NUNNEY FIRST SCHOOL

REMOTE LEARNING POLICY

Review Due:	February 2022
Last Review	February 2021
Applicable to:	All Trust Schools
Reviewed By:	SV
Approved By:	Trust Board (Standards) February 2021

1. Statement of Intent:

- The Partnership Trust and all schools within it understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many pupils. 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 learning, such as online safety, access to educational resources, data protection, and safeguarding.
- From 22 October 2020 until the end of the 2020/2021 academic year, schools have a legal duty to provide remote education to all pupils who require it. Further information is set out in the schools information for parents at Appendix A to this policy.

2. Aims:

This policy aims to:
- Outline the school's approach to educating pupils who will not be attending school as a result of government or public health guidance.
- Set out the expectations of staff who are not attending school as a result of government or public health guidance, but are healthy and able to continue planning, teaching and assessing pupils' work.
- Ensure that remote education is offered as soon as possible when it becomes necessary.

- Ensure that there is consistency in the approach to remote learning across the school with the inclusion of continuous delivery of the school's broad curriculum, as well as support of pupils' well-being.
- Where possible, 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.
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning.
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources.
- Provide appropriate guidelines for data protection and safeguarding.

3. Legal Framework

This policy has due regard to all relevant legislation and guidance, this includes but is not limited to the following:
- Education Act 2004
- The General Data Protection Regulation (GDPR);Data Protection Act 2018
- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy is linked to following Trust and school policies:
- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- SEND Information Report
- Supporting Pupils With Medical Needs Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

4. Approaches to Remote Learning:

The following principles, informed by the DfE's requirements in respect of remote learning, underpin the school's approach to remote learning:
- Pupils will study a broad range of subjects set out within the school's curriculum.
- Planning will be informed by the feedback from previous remote learning.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Activities will be varied and not solely consist of 'screen time', for example science investigations, maths games, life skills and PE.
- Teachers will have access to a wide variety of resources to share remotely.

- Resources will be quality assured by school leaders, who will make sure they are closely linked to current learning and the age/stage of the learners.
- All pupils will have access to the resources they need to learn and learning will be adapted to account for the needs of all pupils though using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device and provision for the collection of work packs for pupils who do not have access to a printer.
- Staff will have the training they need to provide online learning safely.
- SEND will not be a barrier to accessing the curriculum at home because the school will work in partnership with families with regular communication and bespoke support for pupils, this may include sensory packs, visual timetables and virtual access to therapies where appropriate.
- Schools will utilise COVID Catch-Up Funding to run small targeted groups throughout the school, based on teacher assessment. These will continue to be operated remotely where it is possible and where it will continue to be impactful.
- Staff workload will be managed by regular communication with line managers and the school's Headteacher.
- The school's senior leaders will measure engagement in remote learning by working with staff to gauge strengths and weaknesses and use this information to review provision and make changes as necessary.

5. Roles and Responsibilities

5.1 Headteacher:
The Headteacher is responsible for the following:

- Reviewing the effectiveness of this policy on an annual basis, or more frequently if further changes are made to Government Policy, and communicating any changes to staff, parents, and pupils.
- Ensuring that the school has the resources necessary to action the procedures in this policy.
- Ensuring that the school has in place adequate safeguarding procedures to keep staff and pupils safe during any period of remote learning.
- Ensuring that all digital devices provide by the school are compliant with GDPR and Data Protection Regulations.
- Ensuring that all programmes used during remote learning are compliant with the GDPR and Data Protection Regulations and safeguarding requirements.
- Ensuring that remote learning provision is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that staff, parents and pupils are aware of the contents of this policy and are provided with the information and training necessary for them to adhere to the contents.
- Ensuring regular reviews of remote learning arrangements to ensure pupils' education does not suffer.

These responsibilities may be delegated according to the school's individual staffing structure, including as set out below.

5.2 **Teachers**
Teachers will be provided with the necessary training on how to use the school's remote learning platform. Teachers' responsibilities are as follows:

- To be available to deliver remote learning during their usual teaching hours and working days as set out the in the Trust's Remote Working Policy.
- Reporting their absence as set out in the Trust's Remote Working Policy to ensure their classes are taught by other suitable colleagues.
- Setting work for the pupils in their classes and other classes in their Year group/phase when necessary.
- Ensuring that the work set follows the usual timetable for the class had they been in school wherever possible or the information set out at Appendix A if different.
- Setting work using the school's on line platform.
- Providing feedback as set out in the schools marking and feedback policy.
- Making weekly contact, via emails, phone calls or through the school's usual communication means to pupils and their parents.
- Contacting parents where there are concerns around the level of a pupil's engagement.
- Ensuring that, where a family is unable or unwilling to engage, they contact the SENCO, Designated Safeguarding Lead or Headteacher.
- Checking emails at least once in the morning and once in the afternoon and ensuring that only their school or the school office email are used for communication for work purposes.
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view.
- Respond to requests for support or information from families at home and update their Phase Leader, SENCO or Headteacher as appropriate.
- Ensure that any complaints or concerns shared by parents or pupils are reported to the Phase Leader or Headteacher.
- Ensure that any safeguarding concerns are referred immediately to the Designated Safeguarding Lead.

5.3 **Teaching Assistants**

Teaching assistants must be available during their usual working hours as set out in the Trust's Remote Working Policy. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed by their class teacher, line manager or member of the Senior Leadership Team. The following tasks/roles are examples and do not constitute an exhaustive list:
- Cover in other areas of the school as directed by the Headteacher, their line Manager or a member of the Senior Leadership Team
- Assist the class teacher with supporting pupils
- Prepare home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents and link pupils
- Complete work that accords with school improvement priorities.

5.4 **Designated Safeguarding Lead (DSL)**

The DSL is responsible for
- Managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy
- Identifying 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning

- Arranging for regular contact to be made with vulnerable pupils, during to the period of remote learning
- Ensuring vulnerable pupils parents will be provided with a means of contacting the DSL, or another relevant member of staff during any period of remote learning
- Meeting (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

5.5 **Special Educational Needs Coordinator (SENCO)**
The SENCO is responsible for:
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and will liaise with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils and liaising with class teachers to ensure that provision is in place.

5.6 **All Staff members are responsible for:**
- Adhering to this policy at all times during periods of remote learning
- Reporting any health and safety concerns or incidents in line with the schools reporting procedures, seeking guidance as appropriate
- Reporting any safeguarding incidents to the Designated Safeguarding Lead (DSL) and asking for guidance as appropriate
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher
- Reporting any defects on school-owned equipment used for remote learning to the schools IT lead or their line manager.

5.7 **Pupils and parents:**
We are committed to working in close partnership with families. We will provide guidance to parents on how to access the school's remote learning platform and resources will be shared with pupils and parents through the use of Class Dojo.

We ask parents to be responsible for supporting their children with remote learning and to:
- Wherever possible establish a routine based around the school day, ensuring that their child is ready for any registration and/or any live lessons provided.
- Make the school aware through the usual absence reporting process if their child is unwell or otherwise cannot complete the work set.
- Seek help from the school if they need it, this includes with regard to remote learning, safeguarding or their child's welfare and wellbeing. Schools will provide all parents with contact details for the school as well as additional resources and guidance from time to time and as appropriate.
- Where possible, ensure the provision of family-owned equipment to access remote learning resources (for pupils who cannot access digital devices at home, the school will, where possible, apply for technology support).
- Ensure their child uses the equipment and technology used for remote learning as intended, and reporting any technical issues to the school as soon as possible. Note: the ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.
- Continue to follow the Parent Code of Conduct.

- Where a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Loan Agreement as well as the School's Acceptable Use Policy.

Pupils learning remotely are expected to:
- Follow the school's guidance for pupils and parents for remote learning (Appendix B).
- Complete the work that they have been asked to do to the best of their ability and to the deadline set by the school.
- Seek help from their school if they need it and alert their teachers if they have any difficulties in completing their work.
- Ensure they use any equipment and technology for remote learning as intended.

5.8 **The Local Governing Body is responsible for:**
- Monitoring the effectiveness of the school's remote learning arrangements to ensure that education remains as high quality as possible.
- Ensuring that the school has in place remote learning systems that are appropriately secure in terms of data protection and safeguarding.

6. Meal provision

- The school will signpost parents via letter towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- Where applicable, the school will one of the provide the following provision for pupils who receive FSM:
  - making food hampers available for delivery or collection.
  - supermarket vouchers

7. Costs and expenses

- The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- The school will not reimburse any costs for travel between pupils' homes and the school premises.
- The school will not reimburse any costs for childcare.
- If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Loan Agreement as well as the School's Acceptable Use Policy.

8. Online Safety

This section of the policy should be read alongside the school's Online Safety Policy and the school's guidance on remote learning.

- Where possible all interactions will be textual and public.
- All staff and pupils using video communication must adhere to the school's guidance on the use of video communication in remote learning a copy of which can be found at Appendix B to this policy.
- All staff and pupils using audio communication must:
  - use appropriate language – this includes others in their household
  - maintain the standard of behaviour expected in school
  - use the necessary equipment and computer programs as intended
  - not record, store, or distribute audio material without permission
  - endeavour to ensure they have a stable connection to avoid disruption to lessons
  - always remain aware that they can be heard.

- The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. Any provision of this nature must be approved by the Headteacher or SENCO.
- Pupils not using devices or software as intended will be disciplined in line with the school's Behaviour Policy.
- The school will risk assess any digital devices provided by the school and all programmes and learning platforms used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- The school will consult with parents regarding remote learning and will take into account any concerns and comments raised.
- The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is stable and secure.
- During the period of remote learning, the school will maintain regular contact with parents to:
  - reinforce the importance of children staying safe online
  - ensure parents are aware of what their children are being asked to do, e.g. site they have been asked to use and staff they will interact with
  - encourage them to set age-appropriate parental controls on devices, and internet filters to block malicious websites
  - direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software e.g. anti-virus software, on devices not owned by the school. However, resources to ensure that children, staff and parents are e-safety aware will be provided.

9. Safeguarding

This section of the policy should be read alongside the school's Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working and learning.

- Staff should ensure that all safeguarding concerns are reported immediately to the School's Designated Safeguarding Lead using their usual reporting procedures.
- All safeguarding policies and procedures continue to apply.
- Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.
- Pupils and their parents will be encouraged to contact the DSL/Headteacher if they wish to report safeguarding concerns e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

10. Data Protection

This section of the policy should be read alongside the Trust's Data Protection Policy which must be adhered to at all times:

- Staff members will be responsible for adhering to the Trust's policies and procedures in connection with data protection when teaching remotely, and will ensure the confidentiality and integrity of their devices at all times.

- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning and stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment.
- Any breach of confidentiality will be dealt with in accordance with the Trust's data protection policies.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

11. Marking and feedback

- Regular marking and feedback on engagement and the work completed through remote learning will be provided as set out in the school's information for parents on remote education document in Appendix A.

12. School Day and Absence

- Pupils will be expected to be present for periods of remote learning as set out in the school's information for parents at Appendix B.
- Remote learning is planned throughout each school day. It is understood that this will not always be possible for children to undertake the full timetable of learning each day, dependent upon the household's circumstances.
- It is expected that ALL children attend registration sessions and live lessons (where these are provided) and complete the work set unless an explained absence or other specific arrangement is discussed with their child's class teacher.
- It is understood that pupils with SEND or additional medical conditions may require more regular breaks and this should be arranged with their class teacher.
- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so, and parents will inform the school office by 8:50am if their child is unwell.
- The school will monitor absence and lateness in line with the Attendance Policy.

13. Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents via letter, e-mails and their usual digital platforms about remote learning arrangements.
- The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- As much as possible, all communication with pupils and their parents will take place within school hours.
- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

14. Monitoring and review

- This policy will be reviewed on at least an annual basis by the Trust. Headteachers will be consulted as part of that review process.

Appendix A – School's Information for Remote Learning for Parents

REMOTE EDUCATION AT NUNNEY FIRST SCHOOL: INFORMATION FOR PARENTS

The information below is intended to provide clarity and transparency to pupils and parents about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

Two short videos are available on Class Dojo (posted 14th October 2020) demonstrating how to access, complete and submit worksheets posted by your child's teacher.

The remote curriculum: what is taught to pupils at home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

1. THE REMOTE CURRICULUM: WHAT IS TAUGHT TO PUPILS AT HOME

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Reading/phonics activities, one maths task per day and direction to Oak National Academy online English lessons will be available from day one. Pupils may also be sent home with worksheets to complete independently in the first instance. These will draw on recent face-to-face teaching they have received from their teacher.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Wherever possible and appropriate, we aim to teach the same curriculum content remotely as we do in school. However, teachers will do their best to design activities that are accessible for pupils when they are working from home. Teachers will adapt work to stand alone and will keep explanations as simple and as clear as possible. They will also provide links to recorded lessons, quality videos, online experiments, animations, and podcasts in lieu of teacher-led explanation.

2. REMOTE TEACHING AND STUDY TIME EACH DAY

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception – 3 hours per day
Key Stage 1 (Years 1 & 2) – 3 hours per day
Key Stage 2 (Years 3 & 4) – 3.5 hours per day

We will provide pupils and their parents with a daily timetable showing the learning to be completed across the day and suggesting the time to be spent on each lesson.

3. ACCESSING REMOTE EDUCATION

How will my child access any online remote education you are providing?

Teachers will use live streaming as well as a range of online tools and digital platforms to support curriculum delivery, assessment and provision of feedback as well as next step developments for pupils. Digital platforms that will be used at Nunney First School include:

- Class Dojo
- Video conferencing through Zoom
- Purple Mash (and Serial Mash for pupils in Years 2 and above)
- Oak National Academy
- Mathletics
- White Rose Maths
- Content from the Ruth Miskin School Portal (phonics).

If my child does not have digital or online access at home, how will you support them to access remote education?

A survey conducted by the school indicates that pupils currently on roll live in households where there is Internet access. However, teachers recognise that some pupils do not have laptops or tablets suitable for accessing daily teaching and learning. We will take the following approaches to support these pupils to access remote education:

- In the event of a whole school or 'bubble' closure, the school has registered with the DfE to access a small number of laptops (Get help with technology during coronavirus (COVID-19)). Working in partnership with teachers and parents, the Headteacher will allocate these according to need.
- The school also has a small number of iPads that can be loaned to pupils. Parents will be asked to sign a loan agreement stating that the device will be used for the sole purpose of supporting the child to access learning set by their teacher and will be returned in full working order as soon as the child is able to return to school.
- Resources and/or printed materials will be posted or hand delivered to pupils who need to move to areas without Internet access.
- For marking and feedback purposes, smartphones can be used to submit photographs of pupils' work to teachers via pupils' Class Dojo portfolios. In cases where pupils do not have online access, parents can drop worksheets into school to post these to the school office.
- In exceptional circumstances where completed work cannot be submitted, a teacher will call the child's parent to discuss and provide feedback on work that has been completed.

How will my child be taught remotely?

At Nunney First School we use a combination of the following approaches to teach pupils remotely:
- Live teaching (online lessons)
- Recorded teaching such as Oak National Academy lessons, video/audio recordings made by teachers
- Worksheets and tasks posted on Class Dojo
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

4. ENGAGEMENT AND FEEDBACK

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Teachers are committed to working in partnership with parents to ensure that all pupils engage with remote education.

Pupils in Years 1, 2, 3 and 4 have been introduced to the daily timetable teachers will provide for them and have received training in how to follow the links provided by their teachers to access, complete and submit the worksheets and tasks set for them.

We kindly ask parents to:
- Follow the lead teachers provide regarding expectations
- Set routines to support their child's education
- Provide a quiet, distraction free environment in which schoolwork can be completed
- Help their child submit completed work
- Encourage their child to act on feedback provided by the teacher
- Provide verbal praise for effort and work completed and
- Communicate with and seek support from their child's teacher if things are not going well.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Each weekday, teachers will check and provide feedback on work pupils have submitted for marking. In doing so, teachers will maintain a record of each pupils' engagement with remote education.

Where engagement is a concern, teachers will contact parents via Class Dojo or telephone to discuss difficulties/challenges and help remove barriers to engagement.

How will you assess my child's work and progress?

Feedback will take different forms and may not always involve written comments for individual children. Where written feedback is used, this will be recorded in and shared via the child's Class Dojo portfolio.

Sometimes feedback will be directed to the whole class. Quizzes marked automatically via digital platforms may also be used. Some of the commercial websites we subscribe to allow teachers to see the errors pupils are making and the time they take to complete certain tasks. Teachers use this information to inform the next set of tasks they allocate for the child to complete. Teachers will also use feedback obtained in this way to shape live teaching sessions for the whole class, year groups or specific groups of pupils.

5. ADDITIONAL SUPPORT FOR PUPILS WITH PARTICULAR NEEDS

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some children, for example some of our younger pupils in Reception and Year 1 as well as some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and we will work with parents and carers to support these pupils in the following ways:

- We will ensure that work set for pupils is pitched at a level they can access.
- We will provide motivational tasks of a length the child/ren can concentrate for.
- We will make sure that tasks/activities draw on short and medium targets identified by parents and teachers as being important to the child i.e., those record in formal SEN records such as EHC plans, Annual Review documentation and Individual Learning Plans
- In some cases and particularly for pupils who have SEN, we will where possible, provide concrete resources for parents to use at home. Clear instructions for use, telephone communication and teacher modelling via video conference will be used as appropriate.

6. REMOTE EDUCATION FOR SELF-ISOLATING PUPILS

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will likely differ from the approach for whole groups. This is due to the challenges faced by teachers in teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

We aim to ensure that individual pupils who need to self-isolate are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects.

The main differences between the approaches described above for the whole school or complete cohorts are:
- Remote learning will be provided from the start of the third day. This will allow for COVID-19 testing to take place as required and the outcome to be advised. It will also provide the teacher with time to plan the remote learning for the child.
- As far as possible, learning will mirror that completed by children in school.
- Teachers may set work to be completed over 2 or 3 days rather than posting new work each day.
- Recorded videos produced by Oak National Academy, White Rose Maths and Ruth Miskin will be used to deliver new content and model new skills/procedures.
- Feedback will be individual. It may be every other day rather than daily.
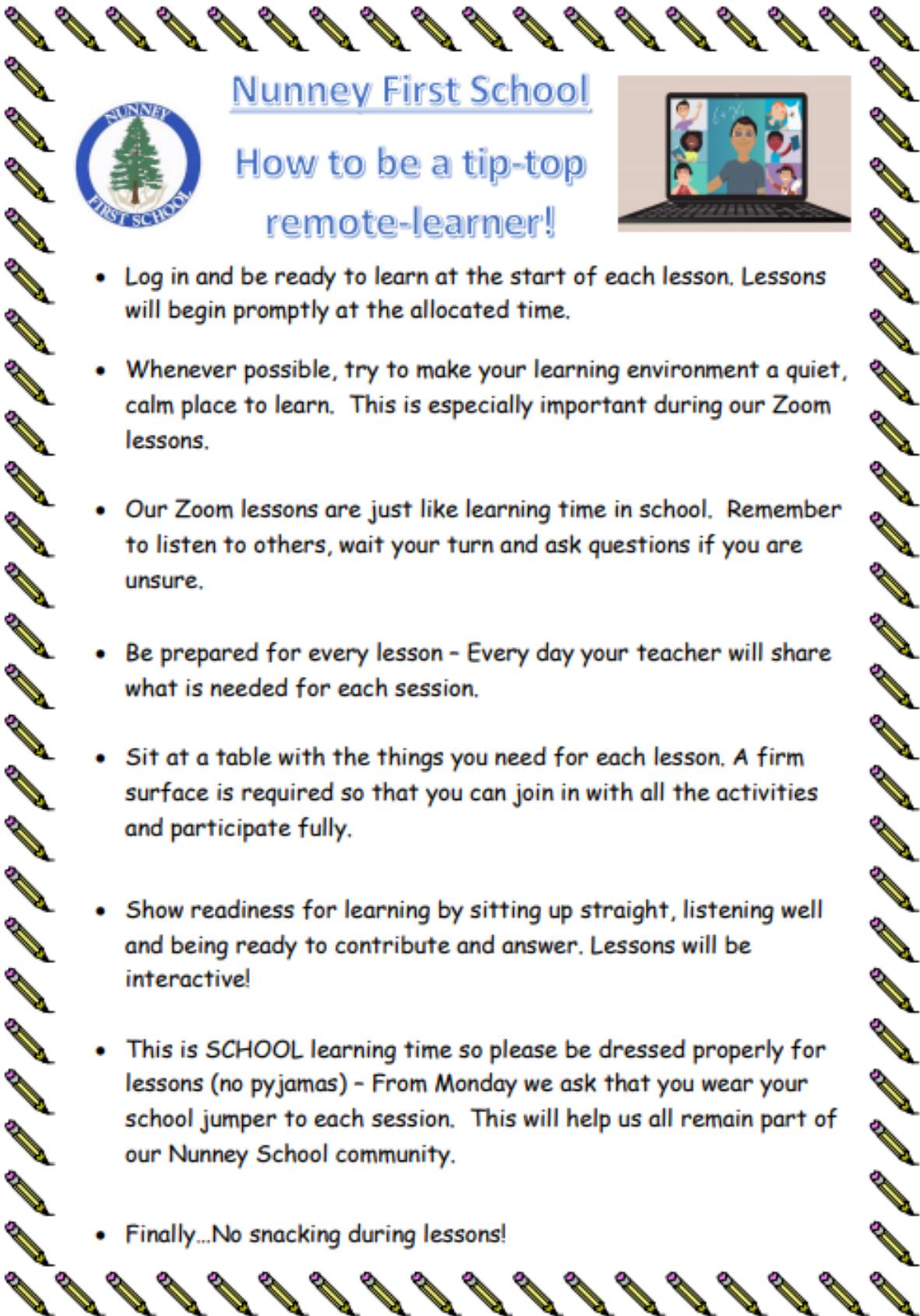
Nunney First School
How to be a tip-top remote-learner!

- Log in and be ready to learn at the start of each lesson. Lessons will begin promptly at the allocated time.

- Whenever possible, try to make your learning environment a quiet, calm place to learn. This is especially important during our Zoom lessons.

- Our Zoom lessons are just like learning time in school. Remember to listen to others, wait your turn and ask questions if you are unsure.

- Be prepared for every lesson – Every day your teacher will share what is needed for each session.

- Sit at a table with the things you need for each lesson. A firm surface is required so that you can join in with all the activities and participate fully.

- Show readiness for learning by sitting up straight, listening well and being ready to contribute and answer. Lessons will be interactive!

- This is SCHOOL learning time so please be dressed properly for lessons (no pyjamas) – From Monday we ask that you wear your school jumper to each session. This will help us all remain part of our Nunney School community.

- Finally...No snacking during lessons!