

## Remote Learning Policy

### Introduction

On 22<sup>nd</sup> October 2020, it became a legal requirement for all schools to offer remote learning for all children who are self-isolating due to Covid-19. This guidance sets out Hockley Heath Academy's aims, strategies and protocols for the successful delivery of remote teaching and learning. The guidance should be read in conjunction with other relevant school policies such as: Safeguarding, SEN, Teaching and Learning and Online Safety. This guidance has been developed by the Computing Leader (Robyn Skippins) in consultation with the Designated Safe Guarding Leads (Roulla Gabriel and Louise Porter), SLT, general teaching staff and ICT infrastructure support service. This guidance is based on government legislation, guidance and best practice. Due to the pace at which new initiatives and legislation are introduced and updated, it is recommended that this guidance is reviewed, at minimum every six months.

### Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

### Core Values

Hockley Heath Academy believes that every child in our care has the right for a rich, fulfilling learning experience that provides them with the skills and knowledge for future life skills. We believe our learning provision should inspire and motivate our children to become lifelong learners, with significantly better life chances upon leaving Hockley Heath Academy than when they started. Our core value, that wraps around our learning intentions, is 'safeguarding for all.' With any technologies, support services and content providers we engage with, we will strive for the very best safeguarding practices to be in place at all times, this extends to staff, governors, pupils, parents and other key stakeholders' use of such technologies. Preventative, proactive and transparent approaches in all that we do to safeguard our school community will underpin any decision-making processes.

### Procedures

If a class, group or small number of children need to self- isolate, or there is a local lockdown requiring pupils to remain at home, we will have the capacity to offer children remote education.

### Home Learning

- Where children are absent from school due to illness, teachers will not be providing work packs in order that children rest and recover while they are not in school.
- Where children are following a full 10-14 day isolation period, remote learning will be set up. This would be accessed through the Purple Mash blogs where teachers would set up learning for the week that follows the content being taught in school.
- Where children are waiting for tests results, they will have access to a 'holding blog' via Purple Mash which class teachers will provide. This will ensure that immediate learning is

provided. Teachers will then set up learning which follows the content being taught at school for the self-isolation period of 10-14 days if necessary.

- If a class bubble closes, children will have access to high quality remote resources. This will include videos or auditory sessions with their class teacher (live and/or recorded) or videos through Oak Academy Trust.
- We will use a curriculum sequence that allows access to high quality online and offline resources and teaching videos that are linked to Hockley Heath Academy's curriculum expectations.
- Online tools will be used consistently across the school in order to allow interaction, assessment and feedback. Staff training will be provided in order to use these effectively.
- Printed resources will be provided for children who do not have online access.
- We recognise that children in EYFS and KS1 and some pupils with SEND may not be able to access remote education without adult support, therefore we will work with families to deliver and broad curriculum for them.

### Lockdown

If the government announce school closures the following provision will be put in place:

- Class teachers will hold 'live lessons' with the children whereby they can dial into the lesson through Teams. This may be with the teacher at school or at home depending on circumstances. The teacher will then teach their lesson through Teams. There will also be feedback sessions at the end of a morning to give the children an opportunity to share their learning and ask any questions.
- If a class teacher is unable to dial in and deliver a full live lesson, pre-recorded lessons and/or Oak Academy lessons will be provided.
- There will be no expectation of live lessons in the afternoons.
- Class teachers will work from home during the afternoons in order to mark, give feedback and plan for the upcoming lessons for children working from home.
- Teaching assistants will deliver afternoon lessons from the Purple Mash blogs that class teachers will set up.

### Curriculum

Children will be set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. For years 1-6, this will consist of at least 3 hours of learning per day. Maths and English will be taught during the morning through the use of video lessons and foundation subjects will be introduced towards the end of the morning with an activity set for children to complete independently during the afternoon.

Lessons will be planned and well sequenced so that skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject. This will be achieved through delivering video lessons by a teacher in the school or through curriculum resources or videos. Teachers will check work on a daily basis and adjust the pace or difficulty of what is being taught in response to questions or assessments. They will revise material or simplify explanations if necessary. Pupils age and their stage of development will be considered.

### English

AIM: To provide a remote learning plan that enables teachers and children to access high quality learning and the most seamless transition between home and school.

**When children are self-isolating, but most of the class remains in school:**

Teachers will set up a ‘holding blog’ on Purple Mash for children who are awaiting results of a test. This needs to consist of enough work for children to complete for 2-3 days. Teachers may upload Talk for Writing packs, a variety of maths tasks and reading tasks. Teachers will then create blogs which match the learning in school if the child/children needs to self-isolate for 10-14 days.

**Writing:** online resources will mirror the lessons that children are experiencing in school. PowerPoints and resources will be uploaded to Purple Mash to provide learning. Grammar, Punctuation and Spelling will be taught through teacher-created resources/SPAG.com/spelling frame/Oxford Owl (until Christmas)

**Reading:** Children will be provided with a copy of the Key Text to use at home, and will follow the lessons taught in school.

**When the Class Bubble closes:**

If a class bubble closes, teachers will have a period of 24 hours to set up their online learning for their class. This includes getting a timetable ready to share with children and parents, setting up power points, planning live and pre-recorded activities and getting resources ready.

**Writing:** children will follow the school-created Long Term plan for Oak academy lessons. Wherever possible, these link to the topic and/or genres of learning that would have been taught in that half term.

**Example long term plan:**

| Year group |   | Autumn 1                             |                                       | Autumn 2  | Spring 1                            | Spring 2  | Summer 1   |                          | Summer 2                    |
|------------|---|--------------------------------------|---------------------------------------|---|-------------------------------------|---|--|--------------------------|-----------------------------|
| 6          | Unit Name   | Sherlock Holmes                      | OR Oliver Twist<br><b>YEAR 5 UNIT</b> | The Windrush  | Important Scientists                | Inspirational figures – <b>YEAR 5 UNIT</b>          | The Golden Compass   | OR Pandas                | The Rabbit Proof Fence      |
|            | Writing Outcomes  | Narrative + Persuasive writing       | Narrative                             | Diary writing   | Biography                           | Biography   | Narrative + Diary Writing  | Non-chron reports        | Narrative Writing           |
|            | Unit length (this can be shortened or lengthened depending as it is adapted by the class teacher) | 30 lessons. (6 week unit)            | 30 lessons. (6 week unit)             | 25 lessons (5 week unit)  | 10 lessons (2 week unit)            | 10 lessons (2 week unit)                            | 30 lessons (6 week unit)   | 15 lessons (3 week unit) | 30 lessons (6 week unit)    |
|            | Link to current curriculum  | Victorian Fiction. ILP is Victorians |                                       | ILP is Child’s War. Historical link to modern Britain and British values. | ILP is Blood Heart (a science unit) | ILP - Gallery Rebels. Inspirational figures in Art. | Link: Exploration of Arctic – Frozen Kingdoms and animal food chains |                          | Link: ILP is ID (identity). |

Grammar, Punctuation and Spelling will be taught through teacher-created resources/SPAG.com/spelling frame/Oxford Owl (until Christmas), following the school's scheme of learning, unless the unit from Oak Academy is strongly GPS-led.

**Reading:** Children will be provided with a copy of the Key Text to use at home, and will follow the lessons that would have been taught in school, using uploaded online resources and live lessons.

ALTERNATIVELY, teachers will use Oxford Owl (until Christmas) and other online resources (such as Twinkl) to create online comprehension skills lessons.

## Maths

Remote Maths lessons will follow the planned units from the school's scheme of learning using White Rose Maths. Teachers may choose to use the video lessons and worksheets directly from White Rose – these will be checked carefully before use to ensure that they meet the needs of the pupils and will be uploaded to Purple Mash. Pupils will need to be made aware that the worksheets get progressively more difficult as they work through the questions, and not all children are expected to complete all questions. Additional challenges will be provided as appropriate – a weekly arithmetic test can be included (Twinkl can be used for these) and extra challenges for more able pupils. Teachers will follow the planned objectives, but may draw resources and lesson materials from other sources.

There will be a balance of sessions during the week which are taught directly by class teachers and indirectly through White Rose video lessons.

Pupils will be asked to upload their work to Purple Mash so that feedback can be given and lessons will be adapted in response to this.

## Science

AIM: To provide a remote learning plan that enables teachers and children to access high quality learning and the most seamless transition between home and school.

Science lessons will follow the school's Long Term Plans for science, which should be taught primarily through BBC bitesize, complemented with: <https://www.stem.org.uk/home-learning/primary>

## Foundation Subjects

The foundation subjects will relate to the topic that children were doing in school at the time of the closure of the bubble. Children will receive one – two topic lessons per week and this is in line with what they would receive if they were in school. Foundation subjects that are able to be taught through remote education are: history, geography and art. Whilst there are elements of design technology that could be taught remotely, it is up to the teacher to decide if these would be appropriate or if this is something that would need to be taught in school when children are back.

## Music

Music is taught on a weekly basis in school. The children are to be set one lesson per week from Oak Academy. The lessons are split into KS1 and KS2 lessons. There are different units within each key stage to pick from so pick what matches your curriculum best. Most of the lessons are based around musical elements like pitch and timbre so most lessons will be appropriate for all year groups within each key stage.

## PE

Children will receive one Physical Education lesson per week and this will follow the Real PE scheme which is what they would have been taught in school. Teachers will produce a few sentences highlighting the skill the children will be focusing on that week, for example:

During this half term the children will be focussing on their footwork. This week please can you practise the following with your child:

1. Side-step in both directions.
2. Gallop, leading with either foot.
3. Hop on either foot.
4. Skip.

Children will also have access to the Weekly Healthy Lifestyle Challenges, a letter will also be given this will have a variety of activities on which children will be able to have a go at and complete at home.

## Computing

Computing will be taught through Purple Mash following the Purple Mash Computing scheme once a week. If pupils are not familiar with the unit that is being taught, teachers will introduce this to them at the end of the morning through a video call so that children understand. Alternatively, teachers will provide a brief explanation of the lesson on their Purple Mash class blog. Teachers can then set 2dos on Purple Mash for children to complete.

## **Foundation Stage Home Learning**

### **Nursery:**

Learning will be sent out via email each week covering the following areas:

- One activity focussing on one of the prime areas(PSED, CLD, PD)
- Phonics
- Maths
- Topic

Each Monday, the teacher will send a pre-recorded video to share the learning for the week and a story.

Parents to upload work onto tapestry for marking/feedback.

### **Reception:**

Learning will be sent out via email each week covering the following areas:

- Phonics

- Writing
- Maths
- Topic

Daily virtual classroom check in:

- Share the learning for the week/reflect on learning
- 10/15-minute daily phonic session
- Pre-recorded video to share a story or live story session

Parents to upload work onto tapestry for marking/feedback.

### KS1 and KS2

Class teachers will send out a letter to detail the school day to their parents. Class teachers will set up a virtual classroom. They will check in with their class every morning at 9:30am.

The day will start with a welcome to the class and to share the learning that will take place over the course of the day/week. Teachers to decide on their individual timetable to cover a broad range of subjects over the course of the week that would simulate (as closely as possible) a typical school week.

Children will receive a combination of live and video lessons from their class teacher or using online resources. There is an expectation of a live delivery every day, particularly when delivering new content for maths and/or English. Tasks will then be available for children to access. Once work is submitted, teachers will assess, mark and provide feedback before the next lesson.

The class will come back together before lunchtime (11:30) to talk about their learning from the morning and to set the learning task for the afternoon.

### Roles and Responsibilities

#### Class Teachers

When providing remote learning, teachers must be available between school hours ie 08:45-3:15. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work appropriate for their key stage (see curriculum section above). For years 1-6, this must consist of at least 3 hours of work for the children
- Setting up class blogs on Purple Mash including a 'holding blog' for children who are self-isolating because they are awaiting test results
- Setting up folders on Purple Mash for children to upload their work
- Providing feedback on work through the use of Purple Mash blogs and commenting on work that children have uploaded. This may also be done verbally for KS1 and KS2 teachers through the feedback sessions at the end of each morning.

- Keeping in touch weekly with pupils who aren't accessing remote learning. The following protocols should be followed:
  - If a child has not logged onto Purple Mash during that week, the office should be notified so that an email can be sent out to parents. Teachers should communicate between each other if the children in their class have siblings and decide as to whether the email needs to be for the family or for an individual child. This should then be logged on CPOMS under the attendance and communication with parents code.
  - Teachers are not expected to respond to emails outside school hours, however should try and respond to parents as soon as possible. All communication with parents should be logged on CPOMS
  - Complaints or concerns from parents should be discussed with the principal or vice principal and logged on CPOMS
  - If children are failing to complete work, this should be discussed with the SENCO in order to work with the families to provide support
- When attending virtual meetings, staff must be appropriately dressed and in a room with a suitable background which does not contain personal photographs or information.
- If a child is at home self-isolating and a child's class bubble is still open for the rest of the class, lessons will be delivered through blogs on Purple Mash as before. As class teachers will still be teaching in school, there will be no face to face interaction with their teacher at this stage, however Oak Academy and White Rose Hub videos will be used to ensure that children's learning is interactive as much as possible.
- If the school is fully closed or class bubble is closed, lessons will put onto Purple Mash class blogs and there will also be interactive video calls with the class teacher each morning through Microsoft Teams. Video lessons will only be delivered to children if the 'Remote Acceptable Use Agreement' has been signed by the children and parents. If they have not signed the agreement, they will be able to access the learning through Purple Mash blogs.
- If teachers are working in school due to looking after key worker children, they will not be expected to carry out video calls on these days. Children will still be able to access their work through written instructions on their class blog

### Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Logging on for virtual lessons in order to support the class teacher
- Supporting pupils who aren't in school with learning remotely through assisting teachers with the marking and feedback of work.
- Assisting teachers by uploading relevant work/videos to class blogs on Purple Mash.
- If needed, attend virtual staff meetings

- Assist with any other work that class teachers feel will support them with remote learning
- If teaching assistants are working in school, they will not be expected to carry out these responsibilities on these days

### Subject leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject through meetings with teachers and reviewing work that has been set
- Alerting teachers to resources they can use to teach their subject remotely

### SENDCo

- The SENDCo will liaise with and support class teachers in setting suitable work for pupils with SEND, both in terms of activities and how the work is accessed e.g. digital/paper. This may include the provision of specific teaching materials or resources.
- The SENDCo will support class teachers in monitoring digital learning access and support with adaptations if work is not being accessed online regularly.
- In collaboration with the Safeguarding Leads, the SENDCo will establish a list of children and/or families that may need more support during school closure. A key member of staff will be nominated for each child/family and a plan for regularly keeping in touch made. This is particularly important where pupils are being supported with their Social, Emotional and Mental Health.
- Wherever possible, the SENDCo will facilitate continued access to external services e.g. Autism Support, Speech and Language Therapy or CAMHS, and complete any new referrals with families via digital means.
- The SENDCo will continue to act as a link point for external services with families e.g. START team, Child and Family Support Services.
- Where normal access to external SEND or family support services has been delayed, the SENDCo will collaborate with families and school staff in order to try to provide interim support measures to the best of our abilities.
- The SENDCo will share any relevant information and support for children/families with specific needs via email or the school website.
- At timely points, the SENDCo will facilitate the review of Learning Passports or annual reviews of EHC Plans using digital means in collaboration with families, staff and external agencies.

## Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## Designated safeguarding staff

The DSL is responsible for:

- Ensuring that relevant safeguarding policies are up to date
- Ensuring that the correct procedure is taken if a child discloses information
- Liaising with other agencies, as appropriate (e.g MASH)
- Monitoring and following up on safeguarding concerns raised by staff who are working remotely. Any concerns will be reported through CPOMS in the usual way.
- Monitoring and following up on safeguarding concerns raised by pupils or parents via the website link

## IT Staff

IT staff are contacted through the SSO call log. IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

## Governing Body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## Assessment

Staff are expected to set appropriate learning activities which can be assessed and data collected. Formative assessment is undertaken each time work is submitted from whole class tasks to group tasks. Pupils are very much encouraged to be as involved in the process as they are physically at school. Pupils are expected to review their learning and submit comments/dictation or symbols to the class teachers setting work.

Summative assessment is undertaken in line with the assessment cycle (See assessment policy). Teachers will continue to submit termly data, using pupil's work to inform decisions about attainment. End of term tests will be administered as close as possible to the scheduled weeks, once pupils return to school. Any gaps in attainment will be identified and addressed by class teachers, through adapting lesson plans and providing interventions where appropriate.

### Code of Conduct and Safeguarding

Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the staff code of conduct will apply.

Hockley Heath Academy carefully considers how it procures, delivers and utilises technologies within its school community for use of remote teaching and learning. As stated in our values, everything we do is underpinned by our safeguarding wrap around approach. The statements below will be available in associated school policies and agreements. Any infringements to the statements below will be dealt with in accordance to our safer recruitment, staff disciplinary, behaviour and whistleblowing protocols. Where deemed necessary and where identified that relevant laws have potentially been broken, we will ask law enforcement and/or external agencies to investigate on our behalf. Hockley Heath Academy reserves the right to call upon external agencies/law enforcement at any point they feel necessary, this includes any member of staff should they feel there is adequate ground to bypass school protocols.

Hockley Heath Academy reserves the right to terminate access to any technology, online platforms or services should any infringement/abuse of service have occurred.

Every member of staff has a duty of care to our school community. If any abuse, concerns or malpractice is witnessed or believed to be happening, the staff member(s) concerned must make immediate contact with the DSL or suitable authority, contingent on circumstance. A full incident report must be completed without delay and follow up actions agreed.

- Staff will use the agreed platforms for sharing work with pupils (Purple Mash and MS Teams).
- Microsoft Teams will be used for live content following support and guidance from Solihull LEA who will be delivering online training on the safe and appropriate use
- Pupil access to the chat function on Microsoft Teams has been disabled.
- Every staff member must only use technology for the schools intended use "To enhance teaching and learning provision for all". All activities must be of valid use and in line with the delivery of providing education to our pupils and parents.
- All staff must keep login details safe and secure at all times. Any unauthorised use, loss or other security breach of their accounts of any systems/software used must be reported immediately to the principal and/or vice principal and the LEA (if appropriate)
- Content that is shared or transmitted including the use of communication formats such as email/blogs/forums, must have suitable and safe content. The following must be carefully considered by staff: Photos/video/other media, external URL links, content aptness and appropriateness for engaged audience. We strictly forbid images and videos of our pupils being shared on our platforms, whether closed or not, without the consent of parents.
- Copyright material: in regard to copyright materials, it is essential that no member of staff breaks any rules and ultimately this is their responsibility. Uploading and sharing of content

from external published materials (audio, video, text, image) is strictly forbidden unless there is an opensource agreement or permission from the publishers.

- Sexual, violent, obscene, hate, racist, terrorist or any provocative content or material is strictly forbidden. This extends to sharing political affiliations or memberships of groups. Staff should always maintain neutrality and follow the school's ethos – We all love, respect and care for each other. Staff should be aware that their actions when online should only impact positively.
- Any content that is deemed inappropriate and has infiltrated school equipment/online subscription services or platforms must be reported immediately to the principal and/or vice principal and an incident report completed.
- Staff will not allow others to use their school systems/technology or services and this includes other members of staff, people off site such as family members and friends. The permittance of this constitutes serious misconduct.
- Staff will educate children in their care in the safe use of digital technologies, acting on any online safety issues in accordance with the school's policies.
- Staff use of the school's ICT systems/networks and internet are monitored.
- It is the staff member's responsibility that access to data/systems and technology away from school premises must be kept secure and used with specific purpose. The school will provide as much assistance as possible with filtering and secure file/data sharing, but this shouldn't be assumed it safeguards all eventualities.
- Staff must never use their own personal private online service subscriptions or software to communicate or share content with pupils/parents. They must only use the services that the school provide to carry out their duties.
- Downloading or installing software, unless permission has been given by the appropriate contact at school, on school equipment constitutes as a breach of use.
- Teachers are permitted to record video lessons in order to safeguard themselves. Parents must be aware that this is what will happen if they allow their child to participate in video classes and will have signed this as part of the home acceptable use agreement. Recordings will be saved in a secure place and are not to be shown to any other family members or friends. This constitutes as serious misconduct.
- Further guidance on safe remote learning, including live streaming, can be found here:  
<https://swgfl.org.uk/resources/safe-remote-learning/>  
<https://coronavirus.lgfl.net/safeguarding>

#### Pupils and Parents:

- Information will be shared with parents which emphasises the importance of online safety (include resources they can access to support with this) and of setting age-appropriate parental controls on devices. They will be informed about the platforms which will be used by their child and the member(s) of staff with whom they will have contact.
- Parents are advised to ensure their child has a suitable work space
- Any login information should be kept secure and utilised by the intended user only. If any login information is misplaced, the school must be notified as soon as possible.
- Unusual or concerning activities, content or communication on the school's systems must be reported immediately to the principal and/or vice principal. The school reserves the right to

remove users from the systems if they feel abuse, breach or potential risk to self or others has or may occur.

- Safeguarding concerns can be reported via the link on the school website or by emailing the office (office@hockley-heath.solihull.sch.uk).
- All parents and pupils must use the remote learning systems with respect and care and for their intended use as detailed in the Remote Learning Acceptable Use Agreement for Parents/Carers and children.
- Pupils and parents should be aware that video lessons will be recorded in order to keep teachers and pupils safe. Children's faces will be visible and microphones will be muted unless the teacher chooses otherwise.
- Parents/Carers are prohibited from recording or taking screenshots of video recordings and/or other online platforms that children have access to.
- Parents and pupils will be aware that systems are monitored and data can be retrieved for use of crime detection and, where needed, appropriate subsequent actions.
- Sharing of personal information on the systems is strictly forbidden unless requested and with valid reason. Personal information includes photos and media of children.

Pastoral care:

When planning timetables of work, parents will be reminded of the importance of structure and routine in supporting pupils to feel safe in times of uncertainty. Parents should make sure time is included for education, playing and relaxing to reduce stress and anxiety (taken from DfE guidance).

Teachers will share any pastoral concerns on CPOMs. Communication with parents will be through the school office email. Concerns may need to be discussed with the SENDCo and decisions will be made by SLT about whether individual telephone contact with parents is appropriate, for example, in the case of pupils with SEND.

Teachers will follow up any pupils who are not engaging in remote learning through the processes explained above in Roles and Responsibilities for Teachers.

### Resources

Funding for laptops may be available for the school for pupils who meet the criteria as defined by the DfE. Any resources provided by school would be subject to the 'Device User Agreement.'

### Monitoring, Evaluation and Feedback

Monitoring standards of remote teaching and learning is the primary responsibility of the principal and vice principal. Standards may be monitored by inspecting teachers' planning, pupils' work and other evidence, such as photographs, etc.

### Who to contact

If Parents have an enquiry, they should contact the school office. They will then forward emails and pass on messages to the relevant member of staff.

### Online resources

Purple Mash: <https://www.purplemash.com/sch/hockley>

White Rose Hub: <https://whiterosemaths.com/homelearning/>

TT Rockstars: <https://trockstars.com/>

Mathletics: <https://login.mathletics.com/>

Phonics Play: <https://www.phonicsplay.co.uk/>

Literacy Shed: <https://www.literacyshed.com/home.html>

NRICH Maths: <https://nrich.maths.org/>

Oxford Owl: <https://www.oxfordowl.co.uk/>

Resources for support and wellbeing can be found on our website: <https://www.hockley-heath.solihull.sch.uk/home-learning>