



At Lobley Hill Primary School we aim to 'Be the best that we can be' through being curious, adventurous and respectful in order to achieve personal excellence.



Lobley Hill Primary School Remote Learning Policy

Approved by:	Governing Body	Date: February 2023
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Last reviewed on:	February 2023
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Next review due by:	February 2024
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Remote Learning Policy and Plan

All our children returned to full-time education in September 2020 following the closure of school to all but key worker children, followed by a 4 week period with partial opening to other year groups. We now hope that the majority of our children will have an uninterrupted experience. However, there is the possibility that individual children, a year group bubble, or the whole school, will need to self-isolate or there will be a local/national lockdown for a period of time. Therefore, school has put in place a plan for remote learning so that all children can continue with their education. This meets the expectations set out in the DfE guidance 'Remote Education Support'. If Lobley Hill Primary School faces a period of short or long term closure, staff will continue to provide education and support to our parents and children using remote Learning where possible.

The school website has a dedicated page for remote learning. On this page will be important information regarding remote learning during absence from school, together with useful links to other online learning facilities. The main electronic communications tool which will be used across the school will be Microsoft Teams. Staff will be able to keep in regular contact with children and parents/carers using their school email. This contact is in line with guidance in our GDPR and Acceptable Use Policy. During a period of remote learning, the normal day to day teaching and learning which normally takes place in a school environment, will be carefully considered and this will form the content of the activities delivered into the home electronically or by way of a paper-based pack if access to online learning is not possible.

The health and well-being of our pupils and families will also be a focus with activities and communications designed to address these needs. If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper-based packs of learning. It is important parents have made the school aware of any barriers to accessing remote learning.

Our Virtual Learning Environment (VLE) is Microsoft Teams

The plan sets out the following:

1. Roles and Responsibilities
2. Remote Learning Scenarios
3. Data Protection
4. Useful links
5. Contact details

1. Roles and Responsibilities

Teachers

When providing remote learning, teachers are responsible for:

Setting work:

- › Work/activities will be provided for the whole class (scenarios 2-5)
- › Specific work/activities will be provided for EHCP and LAC children (if appropriate)
- › Each day work/activities will be set in Maths, Reading, Writing and a minimum of 2 other curriculum areas (scenarios 2-5)
- › PSHE/wellbeing work/activities will be included such as Thrive, Special Person, Champions' Assembly
- › Work/activities will start on the second day of isolation and a timetable for the week provided
- › Work/activities will be uploaded to Microsoft Teams (our Virtual Learning Platform), school website and sent via text
- › A paper-based copy will be available for any child/children who do not have access to the internet or a device at home. This will be posted at our earliest convenience.
- › Year group class teachers will work together (remotely) to provide the work/activities for their year group
- › Work/activities will be emailed separately for children with EHCP and LAC children (if appropriate)

Assessment and Engagement:

- › Class teachers to monitor daily engagement via an engagement register for each child and inform SLT if there is an issue
- › Update assessment grids/learning journals when providing feedback on children's work
- › Use assessment information from Reading Plus, My Maths, TT Rockstars to update assessment grids

Providing feedback on work:

- › Check emails regularly throughout working hours
- › Completed work will be emailed to class teachers via their school email address
- › Class teachers will use a range of resources (depending on the situation and circumstances)
- › Class teachers will respond to specific email enquiries offering support and will provide one generic email per day to all children acknowledging the work they have received that day, specific strengths and targets for moving forward
- › Class teachers will respond during working hours only 8.45am – 4.00pm and on their designated working days only – this is dependent on their own personal circumstances
- › All group emails to parents/carers must use BCC to prevent the sharing of personal email addresses

Attending virtual meetings with staff, parents/carers, outside agencies

- › Our Acceptable use policy applies
- › Our GDPR policy applies
- › Normal school dress code applies
- › All meeting will take place via Microsoft Teams
- › A quiet location should be sought
- › Background to be clear or blurred out

Keeping in touch with children who aren't in school and their parents/carers

- › Class teachers can be contacted via their school email during working hours, on their designated working day
- › If a phone call is required, staff must withhold their personal numbers

- Continue to update SLT, SENCo and Family Support Worker of any issues, concerns or developments via Behaviour Watch
- If an individual member of staff is unable to help they will refer to a member of the Senior Leadership Team, Family Support Worker or SENCo
- Any concerns in regards to behaviour and/or engagement should be directed to our Family Support Worker
- Any concerns in regards to Safeguarding should be directed to our Senior Leadership Team

Maths and English Subject Leaders (Mrs Warren and Miss Stephenson)

When providing remote learning, subject leaders are responsible for:

- Monitoring the provision for Maths and English across school
- Alerting class teachers to resources they can use to support their remote learning
- Monitoring access to online resources, e.g. TT Rockstars, My Maths and Reading Plus
- Providing support for class teachers when planning their remote curriculum

SENCo (Miss McHugh)

Contact details: sarahmchugh@lobleyhillprimary.org.uk

Our SENCo will be responsible for:

- Alerting class teachers to resources they can use to support their remote learning
- Ensuring SEND meetings can go ahead (where possible) as planned via Microsoft Teams or a conference call
- Providing support for class teachers with work/activities for EHCP/LAC children
- Continuing to update staff of any issues, concerns or developments via Behaviour Watch
- Weekly contact via phone or email with parents/carers with children who have an EHCP/LAC
- If a phone call is required, staff must withhold their personal numbers
- Any concerns in regards to Safeguarding should be directed to our Senior Leadership Team

Attending virtual meetings with staff, parents/carers, outside agencies

- Our Acceptable use policy applies
- Our GDPR policy applies
- Normal school dress code applies
- All meeting will take place via Microsoft Teams
- A quiet location should be sought
- Background to be clear or blurred out

Family Support Worker (Miss Jobling)

Contact details: kathrynjobling@lobleyhillprimary.org.uk

07367892092 (School hours only)

Our Family Support Worker will be responsible for:

- Ensuring TAF or other meetings can go ahead (where possible) as planned via Microsoft Teams or conference call
- Weekly contact with vulnerable children, families requiring support via phone or email

- › If a phone call is required, staff must withhold their personal numbers
- › Continuing to update staff of any issues, concerns or developments via Behaviour Watch
- › Providing support with behaviour and lack of engagement
- › Providing support with children's mental health and emotional wellbeing
- › Offering support through online Thrive sessions
- › Signposting parents/carers if they require additional support, e.g. Council Services. Lobley Hill Food Co-Op

Attending virtual meetings with staff, parents/carers, outside agencies

- › Our Acceptable use policy applies
- › Our GDPR policy applies
- › Normal school dress code applies
- › All meeting will take place via Microsoft Teams
- › A quiet location should be sought
- › Background to be clear or blurred out

Senior Leaders - Designated Safeguarding Leads (Mrs James, Mrs Wood-Williams and Mr Beattie)

Contact details:

johannajames@lobleyhillprimary.org.uk

Designated Safeguarding Lead

lornawilliams@lobleyhillprimary.org.uk

Deputy Safeguarding Lead

andrewbeattie@lobleyhillprimary.org.uk

Deputy Safeguarding Lead

Unless there is a full national lockdown – there will always be a member of the Senior Leadership Team in school.

Senior Leaders are responsible for:

- › Weekly contact for vulnerable families or those with Children Services involvement, via phone or email
- › If a phone call is required, staff must withhold their personal numbers
- › Co-ordinating the remote learning approach across school
- › Monitoring the security of remote learning, including GDPR and safeguarding considerations
- › Monitoring the effectiveness of remote learning through regular meeting with key stage staff and subject leaders
- › Monitoring issues, concerns logged via Behaviour Watch and responding appropriately
- › Dealing with any safeguarding concerns
- › Monitoring staff workload
- › Monitoring staff mental health and emotional wellbeing
- › Updating Governors on impact of remote learning
- › Keep up to date with local, national and Government guidelines
- › Provide staff with any additional support, resources they require
- › Ensuring Child Protection and Child in Need meeting continue to go ahead as planned (where possible) via Microsoft Teams or conference call

Attending virtual meetings with staff, parents/carers, outside agencies, governors, local authority

- › Our Acceptable use policy applies
- › Our GDPR policy applies
- › Normal school dress code applies
- › All meeting will take place via Microsoft Teams
- › A quiet location should be sought
- › Background to be clear or blurred out

Designated Safeguarding Leads

Act as a focal point for staff/parents/carers to discuss concerns:

- › Refer suspected abuse to the Referral and Assessment Team. Referrals should be written, following a telephone call to: <https://www.gateshead.gov.uk/DocumentLibrary/LSCB/CP-ref-form-June-15.doc>
- › Keep written records even if an immediate referral is not needed
- › Ensure that they or another DSL virtually attend Case Conferences, Core Groups or other multi-agency planning meetings, contribute to assessments and provide a written report that has to be shared with parents/carers
- › Ensure that there are clear procedures, known to all staff, which are followed where an allegation is made against a member of staff or volunteer
- › Develop and update the Child Protection and Safeguarding Policies ensuring that staff and children/families/parents/carers are aware of them
- › Provide support and advice to all members of staff within the setting regarding child protection concerns
- › Keep all DSL's updated with any issues, concerns or cases
- › Ensure that all staff receive appropriate training and maintain training records
- › Co-operate with requests for information from the Local Authority, such as Child Protection Training returns and self-evaluation forms for safeguarding and child protection, in compliance with Section 11 Children Act 2004
- › Provide an annual report for the Governing Body, detailing any changes to policy and procedures, training undertaken by staff and Governors, numbers and types of incidences and cases and number of children subject to a child protection plan
- › Apply confidentiality appropriately and in line with HM Gov. Information Sharing Guidance 2015

School Business Manager (Mrs Turland)

Contact details: karenturland@lobleyhillprimary.org.uk

SBM is responsible for:

- › Ensuring GDPR and acceptable use policy are adhered to
- › Liaising with Omnicom and RM Education to resolve any technical issues
- › Reviewing the security of remote learning and highlighting any data protection breaches
- › Informing SLT of any data protection breaches
- › Updating parents/carers via text or notifications via website
- › If a phone call is required, staff must withhold their personal numbers

Parents/Carers

Parents/Carers are responsible for:

- Supporting their child's learning to the best of their ability
- Encouraging and supporting their child to engage with home learning and daily contact with their class teacher
- Refraining from screenshotting or copying any information, messages or posts to share on social media or any other platform
- Knowing they can continue to contact their class teacher as normal via school email address if they require support
- Checking their child's completed work each day and give praise and encouragement for the progress and effort made
- Being mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax
- Being mindful that members of school staff may contact them to discuss work, progress, issues, mental health and wellbeing
- Alerting staff if there is an issue with completing work/activities
- Being respectful if there is an issue or problem that school need to deal with

Governors

Governors are 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
- Monitoring the mental health and wellbeing of senior leaders
- Ensuring that senior leaders are monitoring the mental health and wellbeing of all staff, children, parents and carers

2. Remote Learning Scenarios

All teaching videos are pre-recorded. We will not be offering live teaching sessions.

In preparation for any scenario the following has taken place:

- Key Stage 2 children have taken home an exercise book, pencil, ruler and rubber
- Early Years and Key Stage 1 children have taken home a Home Learning Resource pack

Scenario 1	Actions
Child is absent while awaiting test results	<p>All Children</p> <ul style="list-style-type: none"> ➤ Administrators in school office will contact daily by phone or email until result confirmed ➤ Additional – children can access Oak Academy https://www.thenational.academy or resources from BBC Bitesize https://www.bbc.co.uk/bitesize
Child who has to isolate due to positive test result within the household	
School is closed for a deep clean	<p>Early Years (Nursery and Reception)</p> <ul style="list-style-type: none"> ➤ Maths - Children should access their Home Learning Pack with activities provided by school ➤ Reading – children should read every day or if appropriate access Oxford Owl (Reception) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school (Reception) ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavors to ensure these link to EHCP targets
Year group closed as a precautionary measure if awaiting several test results	
*Revision books may be given if child has previously isolated – this is at teachers' discretion	<p>Key Stage 1 (Year 1 and Year 2)</p> <ul style="list-style-type: none"> ➤ Maths - Children should access their Home Learning Pack with activities provided by school <ul style="list-style-type: none"> - My Maths (Year 1 and Year 2) - TT Rockstars (Year 2) ➤ Reading – children should read every day or if appropriate access Oxford Owl (Year 1 and Year 2) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school ➤ Spelling – Children should practise daily, using their year group spelling mat ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets
	<p>Key Stage 2 (Year 3/4/5/6)</p> <ul style="list-style-type: none"> ➤ Maths - TT Rockstars and My Maths ➤ Reading – children should read every day or if appropriate access Oxford Owl (Year 3) ➤ Reading Plus (Year 4 to Year 6) ➤ Phonics – Children should practise their phonics every day using the flashcards provided by school (Year 3) ➤ Spelling – Children should practise daily, using their year group spelling mat ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavors to ensure these link to EHCP targets

Scenario 2	Actions
<p>A small number of pupils are isolating through being identified as clinically extremely vulnerable and therefore should shield</p>	<p>All children</p> <ul style="list-style-type: none"> ➤ Family Support worker/SENCo will make weekly contact by phone or email ➤ Weekly contact via email from class teacher (more regularly if needed) ➤ Additional – children can access Oak Academy https://www.thenational.academy or resources from BBC Bitesize https://www.bbc.co.uk/bitesize
	<p>Early Years (Nursery and Reception)</p> <ul style="list-style-type: none"> ➤ Maths - Children should access their Home Learning Pack with activities provided by school ➤ Reading – children should read every day or if appropriate access Oxford Owl (Reception) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school (Reception) ➤ Children should access their Home Learning Pack and activities provided by school ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavors to ensure these link to EHCP targets
	<p>Key Stage 1 (Year 1 and Year 2)</p> <ul style="list-style-type: none"> ➤ Maths - Children should access their Home Learning Pack with activities provided by school <ul style="list-style-type: none"> - My Maths (Year 1 and Year 2) - TT Rockstars (Year 2) ➤ Reading – children should read every day or if appropriate access Oxford Owl (Year 1 and Year 2) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school ➤ Spelling – Children should practise daily, using their year group spelling mat (Year 1 and Year 2) ➤ Spelling - Children should complete one unit per week from their RWI Spelling book (Year 2) ➤ Children should access their Home Learning Pack and activities provided by school (Year 1) ➤ Children should access their revision books provided by school (Year 2) ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets
	<p>Key Stage 2 (Year 3/4/5/6)</p> <ul style="list-style-type: none"> ➤ Maths - TT Rockstars and My Maths ➤ Reading – children should read every day or if appropriate access Oxford Owl (Year 3) ➤ Reading Plus (Year 4 to Year 6) ➤ Phonics – Children should practise their phonics every day using the flashcards provided by school (Year 3) ➤ Spelling – Children should practise daily, using their year group spelling mat (Year 3 to Year 6) ➤ Spelling - Children should complete one unit per week from their RWI Spelling book (Year 3 to Year 6) ➤ Children should access their revision books provided by school ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets

Scenario 3	Actions
<p>A whole bubble closes for 2 weeks due to a positive Covid-19 test result</p>	<p>All children</p> <ul style="list-style-type: none"> ➤ Family Support worker/SENCo will make weekly contact with key families by phone or email ➤ Weekly contact via email from class teacher (more regularly if needed)
	<p>Early Years (Nursery and Reception)</p> <ul style="list-style-type: none"> ➤ Maths - Children should access their Home Learning Pack with activities provided by school ➤ Children to access daily teaching videos – linked to their Home Learning Pack (available on Microsoft Teams, provided by their class teachers) linked to message board, phonics, maths and one other subject ➤ Reading – children should read every day or if appropriate access Oxford Owl (Reception) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school (Reception) ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets
	<p>Key Stage 1 (Year 1 and Year 2)</p> <ul style="list-style-type: none"> ➤ Children should access the weekly timetable of lessons linked to Oak Academy ➤ A paper-based pack will be available for those children who are unable to access the online learning at home ➤ Maths - Children should access their Home Learning Pack with activities provided by school <ul style="list-style-type: none"> - My Maths (Year 1 and - TT Rockstars (Year 2) ➤ Reading – children should read every day or if appropriate access Oxford Owl (Year 1 and Year 2) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school ➤ Spelling – Children should practise daily, using their year group spelling mat (Year 1 and Year 2) ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavour's to ensure these link to EHCP targets
	<p>Key Stage 2 (Year 3/4/5/6)</p> <ul style="list-style-type: none"> ➤ Children should access the weekly timetable of lessons linked to Oak Academy ➤ A paper-based pack will be available for those children who are unable to access the online learning at home ➤ Maths - TT Rockstars and My Maths ➤ Reading – children should read every day or if appropriate access Oxford Owl (Year 3) ➤ Reading Plus (Year 4 to Year 6) ➤ Phonics – Children should practise their phonics every day using the flashcards provided by school (Year 3) ➤ Spelling – Children should practise daily, using their year group spelling mat ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets

Scenario 4	Actions
Local or national lockdown with Key Worker children in school	<p>All children</p> <ul style="list-style-type: none"> ➤ Family Support Worker/SENCo/SLT will make weekly contact with key families by phone or email ➤ Key Worker children will be taught in school by Teaching Assistants and will access the same learning as those who are learning at home ➤ Senior Leaders, SENCo and Family Support Worker will be based in school at all times ➤ All class teachers will work from home and provide remote learning
	<p>Early Years (Nursery and Reception)</p> <ul style="list-style-type: none"> ➤ Children should access their Home Learning Pack with activities provided by school ➤ Children to access daily teaching videos – linked to their Home Learning Pack (available on Microsoft Teams, provided by their class teachers) linked to message board, phonics, maths and one other subject ➤ Reading – children should read every day or if appropriate access Oxford Owl (Reception) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school (Reception) ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets
	<p>Key Stage 1 (Year 1 and Year 2)</p> <ul style="list-style-type: none"> ➤ Children should access their Home Learning Pack with activities provided by school ➤ A paper-based pack will be available for those children who are unable to access the online learning at home ➤ Children should access daily teaching videos (available on Microsoft Teams) linked to Maths, Reading, Writing and 2 other curriculum areas ➤ Maths - Children should access their Home Learning Pack with activities provided by school <ul style="list-style-type: none"> - My Maths (Year 1 and Year 2) - TT Rockstars (Year 2) ➤ Reading – children should read every day or if appropriate access Oxford Owl (Year 1 and Year 2) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school ➤ Spelling – Children should practise daily, using their year group spelling mat (Year 1 and Year 2) ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets

Key Stage 2 (Year 3/4/5/6)

- A paper-based pack will be available for those children who are unable to access online learning at home
- Children should access daily teaching videos (available on Microsoft Teams) linked to Maths, Reading, Writing and 2 other curriculum areas
- Maths - TT Rockstars and My Maths
- Reading – children should read every day or if appropriate access Oxford Owl (Year 3)
- Reading Plus (Year 4 to Year 6)
- Phonics – Children should practise their phonics every day using the flashcards provided by school (Year 3)
- Spelling – Children should practise daily, using their year group spelling mat
- Children with an EHCP will receive individual work/activities and school will make reasonable endeavors to ensure these link to EHCP targets

Scenario 5	Actions
Full National Lockdown with all children and staff working from home	<p>All children</p> <ul style="list-style-type: none"> ➤ Family Support Worker/SENCo/SLT will make weekly contact with key families ➤ All class teachers will work from home and provide remote learning
	<p>Early Years (Nursery and Reception)</p> <ul style="list-style-type: none"> ➤ Children should access their Home Learning Pack with activities provided by school ➤ Children to access daily teaching videos – linked to their Home Learning Pack (available on Microsoft Teams, provided by their class teachers) linked to message board, phonics, maths and one other subject ➤ Reading – children should read every day or if appropriate access Oxford Owl (Reception) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school (Reception) ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets
	<p>Key Stage 1 (Year 1 and Year 2)</p> <ul style="list-style-type: none"> ➤ Children should access their Home Learning Pack with activities provided by school ➤ A paper-based pack will be available for those children who are unable to access the online learning at home ➤ Children should access daily teaching videos (available on Microsoft Teams) linked to Maths, Reading, Writing and 2 other curriculum areas ➤ Maths - Children should access their Home Learning Pack with activities provided by school <ul style="list-style-type: none"> - My Maths (Year 1 and Year 2) - TT Rockstars (Year 2) ➤ Reading – children should read every day or if appropriate access Oxford Owl (Year 1 and Year 2) ➤ Phonics – Children should practise their phonics every day using access their Home Learning Pack with activities provided by school ➤ Spelling – Children should practise daily, using their year group spelling mat (Year 1 and Year 2) ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets
	<p>Key Stage 2 (Year 3/4/5/6)</p> <ul style="list-style-type: none"> ➤ A paper-based pack will be available for those children who are unable to access online learning at home ➤ Children should access daily teaching videos (available on Microsoft Teams) linked to Maths, Reading, Writing and 2 other curriculum areas ➤ Maths - TT Rockstars and My Maths ➤ Reading – children should read every day or if appropriate access Oxford Owl (Year 3) ➤ Reading Plus (Year 4 to Year 6) ➤ Phonics – Children should practise their phonics every day using the flashcards provided by school (Year 3) ➤ Spelling – Children should practise daily, using their year group spelling mat ➤ Children with an EHCP will receive individual work/activities and school will make reasonable endeavours to ensure these link to EHCP targets

3. Data Protection

Accessing personal data

When accessing personal data for remote learning purposes:

- › Staff are to access data via their school laptops/ipads only and ensure all data is stored securely on the school server or encrypted memory stick
- › Staff are not to use their own personal devices to access any personal data

Processing personal data/information

When processing personal data/information for remote learning purposes, all staff members will:

- › Ensure only essential data/information is shared
- › Ensure data/information is shared only via secure school email address or uploaded to Behaviour Watch

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- › Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- › Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- › Making sure the device locks if left inactive for a period of time
- › Not sharing the device among family or friends
- › Installing antivirus and anti-spyware software
- › Keeping operating systems up to date – always install the latest updates

4. Useful Links

RWI	https://www.ruthmiskin.com/en/find-out-more/parents/
Alphablocks	https://www.bbc.co.uk/cbeebies/shows/alphablocks
Number Jacks	https://www.youtube.com/channel/UCWkuiktSh-V3E4ysPU0VC3Q
Set 1, 2, 3 Sounds	https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-incphonics--1/phonics-pure-sounds-video
Phonics Screening Check Generator	https://www.youtube.com/watch?v=Nageac5eqT8
Reading Plus	https://student.readingplus.com/seereader/api/sec/login
Oxford Owl	https://home.oxfordowl.co.uk
TT Rockstars	https://trockstars.com

Spelling Frame	https://spellingframe.co.uk/
Oak Academy	https://www.thenational.academy/
BBC Bitesize	https://www.bbc.co.uk/bitesize/primary
Children's Mental Health	https://www.bbc.co.uk/search?q=childrens+mental+health&page=1 https://www.bbc.co.uk/cbbc/search?q=mental+health
Mindfulness Meditation	https://www.youtube.com/watch?v=18rTmH6SVcl
Go Noodle	https://www.gonoodle.com/
Mental Health	https://www.mind.org.uk/
BBC Super Movers	https://www.bbc.co.uk/teach/supermovers
Physical Health Gateshead Schools Sports Partnership	https://www.gatesheadssp.org.uk/activities-for-all/activities-for-allresourcesactivities-for-all https://www.gatesheadssp.org.uk/activities-for-all/activities-for-allresourcesport-specific-resources

5. Contact Details

Please note – staff will only respond during their working hours and on their designated working days

Senior Leader	Email Address
Mrs James (Headteacher)	johannajames@lobleyhillprimary.org.uk
Mrs Wood-Williams (Deputy Headteacher)	lornawilliams@lobleyhillprimary.org.uk
Mr Beattie (Deputy Headteacher)	andrewbeattie@lobleyhillprimary.org.uk
Middle Leaders	Email Address
Miss Stephenson (English Lead)	laurastephenon@lobleyhillprimary.org.uk
Mrs Warren (Maths Lead)	laurawarren@lobleyhillprimary.org.uk
Miss McHugh (SENCo)	sarahmchugh@lobleyhillprimary.org.uk
Miss Jobling (Family Support Worker)	kathrynjobling@lobleyhillprimary.org.uk
Office Staff	
Mrs Turland (School Business Manager)	karenturland@lobleyhillprimary.org.uk
Miss Peters (Senior Office Administrator)	hollypeters@lobleyhillprimary.org.uk
Class Teacher	Email Address
Miss Cook (Nursery)	MeganCook@lobleyhillprimary.org.uk
Miss Martin (Reception)	abbiemartin@lobleyhillprimary.org.uk

Mrs Ellis (Reception – part time)	ellieellis@lobleyhillprimary.org.uk
Mrs Wood-Williams (Reception – part time)	lornewilliams@lobleyhillprimary.org.uk
Miss Glendenning (Year 1/2)	RebeccaGlendenning@lobleyhillprimary.org.uk
Miss Smith (Year 1/2)	KadieSmith@lobleyhillprimary.org.uk
Mrs Warriner (Year 1/2- part time)	GemmaWarriner@lobleyhillprimary.org.uk
Mrs Gray (Year 1/2 – part time)	VickyGray@lobleyhillprimary.org.uk
Miss Pattison (Year 3/4)	annabelpattison@lobleyhillprimary.org.uk
Miss Collins (Year 3/4)	NatalieCollins@lobleyhillprimary.org.uk
Mrs Armstrong (Year 3/4)	victoriaarmstrong@lobleyhillprimary.org.uk
Miss Thubron (Year 5)	AbbiThubron@lobleyhillprimary.org.uk
Miss McCumiskey (Year 5)	GillianMcCumiskey@lobleyhillprimary.org.uk
Mrs Warren (Year 6)	Laura@lobleyhillprimary.org.uk
Miss Stephenson (Year 6)	laurastephenson@lobleyhillprimary.org.uk

This policy has been approved by our Governing Body and will be reviewed termly to monitor the impact and make any necessary changes.