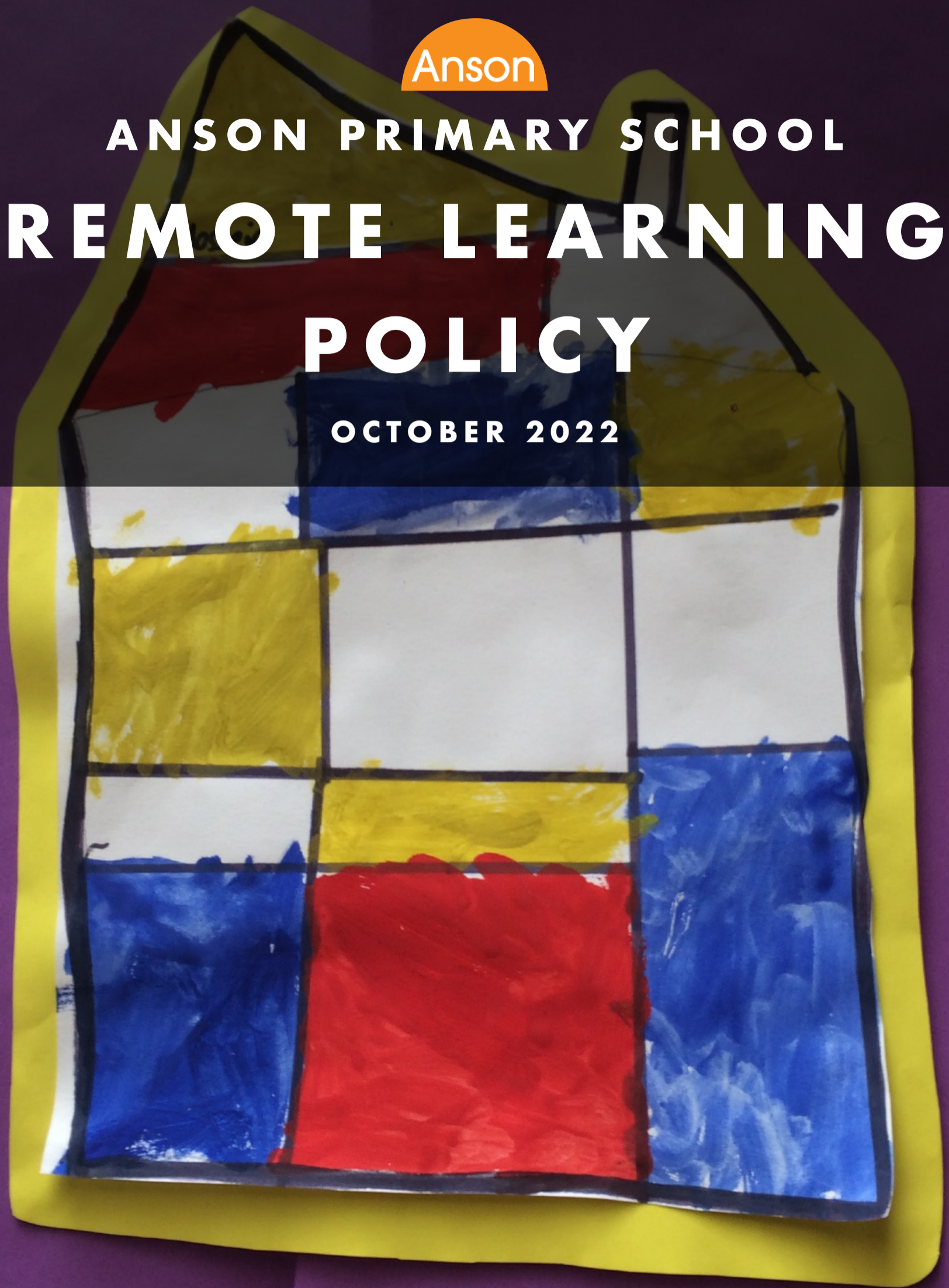




**ANSON PRIMARY SCHOOL**  
**REMOTE LEARNING**  
**POLICY**

**OCTOBER 2022**



**SCHOOL CLOSURES .....3**

WHAT IS REMOTE LEARNING?.....4

TECHNOLOGY SYSTEMS AT ANSON .....6

GUIDELINES FOR TEACHERS .....8

GUIDELINES FOR PARENTS .....9

ROLES AND RESPONSIBILITIES .....10

NURSERY .....11

RECEPTION .....12

YEAR 1 .....13

YEAR 2 .....14

YEAR 3 .....15

YEAR 4 .....16

YEAR 5 .....17

YEAR 6 .....18



## SCHOOL CLOSURES

Anson Primary School is committed to providing excellence in teaching and learning. This document is designed to describe the actions and approach the school will take in the event of an extended closure.

While the school may be closed for a number of reasons including problems with the building, flooding, extreme weather or medical grounds this document provides a framework with guidelines that can be implemented in a variety of circumstances. In most cases the school will inform the appropriate bodies of any reason for closure. Decisions are often taking in collaboration with the London Borough of Brent, Public Health England or the Department of Education.

In the event that any major crisis occurs, including those that might result in school closure the Headteacher will be responsible for regularly communicating with the Chair of Governors. The decision to close the school will then be communicated with staff and parents using text messages, the school website and social media.

Circumstances will vary when the school closes. For example, in the event of an issue with extreme weather, such as snow, a number of days may pass before conditions have stabilised enough for us to reopen. In emergencies such as viral pandemics, the decisions taken by Public Health England or the Department of Education may designate a future date when remote learning will begin and end.

In any circumstance the decisions will be communicated with parents clearly, at a designated time.





## WHAT IS REMOTE LEARNING?



Remote learning occurs when children cannot be in the same room as their teachers, but their teachers are able to continue providing education opportunities. We must begin with the simple understanding, on all sides, that the learning experiences teachers design when children are in school cannot be replicated through remote learning. This is because the decisions teachers take, every second of a classroom session, impact on the progress, understanding and success of the children in the classroom. These decisions are simply not possible remotely. Additionally, teachers must use different methods to provide learning opportunities.

However, at Anson Primary School we believe that quality learning can occur at a distance. While the majority of our learning will occur through Google Classroom and Seesaw, we wish to recognise that our goal is for students to continue reading, communicating, thinking and taking part in real life experiences (including

physical exercise), while remote learning is happening. Much of this will not require a device for learning to occur.

At the heart of our vision is the idea that we want to develop happy, confident and creative learners with a lifelong love of learning. This vision should also apply to our remote learning opportunities. The school will attempt to be creative in the opportunities they provide during any school closure. As teachers reflect on how to best design or redesign their teaching and learning, we encourage them to consider the following questions:

- *How can I use the school website to develop **learning experiences rich in engagement**?*
- ***How can I support parents as a result of this emergency or crisis?***
- *What are the most important **understandings and skills** I can help my students develop at this time?*
- *How do I ensure the vision of the school is applied to remote learning?*
- *How can I design learning experiences that address the needs of **different types of learners**?*
- *How will I assess student learning in meaningful ways?*
- *How will I embed Google Classroom into classroom sessions and routines?*



## TECHNOLOGY SYSTEMS AT ANSON

At Anson Primary School we use technology to ensure that we have the systems in place that allow for quality learning experiences in the school. The software in place is not changed when remote learning needs to take place. As a school we try not to introduce something new that the children and staff are unfamiliar with. This can only cause confusion and undue stress for all concerned.

The tech companies we work with have the capacity to maintain their services in the event of large scale closures across the country or around the world. This allows us to continue our communication.

Below is a list of the tools you can expect to see in action during any school closure and are inline with our normal day-to-day communications.

Software	Audience	Description & Access
Website	Governors	Governors will continue to access school documentation in the Governors Zone.
	Staff	Staff will communicate using the Staff Zone. Messages will be posted here throughout any closure
	Parents	Parents can access the latest information from the parent section of the school website. Newsletters will continue to be published.
	Pupils	Pupils can access community activities via the Home Learning and this links to Google Classroom
Google Classroom Y4, 5 & 6	Staff	Staff will post activities, assignments, messages and hold video meetings inside Google Classroom
	Pupils	Pupils will be able to access their work, receive feedback and send in images, documents and take part in video chats through Google/Zoom

Software	Audience	Description & Access
Seesaw Y1, 2 & 3	Staff  Pupils	Staff will post activities, assignments, messages in Seesaw but hold video sessions inside Google Classroom  Pupils will be able to access their work, receive feedback and send in images, documents through Seesaw, but online sessions will happen through Google Classroom/Zoom
Evidence Me EYFS	Staff  Pupils	Staff will post activities, assignments, messages in Evidence Me.  Pupils will be able to access their work, receive feedback and send in images, documents through Evidence Me.
Text Service	Staff, Parents	The text message system will be used to ensure all staff and parents have the latest information.
TT Rockstars	Pupils	Pupils will have access to their TT Rockstars account to continue their learning.
Spelling Shed	Pupils	Pupils will have access to their Spelling Shed account to continue their learning.
Teach Your Monster Phonics	Pupils	Pupils will have access to their Teach Your Monster Phonics account to continue their learning.
Showbie	Pupils	Pupils using Showbie will continue to access their work during live sessions with their teacher
London Grid for Learning	Pupils	The London Grid for Learning resources will be used as part of a daily programme of activities
Kahoot	Pupils	Challenges may be set in Kahoot by the teachers to support teaching and learning
Padlet	Pupils	Padlet walls may be setup to give children a chance to record their thoughts on a question or problem.
Email	Parents	While the school is closed the emails for safeguarding, child protection and technical support will remain active.
Espresso	Pupils	There may be some tasks set using Espresso at home. These will be web-based and we will seek a balance between unplugged and plugged activities.

Many of our systems are cloud-based. This means these systems will continue to work from anywhere in the world, even during an emergency. As part of our disaster management plan we can continue to use our systems during a crisis, even if buildings are damaged or our campus is inaccessible.





# GUIDELINES FOR TEACHERS

Even with a strong policy and the continuation of the same tools we use in the classroom being applied to remote learning, the transition is not easy. Teachers need to think differently about how to communicate, give instruction and provide feedback. They also need to think about how lessons are authentic and meaningful. There are a number of factors that we encourage all teachers to consider.

## **1. Creative, Happy, Lifelong Learning**

This is central to our vision and central to any opportunities provided during times of closure. Activities that encourage making, drawing, video, music, drawing and photography will be promoted along with core subject learning opportunities.

## **2. Consider All Learners**

While all our pupils have access to the internet, this does not mean they have the devices to shift to remote learning. Teachers should remember that every family is different and access will be varied in classrooms. The ability to support those learners is also limited in some families due to language barriers or working patterns. Open a dialogue with families throughout the year so you know the issues they may face during closures.

## **3. Maintain Consistency**

All existing communication channels should be maintained during a school closure. It is not sensible to introduce new technologies to children and expect them to be able to use it or access it with ease. Many pupils will thrive, others will struggle. Over time a closure may force a change of procedure. In the short term stick with what is familiar.

## **4. Less Is More**

It can be hard for parents to support their children with learning, while still working from home and managing up to 5 children. Less is definitely more and consistency across year groups is also imperative. Set realistic expectations.

## **5. Think Differently**

Assessment of children isn't possible in the same way with remote learning, but the use of tools like Kahoot will give an indication of how pupils are progressing with the work and making progress.





# GUIDELINES FOR PARENTS

The transition to remote learning is arguably even harder for parents. They will need to balance multiple learners, work commitments and running their home. However, routines and structures will allow for pupils to thrive. While learning at home is not compulsory, we hope parents will try to support their children with our learning opportunities.

## 1. Establish Routines and Expectations

Our overview for each year group will help parents to establish routines and expectations. We suggest students begin their studies at 9:00am as usual which will mean your morning routine does not need to change. Keep normal bedtime routines too. This will all help before you even consider the work. Just like at school your children should take regular breaks as they study. We encourage all parents to set expectations for how their children will spend their days starting as soon as remote learning is implemented. Creating a visual timetable will help.

## 2. Create Learning Spaces

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents are present and monitoring or supporting their children's learning.

## 3. Monitor the Work

Teachers will communicate through the school website any work that their children can complete. This will be found by searching the date (*week beginning*). Parents must remember that teachers will be setting multiple tasks. We encourage all parents to keep an eye on the work being set and encourage their child whenever possible.

## 4. Encourage Physical Activity

Children need to move. Exercise becomes important for anyone working from home for an extended period. We will try to support children with video activities, dance routines and games to play. Where possible build in physical activities every day. Go for a walk and get some fresh air if the conditions allow.



## ROLES AND RESPONSIBILITIES

At Anson Primary School we use technology to ensure that we have the systems in place that allow for quality learning experiences in the school. The software in place is not changed when remote learning needs to take place. As a school we will never introduce something new that the children and staff are unfamiliar with. This can only cause confusion and undue stress for all concerned. In the event of a full lockdown the following applies:

<b>School Personnel Roles and Responsibilities</b>	
<b>Leadership Team</b>	<p>Create clear channels of communication between staff, families and pupils in the event of Remote Learning being activated.</p> <p>Support families shifting to a remote learning environment.</p> <p>Support teachers implement remote learning environment for all pupils.</p>
<b>Team Leaders</b>	<p>Collaborate with the team of teachers to provide a remote learning environment.</p> <p>Regularly check in with the Leadership Team.</p> <p>Support their team of teachers and keep information flowing.</p> <p>Keep email inboxes up to date.</p>
<b>Class Teachers</b>	<p>Collaborate with partner teachers to provide a remote learning experiences.</p> <p>Find time to continue professional development in time of school closure.</p> <p>Interact with work from pupils on a daily basis and ensure weekly video contact with all children.</p> <p>Keep email inboxes up to date.</p>
<b>Teaching Assistants</b>	<p>Communicate regularly with your team leader.</p> <p>Find ways to support your teacher in differentiating experiences for your pupils.</p> <p>Find time to continue professional development in time of school closure.</p>
<b>Inclusion Team</b>	<p>Continue to communicate with parents and families in need of support or with external services.</p> <p>Ensure there is a continued liaison between families the school and the local authority.</p>
<b>Office Staff</b>	<p>Ensure you have access to contact all parents if necessary.</p> <p>Regularly check in with the Leadership Team.</p> <p>Keep email inboxes up to date.</p> <p>Contact all parents of children with medication to check their medical needs and supplies at home.</p> <p>Continue the administration role working from home.</p>
<b>Site Manager</b>	<p>Maintain the security and upkeep of the school site.</p> <p>Ensure services can access the school site to clean, repair or assess the site.</p> <p>Ensure that regular health and safety practices are continued.</p>

## NURSERY

After the announcement of a school closure families will receive a text message directing them to information on the school website. The teaching team will then provide parents with:

- recommended links and activities for learning at home
- guidance on timing for activities

The framework for learning will be based upon the idea that parents could support:

Approximate Time per Day	Subject Area
20+ minutes	Focused language development using games for vocabulary and phonological awareness.
20+ minutes	Focused mathematical development using games focusing on counting, sorting and patterning.
20+ minutes	Focused games and challenges to support cognitive, physical and social emotional development
Flexible Learning 120+ minutes	There will also be opportunities to explore and develop new skills through: board games, learning new skills movement exploring new interests

Total time (180 minutes)





## RECEPTION

After the announcement of a school closure families will receive a text message directing them to information on the school website. The teaching team will then provide parents with:

- recommended links and activities for learning at home
- guidance on timing for activities

The framework for learning will be based upon the idea that parents could support:

Approximate Time per Day	Subject Area
30+ minutes	Reading (to your child and helping them read)
20+ minutes	Literacy activities to promote reading and writing
20+ minutes	Games, challenges and videos to support the progression in phonics
20+ minutes	Games, challenges and web links to support mathematics
30+ minutes	Creative activities
30+ minutes	PE or outside play ideas
90+ minutes	There will also be opportunities to explore and develop new skills through:  board games, learning new skills movement exploring new interests

Total time (240 minutes)



## YEAR 1

After the announcement of a school closure families will receive a text message directing them to information on the school website. The teaching team will then provide parents with:

- recommended links and activities for learning at home
- guidance on timing for activities

The framework for learning will be based upon the idea that parents could support:

Approximate Time per Day	Subject Area
20+ minutes	Phonics
30+ minutes	Reading
30+ minutes	Writing
30+ minutes	Mathematics
60+ minutes	Topic Work & Foundation Subjects (Science, RE, Art, History etc.)
10+ minutes	PE (plus regular breaks)
120+ minutes	<p>There will also be opportunities to explore and develop new skills through:</p> <p>Whole school challenges and events Mental Health and Well-being projects</p>

Total time (300 minutes)



## YEAR 2

After the announcement of a school closure families will receive a text message directing them to information on the school website. The teaching team will then provide parents with:

- recommended links and activities for learning at home
- guidance on timing for activities

The framework for learning will be based upon the idea that parents could support:

Approximate Time per Day	Subject Area
20+ minutes	Phonics
30+ minutes	Reading
30+ minutes	Writing
30+ minutes	Mathematics
60+ minutes	Topic Work & Foundation Subjects (Science, RE, Art, History etc.)
10+ minutes	PE (plus regular breaks)
120+ minutes	<p>There will also be opportunities to explore and develop new skills through:</p> <p>Whole school challenges and events Mental Health and Well-being projects</p>

Total time (300 minutes)





## YEAR 3

After the announcement of a school closure families will receive a text message directing them to information on the school website. The teaching team will then provide parents with:

- recommended links and activities for learning at home
- guidance on timing for activities

The framework for learning will be based upon the idea that parents could support:

Approximate Time per Day	Subject Area
15+ minutes	Spelling
30+ minutes	Reading
45+ minutes	Writing
60+ minutes	Mathematics (including 20 minutes TT Rockstars)
60 + minutes	Topic Work & Foundation Subjects (Science, RE, Art, History etc.)
15 + minutes	PE ( build in regular breaks)
75+ minutes	<p>There will also be opportunities to explore and develop new skills through:</p> <p>Whole school challenges and events Mental Health and Well-being projects</p>

Total time (5 hours)



## YEAR 4

After the announcement of a school closure families will receive a text message directing them to information on the school website. The teaching team will then provide parents with:

- recommended links and activities for learning at home
- guidance on timing for activities

The framework for learning will be based upon the idea that parents could support:

Approximate Time per Day	Subject Area
15+ minutes	Spelling
30+ minutes	Reading
45+ minutes	Writing
60+ minutes	Mathematics (including 20 minutes TT Rockstars)
60 + minutes	Topic Work & Foundation Subjects (Science, RE, Art, History etc.)
15 + minutes	PE ( build in regular breaks)
75+ minutes	<p>There will also be opportunities to explore and develop new skills through:</p> <p>Whole school challenges and events Mental Health and Well-being projects</p>

Total time (5 hours)



## YEAR 5

After the announcement of a school closure families will receive a text message directing them to information on the school website. The teaching team will then provide parents with:

- recommended links and activities for learning at home
- guidance on timing for activities

The framework for learning will be based upon the idea that parents could support:

Approximate Time per Day	Subject Area
15+ minutes	Spelling
30+ minutes	Reading
45+ minutes	Writing
60+ minutes	Mathematics (including 20 minutes TT Rockstars)
60 + minutes	Topic Work & Foundation Subjects (Science, RE, Art, History etc.)
15 + minutes	PE ( build in regular breaks)
75+ minutes	<p>There will also be opportunities to explore and develop new skills through:</p> <p>Whole school challenges and events Mental Health and Well-being projects</p>

Total time (5 hours)





## YEAR 6

After the announcement of a school closure families will receive a text message directing them to information on the school website. The teaching team will then provide parents with:

- recommended links and activities for learning at home
- guidance on timing for activities

The framework for learning will be based upon the idea that parents could support:

Approximate Time per Day	Subject Area
15+ minutes	Spelling
30+ minutes	Reading
45+ minutes	Writing
60+ minutes	Mathematics (including 20 minutes TT Rockstars)
60 + minutes	Topic Work & Foundation Subjects (Science, RE, Art, History etc.)
15 + minutes	PE ( build in regular breaks)
75+ minutes	<p>There will also be opportunities to explore and develop new skills through:</p> <p>Whole school challenges and events Mental Health and Well-being projects</p>

Total time (5 hours)



### Remote Learning: Best Practice Protocols

At Anson we work hard to ensure that children who are learning at home have the best possible experience.

#### Motivation

<b>Expectation</b>	<b>Frequency</b>	<b>Possible Practice</b>
Pupils to see their teacher's face and/or hear their voice	At least once a day	<ul style="list-style-type: none"> <li>• Morning Message (every day in a full lockdown)</li> <li>• Teaching videos</li> <li>• Reading a class story/poem</li> <li>• Sharing a piece of work</li> <li>• Giving awards to pupils</li> </ul>
Whole-school initiatives to be promoted in class streams and 'kept alive'	As necessary (ideally weekly)	<ul style="list-style-type: none"> <li>• Weekly Assembly from SLT</li> <li>• Jigsaw/PSHE Questions in all year groups</li> <li>• Video messages from SLT</li> <li>• Learning Behaviours promoted through the stream</li> </ul>
Pupils' work/extra-curricular contributions to be shared on the blog	At least once a week	<ul style="list-style-type: none"> <li>• Parents and Carers allowed to post on Evidence Me with examples of children's work from home.</li> <li>• KS1 children sharing their extra-curricular work through SeeSaw</li> <li>• KS2 children encouraged to attach images/videos to assignments</li> <li>• KS2 children sharing in their stream</li> </ul>
<p>The Classroom Stream is switched off by default for all pupils. This means they cannot post messages on the timeline.</p> <p>Years 3, 4, 5 and 6 teachers to offer a window of time (a day, a morning, an hour) where pupils may post in the class stream.</p>	Once a week	<ul style="list-style-type: none"> <li>• Promote the window as time to answer a key question or comment of some work.</li> <li>• Make clear your expectations for the posts (photos/videos of art/craft projects completed at home; no 'chatting' in the stream to avoid clutter etc</li> <li>• Remain vigilant during the window to check pupil posts</li> <li>• Comment on pupil posts with encouraging words</li> <li>• If something inappropriate is posted – screenshot the post, 'delete' it, 'mute' the pupil and contact DHT asap.</li> </ul>
Publicly praise pupils	Daily	<ul style="list-style-type: none"> <li>• 'Shout outs' in Morning Message</li> <li>• Reply to comments with encouraging words</li> <li>• Award 'virtual' stickers/Dojos</li> </ul>
Private comment on pupils' work	Daily for morning work submitted before 1pm (as a minimum)	<ul style="list-style-type: none"> <li>• Personalise the feedback to acknowledge the effort</li> <li>• Include a thought for a next step or a correction (Have you tried...; check question 4 again etc)</li> <li>• Keep the tone positive and encouraging</li> </ul>

**Consistency**

Expectation	Frequency	Ideas
Teachers to work with Teams to ensure consistency in the classrooms.	At least once a week	<ul style="list-style-type: none"> <li>• Teachers should join all their year group classrooms</li> <li>• In the absence of a teacher (illness), support the other class stream.</li> <li>• Leave positive comments to let pupils know you have seen their classroom and have enjoyed their hard work?</li> <li>• Plan opportunities together and share ideas that are working well in your classroom.</li> </ul>
Ensure the 'Topics' remain consistent in the classroom (e.g. weekly homework, set links, reading, writing, mathematics)	n/a	<ul style="list-style-type: none"> <li>• Keep the structure consistent to ensure the children know where and how to access their learning.</li> <li>• Share a timetable with the children in your Morning Message or visually in the stream.</li> </ul>
Activities to be uploaded by 8:45am each day. You can upload work weekly, but daily refreshers could be less time consuming and keep the class steam clear.	Daily	<ul style="list-style-type: none"> <li>• Use the 'schedule' function to ensure this occurs (you cannot schedule into multiple classrooms at once. Schedule into yours and then 're-use' the assignment in your partner teacher's classroom).</li> <li>• This means good practice could see the week scheduled to appear leaving you free to ensure you are responding to the work.</li> </ul>
Plan your week in advance	Weekly	<ul style="list-style-type: none"> <li>• Good planning is critical to establishing an online routine for pupils. Ensure that you know what the children will be doing each week.</li> <li>• Organise your online folders clearly to ensure you have quick access to the resources you need.</li> </ul>

**Quality**

Expectation	Frequency	Ideas
<b>Reading</b>		
If in full lockdown teachers should ensure they are still teaching the skills of reading.	At least three times a week	<ul style="list-style-type: none"> <li>• Use video or audio to create an engaging re-cap of the text so far</li> <li>• You could film a video call to yourself on Zoom, use the camera of the iPad or use a Voice Recorder</li> <li>• You could put information onto Google Slides or Keynote and add your voice with the 'insert audio' function.</li> <li>• You could film yourself reading the book and modelling skimming and scanning etc.</li> </ul>
Include a variety of activities	Daily	<ul style="list-style-type: none"> <li>• Ensure children have the opportunity to write reviews, draw a picture, contact an author etc, not just comprehension.</li> <li>• You could bring the story to life by using props or costumes and encourage pupils to do the same.</li> <li>• Ask the pupils to consider what happens next, why a character acts in a certain way or what the powerful words mean.</li> </ul>
Have a class story/poem of the day	Daily	<ul style="list-style-type: none"> <li>• Record yourself or just your voice sharing a book</li> <li>• Allow children to vote on what book they would like with 'Google Forms'.</li> <li>• Save in your classroom under 'Class Story' so pupils can find older entries if they have missed a day.</li> </ul>
Check for understanding with a quiz	Weekly	<ul style="list-style-type: none"> <li>• When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked.</li> <li>• Under settings, ensure children can 'edit after submit' to allow them to have another go.</li> </ul>
<b>Maths</b>		
Download and assign White Rose Maths videos for all pupils.	Daily (This can be scheduled)	
Provide optional online Maths games and investigations	Weekly	<ul style="list-style-type: none"> <li>• Use resources and links to suggest investigations to children as well as educational online games</li> <li>• Provide links to TT Rockstars</li> </ul>
Check for understanding with a quiz	Weekly	<ul style="list-style-type: none"> <li>• When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked.</li> <li>• Provide links to Kahoot Challenges in the classroom.</li> <li>• Celebrate success in TT Rockstars with a presentation of certificates.</li> </ul>
<b>Literacy</b>		
If in full lockdown teachers should ensure they are still teaching the skills of literacy.	Where appropriate	<ul style="list-style-type: none"> <li>• Introductory hooks, model writes and grammar skills should be considered for short teach videos</li> <li>• You could put information onto Google Slides or Keynote and add your voice with the 'insert audio' function.</li> </ul>
Units to last no longer than 2 weeks	n/a	<ul style="list-style-type: none"> <li>• Focus on text-types the children know to increase independence</li> <li>• Can the quiz function be utilised to test grammar?</li> <li>• Grammar activities can be assigned on BusyThings as well.</li> </ul>

Provide model plans and build-up work for children who may miss a day	As necessary	<ul style="list-style-type: none"> <li>• Scaffolding is really important so demonstrate what the final piece of writing could look like, or skills needed to build a piece of writing.</li> </ul>
Standalone, free writing lessons	Once a week	<ul style="list-style-type: none"> <li>• Provide a stimulus such a picture, a video, a news story. This can be done in Google Forms.</li> <li>• Allow children to choose the way in which they respond (poem, story, letter etc).</li> <li>• Consider the format of 100 word challenges.</li> </ul>
Spelling	Weekly	<ul style="list-style-type: none"> <li>• Provide access to Spelling Shed</li> <li>• Use Kahoot Challenges to help children identify correct spellings</li> <li>• Provide pieces of test with spellings in to identify errors.</li> </ul>
<b>Foundation</b>		
Use video links	Once per unit	<ul style="list-style-type: none"> <li>• You can use videos from YouTube, BBC Bitesize, Oak National Academy to support the teaching of concepts in your unit.</li> <li>• Follow these up with quizzes, games and challenges.</li> </ul>
Share fun/useful links for your subject	n/a	<ul style="list-style-type: none"> <li>• Subject Leaders should provide a list of interactive links to puzzles, games and challenges for children</li> <li>• These can include Kahoot.</li> </ul>
Ensure afternoon activities are fun/practical	Daily	<ul style="list-style-type: none"> <li>• Does the assignment work better as an ongoing project?</li> <li>• Is there something the children could produce and then share with their peers?</li> <li>• Is there an online game that links to your subject area?</li> </ul>