

# John Perry Primary School



## Blended/Remote Education Policy

## **Blended/Remote Education Statement – October 2020**

At John Perry Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

If a child does not have access to an online device, the school will do all it can to support children and will provide alternatives. Where funding can be accessed, remote devices (e.g laptops) and/or mobile WiFi dongles will be sought for those categorised as the most disadvantaged children.

## **Legal Framework**

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

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

**This policy has due regard to national guidance including, but not limited to, the following:**

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

**This policy operates in conjunction with the following school policies:**

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Data Retention Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Plan
- Marking and Feedback Policy
- E-Safety Policy
- Health and Safety Policy
- Attendance Policy
- Acceptable Use Policy
- Employee Code of Conduct
- Data Breach Policy

## **Definitions**

Blended Education is an education strategy that features multiple teaching methods to help pupils learn more effectively than one method on its own. In most cases, blended learning combines a mix of traditional classroom instruction and digital learning.

Remote Education is where pupils and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed either on or off line through technology such as online learning platforms (Google Classroom).

## **Individual Remote Learning**

This section of this policy applies in situations where the school remains open and working as normal, but an individual student is unable to attend lessons as normal for a period of 5 or more days but is

otherwise well and able to work, e.g. a period of advised self-isolation or an absence that has been authorised by the school in advance.

In these cases, class teachers will plan the relevant materials and assignments. Learning resources and assignments will be shared with pupils via Google Classroom. The pupil's work will be assessed in adherence to the school's Marking and Feedback Policy. If a child does not have access to an online device, paper alternatives will be provided by school. This can be collected by parents, or will be delivered if the family is self-isolating.

### **A Period of full or partial- school closure**

John Perry Primary School is committed to providing continuity of education for its pupils in the event of an extended school closure. While such situations are inevitably highly varied in their causes and ramifications, we will endeavour to provide continued learning for our pupils during any period of closure in the following ways:

- The provision of relevant, developmental work for each subject area and each year group which enables pupils to make continued progress.
- Regular, live and pre-recorded instruction from staff, with the ability for pupils to ask questions of their teachers in real time
- The opportunity for pupils to have their work assessed by their teachers and receive feedback on it.

We are mindful of the challenges of operating in an unfamiliar environment in that online learning operates on a very different dynamic and some subjects and activities do not lend themselves well to remote learning. Any provision of remote learning to achieve these three aims assumes that pupils and staff have access to the internet at home. If a child does not have access to an online device, paper alternatives will be provided by school. This can be collected by parents, or will be delivered if the family is self-isolating.

For those pupils with access to online devices, work will be set, submitted for assessment and assessed via Google Classroom. Google Classroom is a collaborative platform which allows for contemporaneous (i.e. live-streaming), real-time communication and sharing of resources between teachers and their classes. Every member of John Perry Primary community has been set up on Google Classroom. Teachers have received formal training and pupils have been taught how to log in, navigate and use this online learning platform. Children have individual logins for Google Classroom and these have been shared with parents and carers. A 'Getting Started with Google Classroom' tutorial for parents together with copies of the Pupil Use Agreements can be found in the 'About' section of our school website (<https://johnperryprimary.co.uk/google-classroom/>).

Pupils have also been given login details to access other online learning resources such as BugClub, Times Tables Rockstars and Purple Mash. In addition to this, all pupils have been given a Remote Learning exercise book to record work.

### **Roles and responsibilities**

Alongside any other responsibilities, the Strategic Leadership Team (SLT) are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through constant communication with teachers, Subject Leads and Phase leaders as well as reviewing work set or getting feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitor the well-being of families, children and colleagues

Alongside their teaching responsibilities, as outlined below, 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 to make sure work set within realistic timeframes
- Working with other Subject Leads, Phase Leads and SLT to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set by teachers in their subjects by reviewing work set
- Alerting teachers to resources they can use to teach their subjects

Class teachers are expected to:

- Attend appropriate training in the use of Google Classroom provided by the school and/or the Local Authority as directed by SLT
- Teach their class how to use Google Classroom
- Report any IT issues to the school's Computing Lead
- Set up login details for all children in their class, including new starters, to access Google Classroom, BugClub, Times Tables Rockstars and Purple Mash
- Provide every child in their class with a Remote Learning Book
- Have access to a suitable device at home and if not, inform SLT so they can be supplied with a device during the closure period
- If teachers are required to work from home and assuming they are well enough to work, they will be expected to:
  - Ensure that lessons (if pre-recorded) and work is set and made available to their class or year group on Google Classroom at the start of the week to cover the calendar week ahead, and that sufficient additional resources are made available to pupils via electronic means to allow them to carry out this work at home
  - Upload additional resources to facilitate learning in Goggle Classroom
  - Be available online through Google Classroom between the hours of 9:00am and 3:00pm. See Appendix 1 for more details.
  - Prepare learning packs for those pupils with no access to online devices
  - Set, assess and return work to pupils by electronic means (i.e. Google Classroom) or in printed learning packs where appropriate
  - Communicate with parents/carers via telephone or the Year Group email as and when needed – for example, in those instances where there is a clear lack of engagement with tasks set
  - Highlight to their Phase Lead, who will in turn liaise with the school's Attendance Officer, those pupils whose attendance is cause for concern

Learning Support Assistants (LSAs) are expected to:

- Be available between 09:00-15:00, daily or in line with their contracted 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 to their line manager.
- Support their class teacher and phases with tasks that can be completed from home. These tasks could include:
  - Setting remote learning work for whole class or individual children.
  - Planning tasks.
  - Providing feedback.
  - Contacting families

Assuming they are well enough to work, pupils are expected to:

- Complete the work in their printed learning packs if they have no access to online devices
- If they have access to online devices, attend daily online lessons and watch additional online resources
- Complete all work set for them and submit work which is requested for feedback promptly
- Read and respond to communication from the school via Google Classroom or the Year Group email (for instance, [year5@johnperry.bardaglea.org.uk](mailto:year5@johnperry.bardaglea.org.uk))
- Ensure that their electronic device is fully charged at the start of each day. Where pupils experience problems with Google Classroom, they or their parents/carers should proactively inform their child's class teacher via the Year Group email
- Pupils are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. This includes but is not limited to:
  - Ensuring appropriate language is used in Google Classroom comments or emails, and that any comment is on-topic and relevant to the task in hand.
  - Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
  - In the case of live lessons, ensuring that clothing is appropriate, following the same guidance as a normal "non-uniform" day in school

Parents/Carers are expected to:

- Adhere to this policy at all times during periods of remote learning
- Ensure their child is available to learn remotely at the times set out in this policy (see Appendix 1), and that the schoolwork set is completed on time and to the best of the child's ability
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school with Google Classroom or printed resources as soon as possible
- Be respectful when asking questions or making any complaints or concerns known to staff

Any online contact between pupils, parents and staff must only take place through official school channels which are:

- John Perry Primary School email ([office@johnperry.bardaglea.org.uk](mailto:office@johnperry.bardaglea.org.uk))
- Year Group email addresses (for instance, [year3@johnperry.bardaglea.org.uk](mailto:year3@johnperry.bardaglea.org.uk))
- Google Classroom messaging
- No personal email addresses must be used by either staff or pupils: contact between pupils and staff through personal telephones or personal email accounts, or any other third-party

messaging software or video conferencing software (e.g. WhatsApp, Skype, etc) is strictly prohibited

The Designated Safeguarding Lead (DSL) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the IT technician to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Head Teacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

The SENCO is responsible for:

- Liaising with the IT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Head Teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

### **The School Day**

There will be a different timetable for children Nursery, Reception, KS1 (Year 1 and Year 2), Lower Key Stage 2 (Year 3 and Year 4) and Upper Key Stage 2 (Year 5 and Year 6). Example timetables can be found in Appendix 1.

Live video conferencing or live audio is available within Google Classroom. Staff are encouraged to use it if they wish to or feel confident to do so. Pupils are expected to take part in the live sessions. In exceptional circumstances, Zoom will be used to teach live lessons and/or do the class register. Class registers will be taken in the morning. Teachers and/or LSAs will contact the parents/carers of absent children to check if their absence is due to illness or they have no access to online devices.

### **Nursery**

The school day will run from 9:00am to 11:30am. There will be four Goggle Classroom sessions in the morning: Story time, Phonics and Handwriting, Maths and one of the seven areas of learning/foundation subjects.

## **Reception**

The school day will run from 9:00am to 3:00pm. There will be three Goggle Classroom sessions in the morning: Phonics and Handwriting, Maths and one of the seven areas of learning/foundation subject. In the afternoon, you will be provided with a variety of educational activities for you to complete with your child at home. In addition, there will be a daily online PE lesson in the afternoon followed by 15-minute story-time session at the end of each day.

## **KS1 (Year 1 and Year 2)**

The school day will run from 9:00am to 3:00pm. There will be three Google Classroom sessions a day: English, Maths and a \*Foundation subject. In addition, there will be a daily online PE lesson in the afternoon followed by 15-minute Reading or Times Tables activity at the end of each day.

There will be 40 minutes for the children to look at additional resources and complete activities offline. Teachers will be available on Google Classroom if your child needs to contact them. At the end of the session, they will be expected to hand in their work for their teacher to give them feedback. Children can also contact their teachers via the Year Group email address (for example, [year1@johnperry.bardaglea.org.uk](mailto:year1@johnperry.bardaglea.org.uk)) just as they would if they were in school.

\*Foundation subjects: Science, Art or D&T, History or Geography, PSHE, Computing, RE

## **LKS2 (Year 3 and Year 4)**

The school day will run from 9:15am to 3:00pm. There will be three Google Classroom sessions a day: English, Maths and a \*Foundation subject. In addition, there will be a daily online PE lesson in the afternoon followed by 15-minute Reading or Times Tables activity at the end of each day.

There will be 40 minutes for the children to look at additional resources and complete activities offline. Teachers will be available on Google Classroom if your child needs to contact them. At the end of the session, they will be expected to hand in their work for their teacher to give them feedback. Children can also contact their teachers via the Year Group email address (for example, [year1@johnperry.bardaglea.org.uk](mailto:year1@johnperry.bardaglea.org.uk)) just as they would if they were in school.

\*Foundation subjects: Science, Art or D&T, History or Geography, PSHE, Computing, RE

## **UKS2 (Year 5 and Year 6)**

As for LKS2, with the exception of starting times, which will be at 9:30am.

## **Assessment and Feedback**

Each week, the work that is set will, as far as is possible, include one daily piece of work in English and one piece of work in Maths. In addition to this, pupils will be expected to complete and submit one weekly piece of work in each Foundation subject. Pupils will submit (or 'turn in') their work (i.e. assignments) for teacher assessment and feedback.

Work can be completed online and submitted directly to teachers via Google Classroom. Alternatively, pupils can complete assignments in their Remote Learning Book; a photograph of their work can then be uploaded to Google Classroom and submitted to teachers.

Teachers will assess the work and return it to pupils with feedback/marking attached in adherence to the school's Marking and Feedback Policy and in a timely fashion.



### **Staff illness**

When staff are unwell during a period of school closure, staff should follow the usual absence procedure and contact the appropriate member of SLT via a telephone call as usual. If teachers are able to set work for any lessons that require it, then they do so. Otherwise, responsibility for work falls to the parallel teachers in the same year group. Whilst teachers are unwell, they will not be expected to mark any work turned in by students.

### **Safeguarding**

During any partial or full school closure the safeguarding of all children and staff will remain a priority. At least one member of the Safeguarding Team will remain on site while the school is open wherever possible. Alternatively, members of the Safeguarding Team can be reached by telephone or email at all other times.

Safeguarding remains the responsibility of all staff and as such staff will follow the guidance of the school Child Protection & Safeguarding Policy (<https://johnperryprimary.co.uk/school-policies/>), and the document 'Keeping Children Safe in Education 2020' (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>).

In addition:

- Staff will make regular contact with parents/carers of children who are vulnerable, looked after, children in need plans or those who have an education health care plan.
- School will remind parents/ carers about the need for pupils to remain safe on line and refer them to the school's E-Safety Policy (<https://johnperryprimary.co.uk/wp-content/uploads/2019/07/E-Safety-policy-2019.pdf>)
- Staff must not use personal phones, emails or social media to carry out any contact with families

### **Data protection**

#### **Accessing personal data**

When accessing personal data, all staff members will:

- Ensure it isn't shared with anybody who isn't a colleague at John Perry Primary School.
- Ensure any devices with personal data are password protected.
- Ensure details are not shared without permission.

#### **Sharing personal data**

Staff members may need to collect and/or share personal data such as families contact details and home addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

#### **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

### **Returning to school**

The Head Teacher will work with the Local Authority to ensure pupils only return to school when it is safe for them to do so.

The Head teacher will listen to all concerns that parents/carers may have about their child returning to school and will advise them of the measures in place to ensure the safety of the child.

### **Monitoring and Review**

This policy will be reviewed in line with any updates to government guidance.

All changes to the policy will be communicated to relevant members of the staff and other stakeholders.

January 2021

Review: January 2023

**Appendix 1 The school day for Nursery**

09:00-09:15	9.15-9.30	09:30-09:50	Break 09:50-10:00	10:00-10:30 (approx.)	10:30-10:45	Break 10.45-11.00	11:00-11:30 (approx.)
<p><b>Live lesson</b> Register</p> <p>Daily Check In</p> <p>Phonics songs (YouTube link)</p>	<p>Story time</p>	<p><b>Live or pre-recorded lesson</b></p> <p><b>Phonics phase 1 game</b></p> <p><b>Handwriting patterns in the air</b></p>		<p><b>Live or pre-recorded lesson</b></p> <p>Number songs (YouTube link)</p> <p><b>Maths</b> (Main input)</p> <p>Maths Activity 1 (Additional resources)</p>	<p>Maths Activity 2</p> <p><b>Live or pre-recorded Maths</b></p> <p>Plenary</p>		<p><b>Live or pre-recorded lesson</b></p> <p><b>Foundation subjects/7 areas of learning</b> (Main input)</p>

**The school day for Reception**

09:00-09:30	09:30-09:50	09:50-10:10 (approx.)	10:10-10:30	10:30-11:00		11:15-11:30 (approx.)	11:30-12:00	12:00-12:15		1:15-1:45	1:45-2:30	2:30-2:45	2:45-3:00
Live Register  Overview for the morning (live)  Story time (live)	Live lesson  Phonics and handwriting	Maths – Main input (Live)	Additional resources  Maths Activity 1	Maths Activity 2  10:45: Live Maths Plenary	Break  11:00-11:15	Live or pre-recorded lesson  Foundation subjects/7 areas of learning (Main input)	Additional resources  Foundation subjects/7 areas of learning follow up	Children turn in work  Live or pre-recorded Foundation (Plenary)	Lunch break  12:15-1:15	Live Register  Overview for the afternoon (live)	Live or pre-recorded lesson  Foundation subjects/7 areas of learning	PE activity (video link)	Story time (live or pre-recorded)

**The school day for KS1**

09:00-09:30	09:30-09:50 (approx.)	09:50-10:20	10:20-10:45		11:00-11:20 (approx.)	11:20-12:00	12:00-12:15		1.00 – 1.15	1:15-1:30 (approx.)	1:30-2:00	2:00-2:15	2:15-2:45	2:45-3:00
<b>Live Register</b>  <b>Overview for the morning (live)</b>	<b>English - Main input (Live)</b>	Additional resources  <b>English</b>  English follow up assignment	Children turn in English assignment  <b>10:30 Live English Plenary</b>	<b>Break</b>  <b>10:45-11:00</b>	<b>Live or pre-recorded lesson</b>  <b>Maths</b> (Main input)	Additional resources  <b>Maths</b>  Maths follow up assignment	Children turn in Maths work  <b>Live or pre-recorded Maths</b> (Plenary)	<b>Lunch break</b>  <b>12:15-1:00</b>	<b>Live Register</b>  <b>Overview for the afternoon (live)</b>	<b>Live or pre-recorded lesson</b>  Foundation subject (Main input)	Additional resources  Foundation subject  Foundation subject follow up task	Children turn in Foundation subject work  <b>Live or pre-recorded Foundation</b> (Plenary)	PE activity (video link)  <b>Note: Phonics in Y1 and Y2 (3 times a week)</b>	Reading (BugClub) or Maths (TT Rockstars) practice

**The school say for Lower Key Stage 2 (Year 3 and Year 4)**

09:15-09:40	09:40-09:55 (approx.)	09:55-10:25	10:25-10:45	Break 10:45-11:00	11:00-11:20 (approx.)	11:20-12:00	12:00-12:15	Lunch break 12:15-1:00	1.00 – 1.15	1:15-1:30 (approx.)	1:30-2:00	2:00-2:15	2:15-2:45	2:45-3:00
Live Register  Overview for the morning (live)	English - Main input (Live)	Additional resources  English  English follow up assignment	Children turn in English assignment   10:30 Live English - Plenary			Live or pre-recorded lesson  Maths (Main input)	Additional resources  Maths  Maths follow up assignment		Children turn in Maths work  Live or pre-recorded Maths (Plenary)		Live Register  Overview for the afternoon (live)	Live or pre-recorded lesson  Foundation subject (Main input)	Additional resources  Foundation subject  Foundation subject follow up task	Children turn in Foundation subject work  Live or pre-recorded Foundation (Plenary)

**The school say for Upper Key Stage 2 (Year 5 and Year 6)**

09:30-09:55	09:55-10:10 (approx.)	10:10-10:40	10:40-11:00	Break 11:00-11:15	11:15-11:30 (approx.)	11:30-12:00	12:00-12:15	Lunch break 12:15-1:00	1.00 – 1.15	1:15-1:30 (approx.)	1:30-2:00	2:00-2:15	2:15-2:45	2:45-3:00
Live Register  Overview for the morning (live)	English - Main input (Live)	Additional resources  English  English follow up assignment	Children turn in English assignment   10:45 Live English - Plenary		Live or pre-recorded lesson  Maths (Main input)	Additional resources  Maths  Maths follow up assignment	Children turn in Maths work  Live or pre-recorded Maths (Plenary)			Live Register  Overview for the afternoon (live)		Live or pre-recorded lesson  Foundation subject (Main input)	Additional resources  Foundation subject  Foundation subject follow up task	Children turn in Foundation subject work  Live or pre-recorded Foundation (Plenary)

## **Appendix 2**

### **Guidance for Staff Working from Home**

As the ongoing efforts to curb the spread of the coronavirus outbreak increase, many members of staff will find themselves working from home over the coming weeks and months. This document will provide guidance on what “Working from Home” will entail, and how to protect your own wellbeing during periods of social distancing or self-isolation.

#### **General guidance for Working from Home**

Whilst working from home, you should be available for contact during your normal working hours. You should undertake work following the instructions / guidance of the Head Teacher, members of the Strategic Leadership Team (SLT) or Strategic Management Team (SMT) or class teachers, as appropriate. This work may take the form of:

- Planning and delivering or recording lessons for pupils in your class or year group using Goggle Classroom
- Uploading additional resources to facilitate learning in Goggle Classroom
- Preparing learning packs for those pupils with no access to online devices
- Providing pupils with marking and feedback on the work that has been completed on Google Classroom or in printed learning packs where appropriate
- Communicating with parents/carers via telephone or the Year Group email as and when needed
- Undertaking research or reading that is relevant to your role, such as EYFS or working with children with SEND
- Completing online CPD courses as directed by SLT
- Completing outstanding tasks relevant to your role in the school
- Completing work relevant to the subject you lead, such as action planning and long-term planning
- Attending virtual meetings with your year group, phase group or the rest of the school community as and when required

#### **Physical well-being**

The following is advice for keeping yourself physically healthy whilst working from home:

- Daylight – try to spend time each day outside, in the fresh air and daylight. Do this several times throughout the day if you can
- Daily exercise – take one or two 30 mins breaks throughout the day which are dedicated to movement / exercise. If you have limited space or resources, there are many fantastic videos online which can guide you through a workout
- Breaks – your pupils will need a break and so will you. Ensure you do something different during break time and lunchtime. This will not only make your work more productive, but will help reduce inactivity levels through the day
- Meals – schedule your meals as you would usually



## Mental well-being

The following is advice for keeping yourself mentally healthy whilst working from home:

- Stick to a start time and end time, making a clear transition from “not working” to “working”
- Follow your usual morning routine – have a shower, get dressed, have breakfast, etc, and get ready for your working day as you usually would
- Check in with your colleagues to share what you are doing and how you are feeling – connecting with each other is an important part of working life in schools and one which should continue whilst working from home
- If possible, create a dedicated working environment in your home. This should be separate from where you spend your leisure time and not in your bedroom. If this is not possible, set up your working environment each day and pack it up again at the end of your working hours, returning that part of your house to its original purpose
- Be realistic about what you can achieve in a day – it is tempting to believe that you can get through a long to-do list because you are working from home, but set yourself one or two tasks each day to accomplish and feel satisfied that you have done this, rather than disappointed that you could have done more
- Try to focus on “now” 2-3 times each day for 5 minutes. Turn off technology and focus on your breathing. Apps such as Headspace or Calm have free meditations and activities that can help with this

As the current situation continues, guidance is constantly changing and being updated. Therefore, you should always refer to the school’s and government guidance and follow the advice that is most recent.