

## Remote Learning

### Case Studies from Church of England Schools and Academies in the Diocese of Lincoln



School leaders across the diocese have shown great resolve and creativity to develop provision for remote learning. Months before it became a statutory responsibility to provide remote education, school leaders were busy developing and implementing their plans to support pupils who were unable to attend school. At the start of lockdown, remote learning was a new concept for most of us. We have had to learn as we go. We all asked ourselves questions like, ‘Which learning platform is best? How do I ensure remote learning is safe? How I can ensure all pupils are able to access it? Depending on your school context, we have different answers to these questions. We know there is not a ‘one size fits all’ approach to providing effective remote education. Many school leaders would say they’ve not got it totally right yet either. It is clear though that schools are doing their very best in difficult circumstances and the provision for remote learning will continue to evolve and develop.

It is important that we all do not spend precious time ‘reinventing the wheel’. We need to help each other. We thought it would be useful to share some case studies of remote learning from a selection of church schools in the diocese. These selected case studies are not chosen because they are the best for every school. They represent a range of schools from the diocese including primary, junior and secondary and they show their current provision of remote learning. I would like to thank the following schools for their generosity and willingness to provide their examples and experiences of remote learning.

School / Trust Name	Page
St Lawrence Church of England Academy, Scunthorpe (Secondary)	2-3
Barrowby Church of England Primary School	4-5
St Faith’s and St Martin’s Church of England Junior School	6
Infinity Academies Trust	7
Welton St Mary’s Church of England Primary Academy	8
Swineshead St Mary Church of England Primary School (Emmaus Federation)	9-11

These case studies are also available to view on the diocesan website -

<https://www.lincolndiocesaneducation.com/other-resources>

We hope you find them useful in your continuing endeavor to provide the very best remote learning for pupils.

Thank you for all that you are doing.

## Case Study 1 – St Lawrence Academy, Scunthorpe.

### *A secondary school case study kindly provided by Phill Dalowsky, Assistant Principal, The St Lawrence Academy*

Since March and lockdown began we have provided a carefully scaffolded and increasingly successful remote learning package to best support our young people's learning that included not only the full suite of subjects they study but also our ethos and vision through character and reflections. The stages of the remote learning can be understood as follows,

#### **Stage 1 - March**

All work set by staff to students was delivered through the Class Charts programme that ensured both students but also parents had work delivered to them via the same application. This documented the work required, length of time to study and the required deadline. Feedback was provided through the app and through the google suite and realsmart system that the academy uses. The timetable initially had 3 learning phases planned for which included a reflection element at the start of the week and a character session at the end of the week.

 [Remote Learning - Closure.pdf](#)

 [Week 1 Learning VLOG.mov](#)

 [Week 2 Learning VLOG.mp4](#)

 [Week 3 Learning VLOG.MOV](#)

#### **Stage 2 - May**

The second wave of remote learning constituted video lessons that were pre-recorded and contained all elements of our learning and teaching classroom philosophy regarding instruction, stretch and challenge and curriculum sequencing. Recorded lessons were no longer than 10 minutes but included learning tasks that students were then able to return via their email.

 [Remote Learning Phase 2 \(VIDEO LESSONS\).mov](#)

 [Return Video.mov](#)

#### **Stage 3 - September**

The next wave consisted of all staff being trained on how to set work using the Google Classroom system. Due to bubble self-isolations and whole year groups having to self-isolate we created a live lesson full timetable system which students followed in the event of being educated at home. An addition to this was that staff remained on the virtual classroom for the entire lesson for a live stream of questions and debates around the learning themes but also we tracked the live attendance of students to gauge exactly who was accessing the curriculum as it should be experienced albeit from home. Our inclusion and pastoral teams made calls throughout the day to those who were not online at the stipulated times which increased the volume of students engaging at the right times.

 [Google Classroom Guide.mp4](#)

#### **Stage 4 - November**

The final stage of our planned remote learning package is now underway. Again staff have had extensive training in how to deliver live lessons from the academy to those students who are self-isolating or to classrooms whilst staff are self-isolating (symptoms permitting). Through Google Classroom we activate a live lesson which staff record for safeguarding purposes, students turn off cameras and microphones and the chat function is disabled. These lessons last for 30 minutes and the staff member sets tasks and work that can again be debated via the secure Google Classroom stream.

#### **Points of Note**

Our inclusion team consulted with pastoral staff with regards to the students' access to technology and broadband connectivity. We provided and packaged paper based work to families who needed it as a priority and updated this weekly. This is continuing now in the current climate.

Our inclusion team of teaching staff are at hand daily to respond to families where through illness or shielding students are unable to attend. We have a first day response system to ensure that work is set and delivered to every student who requires it.

Between all stages of remote learning the staff engaged with a structured and well time series of remote inset sessions, some live and some pre-recorded in order to upskill them with regards to technologies and clarity of purpose.

Everything that was delivered and is being delivered was done with careful consideration of how our young people might be feeling, prolonged absence from any schooling initially and also to ensure that regular contact with staff wasn't solely through curriculum only but with a balance of our ethos whilst considering their anxieties, worries and also emotional health and well-being.



## **Case Study 2 – Barrowby Church of England Primary School.**

### ***A primary school case study kindly provided by Mr Len Batey, Headteacher.***

As a school, we are committed to maintaining an 'open and transparent' dialogue with our school family. To this end, we have made specific information available on the school website:

- Home Learning Guidance,
- all COVID risk assessments-for ease of reference,
- our school's Self Evaluation Form - so stakeholders are aware of the school's priorities
- School Development Plan - so stakeholders can track the school's developments

Establishing an effective Home Learning offer has been challenging but is beginning to bear fruit.

We decided that we wanted our Home Learning Offer to mirror the school's 'face to face' curriculum. We first decided to create a central information base on our school website for ease of reference. The Home Learning Guidance details resources available to parents and children working from home for academic, creative, physical and spiritual needs, as well as illustrates an effective Home-Learning Timetable and makes links to other useful sections of the school website.

Initially, during the first national lockdown, we organised our Home Learning offer solely from our Class Pages and established individual email address for various class teachers for contact with children while working at home.

The next phase was to introduce a variety of approaches to meet the needs of all learners, at our school. This has seen the introduction of Microsoft TEAMS for our Year 3, 4, 5 and 6 children. To facilitate this, we needed to research and create a Home Learning Protocol agreement which was circulated to parents, and parents agreed to, prior to making the system available for use at home. We explored various timetable models and incorporated some 'live sessions' for contact with the children. Currently, the Key Stage 2 teachers upload lesson content to both TEAMS and their class pages. This term we will phase out the use of the Class Pages for Key Stage 2 children and solely use TEAMS.

Our Year 1 and Year 2 children continue to access their weekly timetable and daily lessons from the Class Pages of the school website. We encourage a 'pick and mix' style of approach for those children which we have found works well with the younger children and does not necessarily restrict their responses to a worksheet-but more readily gives them the freedom for their responses. Parents submit their child's work via the individual email addresses for each class. The next phase is to streamline the submission of work for those younger children with the possible integration of Microsoft TEAMS.

Our Reception children's parents are given lesson descriptions, on the Class Pages which hopefully encourages the younger children to respond to their learning in a variety of ways. Parents are encouraged to photograph, scan or create videos and submit their children's Responses on Tapestry where the teacher can track and respond accordingly.

The development of the Home Learning Curriculum has also required us to align our Feedback Policy with this aspect of school life as well as evaluating work life balance ensuring that teacher workload is appropriate. To this end, we are in the process of creating our school's Home Learning Policy which will detail all the developments we have undertaken and describe the various aspects and roles for the children, their parents and our teachers. Once agreed and ratified by Governors, our Home Learning Curriculum should mirror and reflect the 'face to face' curriculum in school.

During these unprecedented times, with a second national lockdown beginning staff morale and well-being is crucial at this time. Measures are being taken to ensure that all our staff irrespective of their role in school continue to feel happy, valued and loved as part of our school family so that we can continue to minimise the impact of COVID on our school family, during these unprecedented times.

If I can help anyone at this time, no problems. We've got the following documents which I don't mind sharing:

- Remote Learning Protocol for parents and children
- Remote/Home Learning Policy as well as
- template letters for Introducing Microsoft TEAMS to different year groups.

*Make your light shine so others can see the good that you do and will praise your father in heaven*

**Matthew 5:16**



### Case Study 3 – St Faith and St Martin Church of England Junior School.

*A junior school case study kindly provided by Mr Martin Kyle, Headteacher.*

At our school we use Microsoft Teams to support remote learning. Each class has a 'Team' which a senior leader, the teacher and pupils have access to. We've also shared the login details with parents so they understand how to log their child in too.

In Microsoft Teams, the teacher can upload videos or start a 'live video' conversation with the children in the class when they are learning at home. We are aiming to have a live video conversation at the start of the day for registration and collective worship, one to introduce Maths session, one to introduce the English session, one to introduce the afternoon learning and a final one, at the end of day, for the class story and prayer. Pupils will then upload their work, or a photograph of their work, to their 'Class Notebook' which they can access from Microsoft Teams and receive teacher feedback.

Within each class team we've set up a 'private channel' for the teacher and parents to use for their online parents evening meeting. The parents have already used this and successfully completed our first ever online video parents evening! Within the private channel we uploaded a sample of the children's work for the parents to view before the meeting. This all worked very well and also encouraged the parents to login into teams and begin to learn how to use it; should they find themselves supporting a period of home learning.

These 'private channels' are also useful to add work to, including Oak National lessons, when individuals have to isolate for 14 days. The channel acts as a section only the senior leader, teacher, parent and individual parent/pupil can access whilst they are in isolation.

Whichever program or system you use we're sure it will have similar functionality. The trick is to be brave and persevere in figuring out the finer points of your system and to stick with it. Remind yourself that this is new to everybody and parents are very sympathetic as we all try to do **our** best to keep the learning going one little bit at a time.



## Case Study 4 – The Infinity Academies Trust

*A multi-academy trust case study kindly provided by Gavin Booth, CEO of Infinity Academies Trust*

The Trust has developed remote learning procedures which can be seen in the PDF document embedded below.



Infinity Academies  
Trust Remote Learnin

You can also see some of examples of how this is working in practice at St Thomas' Church of England Primary Academy by visiting their Year 5 class pages here:

<https://www.stthomasacademy.co.uk/home-learning-7/> and the link to the videos that support home learning are here: <https://st-thomas-cofe-boston.primarysite.media/playlist/year-5> - one class from this year group is currently isolating.

We surveyed all of our parents regarding their access to devices and home learning before putting our procedures together. An examples of the survey is here: [EXAMPLE- Infinity Academies Trust- Remote/Home Learning Survey](#) we did this using Microsoft Forms so that responses were automatically collated.

We are refining as we go and like everyone else we're doing our best!

**What We Believe**

**Children Are at the Centre of What We Do**

Children are nurtured and prepared for life and not just the classroom. Mental health and lifelong learning beyond the classroom is priority.



## Case Study 5 – Welton St Mary’s Church of England Primary Academy

*A single academy trust case study kindly provided by Nicola Gough, Headteacher.*

From the beginning of lockdown, we introduced Seesaw as our platform. This engaged our learners and parents. Children were motivated and enjoyed the feedback from adults in school. This developed into a platform for teachers to create bespoke videos to support individual needs.

We have continued to use Seesaw for our weekly homework and as a motivator for reading. Children are now posting audios and videos of themselves reading – supporting our SDP reading and fluency focus.

Our remote learning plan has evolved over time recognising that we needed it to be manageable for staff. If we have children self-isolating there is a ready prepared 48-hour pack (see below) which we put on Seesaw for our learners. This gives staff the time to then prepare for the longer periods of time that the children are off. PowerPoints are amended and voice overs are added. We use RWI lessons and also white Rose Hub so the children are getting instruction.

To support staff, we also spent time in September looking at our non-core curriculum and what was available on Oak National Academy, websites and BBC Bitesize and have created a curriculum which can be delivered remotely and gives all our teachers a starting point – I have added our Y2 one below as an example (it is evolving through the year).

We found that writing was the most difficult subject to teach remotely so if a bubble is off in future, we have decided that we will register the children remotely each morning and afternoon (to maintain a routine) and after morning registration the teacher will be teaching the writing. We will be using the Active English approach for consistency through KS2. Staff training has been delivered and writing lead has modelled the delivery of writing. Children will have a set time to complete their writing and then teachers will celebrate it over Seesaw.

I have included our remote learning plan for you to see – I take no credit for the layout as it was from another school.



Remote-Learning-Cu  
riculum-October-202



Y2 Blended  
Curriculum (1).docx



Y6 - 48 hour  
learning document.dc

***Together we care,  
learn and thrive.***





## **Case Study 6 - Swineshead St Mary and Sutterton Fourfields CE Primary Schools (Emmaus Federation)**

*A primary school federation case study kindly provided by Claire Collett, Executive Headteacher.*

### **Progression in response to lockdown.**

When school closed, children were initially sent home with printed learning packs to continue maths and English provision. Exercise books were also provided for the children to use. These were posted to families who were unable to collect them from school. At the same time, teachers provided information on websites available which offered online learning for free, together with ensuring all KS2 children had log in details for the Accelerated Reader and TT Rockstar schemes used in school. KS1 and Reception children were sent details of similar websites for phonics and a range of activities to support learning.

From the following Monday, work was posted on Class dojo on a daily basis for English and Maths and weekly topic activities. This followed the same format as lessons in class, for example maths work included daily activities, examples, photocopied pages from the Busy Ant Maths book, extension and reasoning and problem-solving activities together with arithmetic tests and continued use of TT Rockstar's. English followed a similar progression of activities over the week. Work for English and maths was uploaded on a daily basis.

A home Learning Schedule was then devised which provided opportunities for the children to engage with learning across the whole curriculum. Examples are attached. Maths and English work continued to be set via Class Dojo on a daily basis.

However, after the break of the Easter holidays (where activities were suggested but not curriculum based) a more flexible approach was used where padlets (online filing cabinets) were used to post the work for the week which enabled the children and parents to access the work as required. These have continued and an Emmaus padlet has the most recent work. Parents are provided with the link to the padlet and each class /year group has work posted on a weekly basis prior to the Monday morning. Answers to maths and reading comprehension questions are also provided to assist parents.

### **Curriculum Content**

As far as is consistent with home learning, the Federation curriculum has continued to be available. Some amendments have had to be made (for example computing, music and PE) but alternatives have been provided. Additional PSHE work has been set related to the coronavirus response to support children in their understanding of the situation. Teachers have provided online material to support the children's learning (e.g. maths PowerPoints explaining the topic, links to websites etc ) as they are unable to provide the teacher input in as much detail as previously. The staff have tried to provide a range of activities, practical and academic across the period.

### **SEND support**

Children with 1;1 SEND support not in school during the period have received differentiated work schedules set by the 1;1 staff, either following the class learning but adapted or, where required completely personalised, an example is attached. They have been in almost daily contact with their charges and families and provide additional support. 1;1 staff have also provided additional support through skype and zoom face to face learning, telephone calls and home visits ( at a social distance).

### **Other support**

Some parents have found it difficult to access the online learning, in these cases staff have printed off the work and this has been either collected by parents from the school or has been delivered by

staff to the family home. Some children have responded well to encouragement from their teachers and TAs via dojo, skype, zoom or video. In several cases staff have also supported parents who have struggled with the content, providing additional resources and explanations to clarify the topics. In all instances however, parents have been encouraged to do only what they are able to do. The consistent message sent home has been that health and welfare are paramount.

### **Additional learning activities**

In addition to the formal learning activities set, the staff have also signposted wider curriculum activities for the children. These have included art competitions, nature challenges, PE challenges, science activities, STEM activities and a wide range of links to topics of interest. Access to online books has been promoted and these have been well received by parents. The most successful event has been SUMDOG, an online maths website that runs maths competitions between different classes. In the Lincolnshire wide competition, Ramsey class came first, Kelso came 3<sup>rd</sup>, and Sempringham 6th- indeed 8 of our classes were in the top 25 classes across the county! This encouraged the children to enter the National Competition and, out of 6000 classes who entered, Ramsey came 26<sup>th</sup>.

### **Learning for Keyworker/vulnerable children**

Between 2 and 20 children have attended school as keyworker or vulnerable children. During this time, they have been supported to complete the home school learning set together with wider activities (gardening, painting, computing, music) which they would not have been able to do at home.

### **Changes since return to school**

Since the return to school, the teachers across the Federation have worked together on planning for the children in their "bubble" as well as continuing to provide ideas for home learning for those children not in school which follow the same topics. This means that those children attending school part time can follow the learning either in school or at home. Adaptations are made and additional supporting material provided to support the home learners. As much as is possible home and school learners follow the same daily programme for English and maths although there is obviously flexibility across the week for other subjects. Mrs Collett, Mrs Grey and Miss Ratcliff ensure that all the work is provided and uploaded to the padlets and links are then sent to parents for access via dojo.

### **Maintaining the curriculum**

Wherever practical, the set Federation curriculum has been followed. This includes the daily English and maths. This term the topic work in KS2 has been slightly amended for year 6 as a larger number of them have returned to school. Originally the Summer 1 topic (crime and punishment) was to have extended across into summer 2 and Parliament and Power was a discrete 2-week topic at the end of Summer 2. However, as we found the year 6 children had completed differing amounts of topic work and were at very different points in their learning, the Parliament and Power topic was expanded across the term to ensure all the returners started from the same point.

### **Engagement with Learning.**

As is to be expected, engagement with learning has been variable. We have conducted surveys to aim to gauge the level of involvement. Some families have been uploading completed work via dojo for teacher to mark or comment on, some follow the work set but complete the activities in the exercise books sent home and self-mark the maths and English, some children have used the online resources (TTRockstars, AR and Sumdog) but not followed the remainder of the set learning and some children have not engaged at all. Over a number of weeks over two-thirds of children

responded to say they had completed a range of work set. Since school returning, staff currently working from home have been tasked with increasing the uptake of completed work and supporting those with difficulties. This includes dojo, telephone messages and skype or zoom face to face teaching. However, this is still an area for concern as it is, in the main, the children who need the most support who are engaging the least.

### Use of other material

The government have provided material through the Oak National Academy and BBC Bitesize to support home school learning. Staff have looked at using the material and trialled a week of home learning based on the Oak National Academy material. However, this was not well received by staff, pupils or parents. The Oak Academy material is published weekly but follows their own curriculum which does not link in with our curriculum (e.g. the language resources are for Spanish, the science resources provided are for topics already covered, the maths was far too easy and we had to direct parents to work from the year above.) The bitesize material was more appropriate and engaging but parents commented that they found online lessons difficult when others in the house were competing for access time and bandwidth. We therefore have continued to follow our own curriculum but signpost parents to any Bitesize resources that will help (videos, activities etc) This seems to have created a useful blend on online, worksheet based and activity-based learning.

Emmaus Federation Home Learning Schedule Kelso, Ramsey & Hyde Week commencing 1 <sup>st</sup> June 2020	
English	<b>Writing</b> 1) <b>Watership Down by Richard Adams</b> - read through chapter 1 & 2 of the book (narrated versions available on YouTube: Chapter 1 - <a href="https://www.youtube.com/watch?v=KGE5D9UEf0k">https://www.youtube.com/watch?v=KGE5D9UEf0k</a> - Chapter 2 - <a href="https://www.youtube.com/watch?v=71nJm0Y6FpE">https://www.youtube.com/watch?v=71nJm0Y6FpE</a> ) - Identify descriptions of the setting and <b>draw a labelled picture of the setting</b> as you see it in your head. - Use this to <b>write your own setting description</b> of the site of the warren. Remember to use imagery/figurative language (similes, metaphors, personification, expanded noun phrases, etc) and use the checklist to edit and improve your work.
	<b>Reading</b> 1) Read through and complete the comprehensions. 2) Daily reading - 20 minutes a day. Complete Accelerated Reader quiz when you have finished your book.
	<b>Grammar</b> 1) Activity - Please go through the questions attached based on word classes.
	<b>Spelling</b> 1) Busy Bee worksheets - Keywords 5 look/say/cover/check, word search, codebreaker
Maths	1) Busy Ant Maths challenge-Monday-Friday. 2) Sunday /TTRockstars - daily, individual practice 3) Problem solving activity.
Foundation	<b>Science</b> <b>Light: What is a light source?</b> - Collect together objects or pictures of light sources around your home and outside - how many can you find? Write a list of all the light sources you found or thought of. - The moon is not a light source but why do some people think it is?
	<b>History</b> <b>Parliament &amp; Power - The Magna Carta</b> - Read the attached information or do your own research about it online. - Create your own modern version of the Magna Carta - think about what rights each person should have. You might want to include separate rights for children as well as adults. You can still use the information in the original document but you will need to make it relevant to today.
	<b>Design &amp; Technology</b> <b>Breakfast muffins</b> - please design a flavour/filling for a breakfast muffin and write the recipe (instructions) on how to make it.

Emmaus Federation Home Learning Schedule Year 1 Week commencing 11 <sup>th</sup> May 2020	
English	<b>Writing</b> 1) Plan your own Flat Stanley adventure - maybe he could get a new pet, or be sent somewhere exciting like The Arctic or even the moon... Use the story mountain to plan your story. 2) Make a storyboard/comic strip of Stanley's adventure.
	<b>Reading</b> 1) Complete 'The Best Dress Ever' comprehension activity. Choose from a 1, 2 or 3 star challenge.
	<b>Grammar</b> 1) Complete the SPAG mat activity. 2) Check out the BBC Bitesize video and activities on using exclamation marks: <a href="https://www.bbc.co.uk/bitesize/topics/z66z6t/articles/13d0m9">https://www.bbc.co.uk/bitesize/topics/z66z6t/articles/13d0m9</a> The link includes games and activities you can use to follow up!
	<b>Spelling</b> 1) Play some Phonics Hero! 2) Play phonics bingo with your family. Some of the words are alien words so segment and blend them carefully! 3) Complete the 'Common Exception Words' colouring dossier. Read each word as you colour it!
Maths	1) Watch the BBC Bitesize clip <a href="https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/describing-the-position-of-objects">https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/describing-the-position-of-objects</a> and learn about describing the position of objects. Complete the 'Where in the room?' worksheet. 2) Watch the BBC bitesize clip <a href="https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/describing-and-giving-directions">https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/describing-and-giving-directions</a> and learn about describing and giving directions. Complete the 'Directions in the city' worksheet. There is also a Busy Ant extension worksheet. 3) Play the 'Directions and Locations' board game with your family. 4) Watch the BBC Bitesize video on turns: <a href="https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/turning-a-whole-turn-half-turn-and-quarter-turn-in-a-clockwise-and-anti-clockwise-direction">https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/turning-a-whole-turn-half-turn-and-quarter-turn-in-a-clockwise-and-anti-clockwise-direction</a> . Practise turning a whole turn, half turn and quarter turn in a clockwise and anti-clockwise direction. 5) Complete the 'Animal Turns' worksheet.
	<b>Science</b> 1) Watch the BBC Bitesize clip to learn about what animals eat and how we can group them into carnivores, herbivores and omnivores: <a href="https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/animals">https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/animals</a> 2) Use the sorting cards to decide which animals are carnivores, herbivores or omnivores and sort them into three groups. To make it trickier, you could snip off the food at the bottom, mix up all the cards and then try to sort them back together again!
	<b>History</b> This week we are going to learn about Edith Cavell, another famous nurse. BBC bitesize have a video which will tell you who she was and why she is so important: <a href="https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/edith-cavell">https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/edith-cavell</a> 1) Why not role play some of the activities. Edith Cavell would have done as a nurse in WW1 - bandaging wounds, feeding soldiers and cleaning the hospital?
	<b>DT</b> 1) Create an advertising poster for your healthy snack that you have created! Make it look and sound delicious so that everyone will want to buy it!
	<b>RE</b> Watch the BBC Bitesize video about the Ten Commandments: <a href="https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/the-ten-commandments">https://www.bbc.co.uk/bitesize/topics/z66z6t/learn/about/the-ten-commandments</a> 1) Make a replica of the Ten Commandments using paper with torn edges, crumple it up and dip it in tea.
Foundation	<b>PE</b> PE with Joe Wicks on YouTube - 9am every day.
Foundation	<b>PSHE</b> 1) Read the e-book 'Do the Right Thing' on this website: <a href="https://www.walesonline.com/news/health/do-the-right-thing-341">https://www.walesonline.com/news/health/do-the-right-thing-341</a> 2) Name something that is very precious to you and complete the worksheet. 3) Discuss together why it's not always the same if we replace something precious that we have lost with a new one because we attach memories to particular items, despite its value.

Sample link <https://emmausfederation.padlet.org/jackiehutchinson/y16uvxwtwutek7en>



*All children are individual gifts from God, to be cherished, protected and nurtured.*

*Our mission is to support and challenge them to be the best that they can be in a safe and caring learning environment where respect, responsibility, individuality and co-operation are value*

