Journal | 💡 Activities | 💬 Inbox **1** | 🎓 Skills

💡 Assigned to Class 📁
🕐 Scheduled
🗐 Archived
🗓 Calendar
⊕ Students   ⊕ Families   ❓

Template attached ...

6.10.20 Maths Lesson - 20 minutes.
Follow the instructions on the sheet.

▶ Play Instructions (0:03)

1 Response, 0 Waiting for Approval, 0 Drafts, 0 Not Responded   ⊕ **Add Response**

▦ Assigned on Oct 2 at 06:31 PM
⚎ Assigned to All Students in Blended Learning Class
📁 Maths
Template attached ...

6.10.20 Writing lesson - 45 minutes.
Watch the video of me modelling some writing about 'The

Blended Learning Class
Teacher

📖 Journal | 💡 Activities | 💬 Inbox **1** | 🎓 Skills

💡 Assigned to Class 📁
🕐 Scheduled
🗐 Archived

ⓘ **Java Update Available**
A new version of Java is ready to be installed!
Click here to continue.
Java Update Checker

🗓
⊕

⚎ Assigned to All Students in Blended Learning Class
📁 PE ...

6.10.20 History Lesson - 30 minutes.
Follow the link to watch a video about the Great Fire of London.
Then open the slide show and listen to the instructions.

▶ Play Instructions (0:07)

2 Responses, 0 Waiting for Approval, 0 Drafts, 0 Not Responded   ⊕ **Add Response**

▦ Assigned on Oct 2 at 06:46 PM
⚎ Assigned to All Students in Blended Learning Class
📁 History
Template attached ...

Blended Learning Class
Teacher

📖 Journal | 💡 Activities | 💬 Inbox **1** | 🎓 Skills

💡 Assigned to Class 📁
🕐 Scheduled
🗐 Archived
🗓 Calendar
⊕ Students   ⊕ Families   ❓