



# Dorchester Middle School

## Remote Education Policy

<b>Date:</b>	June 2025
<b>Next review date:</b>	June 2027
<b>Signed by:</b>	Mr J Webb – Head of School
<b>Reviewed by:</b>	SLT

## Remote Education Policy

### 1. Purpose and scope

This policy sets out how the school will provide **high-quality remote education** in those limited circumstances when in-person attendance is **not possible**, but pupils are well enough to learn (e.g., short-term individual absence, restricted attendance, or temporary school closure). Remote education is a **last resort** and is **not an equal alternative** to attendance in school. Pupils receiving remote education are still recorded **absent** on the attendance register using the most appropriate code, in line with the School Attendance (Pupil Registration) (England) Regulations 2024 and DfE guidance.

This policy applies to all pupils of compulsory school age, staff, parents/carers, governors/trustees, and relevant partners (e.g., LA services).

### 2. Principles

1. **Attendance first:** We prioritise removing barriers to attendance; remote education is considered only where the alternative would be **no education**.
2. **Safeguarding by design:** All remote practice follows **Keeping Children Safe in Education (KCSIE) 2025** and our safeguarding/online safety policies.
3. **Quality of education:** Remote provision mirrors the **ambition and sequence** of our curriculum and supports progress and retention of knowledge.
4. **Inclusion:** Provision is accessible and adaptive for pupils with **SEND** and other needs, including EAL and those facing digital access barriers.
5. **Proportionate workload:** Approaches are sustainable and avoid unreasonable burdens on staff and families.

### 3. When remote education may be used

Remote education may be used, case-by-case, in the following scenarios:

- **Individual short-term absence** (e.g., post-operative recovery or infectious illness) where the pupil is well enough to learn.
- **Exceptional reintegration plans** (e.g., specific SEND or mental-health-related needs) as a **short-term** measure within a clear plan to return to full attendance.
- **Temporary school closure or restricted attendance** (e.g., site issues, public health). Remote education does not alter the imperative to reopen as soon as possible.

Attendance will be recorded **in line with the 2024 Regulations and DfE attendance guidance**; there is **no 'remote learning' code**. We will monitor engagement with remote education alongside, but **separate from**, statutory registers.

## 4. Roles and responsibilities

### 4.1 Headteacher / Senior Leaders

- Decide when remote education is appropriate and communicate arrangements to staff, pupils and parents.
- Ensure staff training on safeguarding (including online safety, filtering/monitoring), data protection, accessibility, and the curriculum.
- Quality-assure remote provision and workload impact.

### 4.2 Designated Safeguarding Lead (DSL)

- Apply KCSIE and the school's Child Protection Policy to remote contexts (reporting routes, risk assessment for 1:1 online contact, safe platforms, recording concerns).

### 4.3 Class teachers / subject leads

- Provide aligned, sequenced learning that matches the ambition of the in-school curriculum and checks understanding.
- Provide timely feedback (see §9) and liaise with SENCO for adjustments.

### 4.4 SENCO / Inclusion lead

- Ensure reasonable adjustments (e.g., differentiated tasks, assistive tech, additional scaffolds, alternative formats) and liaison with external agencies, where applicable.

### 4.5 Governing Body / Trust Board

- Oversee policy compliance with DfE guidance and statutory safeguarding; monitor quality and impact.

## 5. Curriculum, pedagogy and timetable expectations

- Teachers will deliver a **planned sequence of lessons** consistent with our curriculum, using a mix of **live, recorded**, and/or **high-quality external resources** where appropriate. Evidence

indicates both synchronous and asynchronous methods can be effective when aligned to curriculum and cognitive load principles.

- We will provide an **age-appropriate daily workload**, mindful of concentration and home contexts, and avoid over-complex digital interfaces.
- Practical subjects will use adapted tasks (e.g., teacher modelling via video, household resources where safe) to maintain breadth.

## 6. Platforms and access to technology

- The school will use [**insert platforms/tools**] with single sign-on where possible and provide **paper packs** or device/connectivity support for pupils facing digital barriers, subject to availability.
- Parents/carers will receive clear instructions and a contact point for technical help.

## 7. Safeguarding and online safety

- All remote provision follows **KCSIE 2025** (e.g., staff/pupil conduct online, live-lesson protocols, group vs 1:1 considerations, recording/reporting concerns).
- Filtering and monitoring arrangements extend to remote contexts as far as practicable; staff reinforce safe use and report risks (including **mis/disinformation and conspiracy content** identified as online risks in KCSIE 2025).
- Staff, pupils and parents receive regular reminders of e-safety expectations and reporting routes.

## 8. Attendance, engagement and welfare

- Pupils accessing remote learning are **marked absent** using the appropriate code; the school monitors **engagement** separately and follows up non-engagement to remove barriers.
- We apply **Working together to improve school attendance (statutory from 19 Aug 2024)**, including **early support** and collaboration with the LA where absence risks becoming persistent/severe; we align register practice with the 2024 Regulations.

## 9. Assessment and feedback

- Teachers check understanding frequently (e.g., quizzes, submissions, questioning in live sessions) and provide **regular, actionable feedback** to address misconceptions and support progress.
- Assessment information informs subsequent planning and any interventions on return.

## 10. Provision for pupils with SEND and other vulnerable learners

- The SENCO coordinates adjustments (e.g., simplified instructions, alternative media, structured routines, additional adult contact). Where relevant, remote provision is included within **individual plans** and supports reintegration.
- The school maintains safeguarding oversight for children with a social worker and other vulnerable pupils during any remote period, in line with KCSIE.

## 11. Data protection and privacy

- The school complies with **UK GDPR** and the Data Protection Act 2018 in all remote platforms and practices (privacy by design, DPIAs where required, minimal data sharing, secure storage, DPO oversight).
- When processing children's data online (including video, chat, recordings), we follow **ICO guidance on children and the UK GDPR** (transparency, data minimization, consent where appropriate).

## 12. Accessibility and reasonable adjustments

- Remote content (including downloadable worksheets and recorded lessons) will meet the **Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018** (WCAG AA) as far as reasonably practicable; an accessibility statement is published and maintained.
- We provide alternative formats on request (e.g., captions, transcripts, large print).

## 13. Staff workload and wellbeing

- Leaders will review approaches to reduce duplication (e.g., template planning, shared resources, sensible feedback cycles) and ensure expectations are proportionate. Evidence notes workload pressure can rise with remote delivery; we will mitigate this proactively.

## 14. Parent/carer communication

- Parents will receive clear information on: when and how remote education will be provided; expectations for routines; how to support learning; who to contact for safeguarding or technical concerns; and how engagement will be monitored.

## 15. Staff training

- Annual refreshers will cover: safeguarding online, remote pedagogy, accessibility, data protection, and platform use. Training content reflects KCSIE 2025 and DfE guidance.

## 16. Quality assurance and review

- Leaders will sample remote materials and pupil work, review engagement data, gather feedback from pupils, parents and staff, and adjust provision accordingly—at least **after any period of significant use** and **annually**.

## 17. Incident management

- Any safeguarding concerns arising during remote sessions are reported immediately via the usual safeguarding procedures. Data breaches are managed per our Data Protection Policy and reported to the DPO/ICO where required.

## 18. Linked policies

- Child Protection & Safeguarding Policy (incl. Online Safety) – aligned to **KCSIE 2025**
- Behaviour Policy; Anti-Bullying (incl. cyberbullying)
- Attendance Policy – aligned to **Working together to improve school attendance (Aug 2024)** and **School Attendance (Pupil Registration) (England) Regulations 2024** Data Protection and Privacy Notices (staff/pupils/parents)
- Accessibility Statement

## 19. Key statutory and advisory references

- **Providing remote education: guidance for schools** (updated 19 Aug 2024) – DfE
- **Working together to improve school attendance** (statutory from 19 Aug 2024) – DfE
- **School Attendance (Pupil Registration) (England) Regulations 2024** (SI 2024/208)
- **Keeping Children Safe in Education 2025** – DfE (statutory)
- **Ofsted: Remote education research** (evidence on effective practice) and **Education technology for remote teaching** (NFER, 2022)
- **UK GDPR and schools** – DfE data protection guidance; **ICO: Children and the UK GDPR**
- **Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018** & GOV.UK accessibility requirements

## Appendix 1

### DAY ONE: CURRICULUM IN EVENT OF AN EMERGENCY CLOSURE - **KS2**

Subject	Tasks to complete
English	<p><b><u>Year 5</u></b> This is a link to a Talk for Writing unit written by Pie Corbett. It has SPaG and writing activities for the pupils to do based on a very short story. <a href="#">Microsoft Word - Y5. The Game Final 2.docx</a></p> <p><b><u>Year 6</u></b> This is a link to a Talk for Writing unit written by Pie Corbett. It has SPaG and writing activities for the pupils to do based on a poem. <a href="#">oceanupload2153073281290714854_1587129844538.pdf#</a></p>
Maths	<p><b><u>Year 5</u></b> This website produces arithmetic questions for you to practise your skills. Use paper to work out the answers and then type them in to the box and press Mark when you have finished. You can go back to any wrong answers, try again and then press Mark and it will re-mark and update your score. If you would like more practice, pressing New will give you a new set of questions. The Year 5 questions include questions on work that you will be taught by the end of Year 5, so there is a link to the end of Year 4 questions as well. <a href="#">Year 4 Mathematics Arithmetic Paper - Compact Version</a> <a href="#">Year 5 Mathematics Arithmetic Paper - Compact Version</a></p> <p><b><u>Year 6</u></b> This website produces arithmetic questions for you to practise your skills. Use paper to work out the answers and then type them in to the box and press Mark when you have finished. You can go back to any wrong answers, try again and then press Mark and it will re-mark and update your score. If you would like more practice, pressing New will give you a new set of questions. <a href="#">SATS - Key Stage 2 Arithmetic</a></p>

	<a href="#">SATS - Key Stage 2 Reasoning</a>
Science	<p>This Oak Academy lesson focuses on carbon, what it is and where it can be found.  Follow this <a href="#">link</a>  Watch the lesson video and complete worksheets as directed by the teacher.  If worksheets cannot be printed, then please complete on paper or on a word document.</p>
Humanities	<p><b>Year 5:</b> This Oak academy lesson focuses on students understanding of Sikhism with a particular focus on the Sikh community in the UK:  <a href="#">Sikhs: the story of a British community KS2   Y6 Religious education Lesson Resources   Oak National Academy</a></p> <p><b>Year 6:</b> This Oak academy lesson focuses on students understanding of how Hindus understand god:  <a href="#">Brahman: The story of Svetaketu KS2   Y6 Religious education Lesson Resources   Oak National Academy</a></p>
PE	<p>Here is a range of different work-outs suitable for <b>year 5 and 6</b> pupils:  <a href="#">10 Minute FULL BODY Workout   The Body Coach TV</a>  <a href="#">7-Minute Workout</a>  <a href="#">BEGINNER LEVEL - FOOTBALL SKILLS TRAINING MAT 15 MIN TUTORIAL- LEVEL ★ — ★★</a>  <a href="#">Level Up Your Football ( Soccer) Game with These Beginner Mat Drills</a>  <a href="#">Basketball Workouts At Home // HIIT // 20 Min // Complete Follow Along Workout - YouTube</a>  <a href="#">Beginner Strength Training Routine for Kids: Safe and Fun Exercises - YouTube</a> (Good for parent information)  <a href="#">Pilates for Kids: Movement focus - Coordination   10 minutes (no equipment)   Day 2</a></p>
IT	<p><b>Year 5</b>  In this activity, pupils will use the <i>Minecraft Adventure</i> on <b>Hour of Code</b> to develop their problem-solving and computational thinking skills. They will learn how to:</p> <ul style="list-style-type: none"> <li>• Understand and apply basic programming concepts such as sequencing, loops, and conditionals.</li> <li>• Use block-based coding to give instructions to characters in Minecraft and solve challenges.</li> <li>• Debug and improve their code when it doesn't work as expected.</li> <li>• Think logically and creatively to complete increasingly complex tasks.</li> </ul>

	<p>This activity encourages independence, perseverance, and creativity while making coding fun through the familiar Minecraft environment. <a href="https://code.org/minecraft">https://code.org/minecraft</a></p> <p><b>Year 6</b></p> <p>In this activity, pupils will use the <i>Minecraft Adventure</i> on <b>Hour of Code</b> to develop their problem-solving and computational thinking skills. They will learn how to:</p> <ul style="list-style-type: none"> <li>• Understand and apply basic programming concepts such as sequencing, loops, and conditionals.</li> <li>• Use block-based coding to give instructions to characters in Minecraft and solve challenges.</li> <li>• Debug and improve their code when it doesn't work as expected.</li> <li>• Think logically and creatively to complete increasingly complex tasks.</li> </ul> <p>This activity encourages independence, perseverance, and creativity while making coding fun through the familiar Minecraft environment. <a href="https://code.org/minecraft">https://code.org/minecraft</a></p>
Music	<p><b>Year 5 and Year 6</b></p> <p>Pupils to access work via the website <a href="#">Rhythmic Roots   Musical Futures Online</a></p> <p><b>Username:</b> dmsmusic  <b>Password:</b> dmsmusic</p> <p>Pupils are to click on and follow the lessons under '<b>Module 1</b>'</p> <p>Lessons involve reading about music notation, playing along with videos and learning how to read rhythmic notation symbols.</p>
Food Technology	<p>Get baking at home and increase your skills and confidence. <a href="#">Channel 4's Junior Bake Off</a>.</p> <p>The Junior Bake Off open their applications from children between 9 and 15 years old at the beginning of March each year. If you would like to step into the famous white tent and show off your baking skills, then you could be a perfect future contestant. Practise the recipes you have been making at school and try some new one by visiting <a href="http://thegreatbritishbakeoff.co.uk/meet-the-junior-bakers-series-10/">thegreatbritishbakeoff.co.uk/meet-the-junior-bakers-series-10/</a></p>
Design Technology	<p>Inspiring future engineers! The James Dyson Foundation, introduces young people to the exciting world of engineering, encouraging them to think differently, make mistakes and realise your engineering potential.</p>

	<p>Dyson engineers have designed 40 challenges specifically for students to encourage inquisitive minds and do just this. Tick off the challenge on the check sheet when you have completed it and take a photograph of your finished project. These challenges are suitable for both KS2 and KS3 pupils.</p> <p><a href="#"><u>Dyson Home Challenges</u></a></p>
Art	<p>Discover the latest local, national and international art competitions for young artists and be inspired to create your own amazing art pieces. <a href="#"><u>Art Competitions for children from the Museum of Modern Art.</u></a></p>
Reading	<p><b>Year 5</b>  <b>Work through the “Developing reading preferences in Year 5 through personal reflection” lesson from the Oak National Academy:</b>  <a href="https://www.thenational.academy/pupils/programmes/english-primary-year-5/units/developing-reading-preferences-in-year-5/lessons/developing-reading-preferences-in-year-5-through-personal-reflection/overview"><u>https://www.thenational.academy/pupils/programmes/english-primary-year-5/units/developing-reading-preferences-in-year-5/lessons/developing-reading-preferences-in-year-5-through-personal-reflection/overview</u></a>          In this lesson, you will explore a range of authors, illustrators, and poets and the creative teams that put together a text, and link these to your own reading experiences.</p> <p><b>Year 6</b>  <b>Work through the “Developing reading preferences in Year 5 through personal reflection” lesson from the Oak National Academy:</b>  <a href="https://www.thenational.academy/pupils/programmes/english-primary-year-6/units/developing-reading-preferences-in-year-6/lessons/developing-reading-preferences-in-year-6-through-personal-reflection/overview"><u>https://www.thenational.academy/pupils/programmes/english-primary-year-6/units/developing-reading-preferences-in-year-6/lessons/developing-reading-preferences-in-year-6-through-personal-reflection/overview</u></a>          In this lesson, you will consider texts that you have personal connections with, and complete your own Desert Island Texts.</p>

## Appendix 2

### DAY ONE: CURRICULUM IN EVENT OF AN EMERGENCY CLOSURE - KS3

Subject	Task
English	<p><b><u>Suitable for Years 7 and 8</u></b></p> <p>This Oak academy lesson focuses on writing a descriptive paragraph based on a picture.</p> <p><a href="#">Using adjectives and semantic fields to plan and write descriptive paragraphs KS3   Y7 English Lesson Resources   Oak National Academy</a></p>
Maths	<p><b><u>Year 7</u></b></p> <p>Here are some skills check questions covering a variety of questions from previous maths lessons. There are three levels of questions on each sheet, building up from foundation skills to the Year 7 (gold) ones. There are two different sheets and answers for both.</p> <p><a href="#">Year 7 skill check 1.pdf</a> and <a href="#">Year 7 skill check 1 answers.pdf</a> <a href="#">Year 7 skill check 2.pdf</a> and <a href="#">Year 7 skill check 2 answers.pdf</a></p> <p>Here is an online activity to challenge you to create the longest factor or multiple chain. Use the interactive version as it checks your answers as you go. Can you create a chain of over 30? <a href="#">Factors and Multiples Chain   wild.maths.org</a></p> <p><b><u>Year 8</u></b></p> <p>Here are some skills check questions covering a variety of questions from previous maths lessons. There are three levels of questions on each sheet, building up from foundation skills to the Year 8 (gold) ones. There are two different sheets and answers for both.</p> <p><a href="#">Year 8 skill check 1.pdf</a> and <a href="#">Year 8 skill check 1 answers.pdf</a> <a href="#">Year 8 skill check 2.pdf</a> and <a href="#">Year 8 skill check 2 answers.pdf</a></p> <p>Here is an online activity to find patterns and sequences. You can press + to move through a series of numbers to see which ones light the coloured lights. Use this to find a rule for each light. You might even be able to describe the sequence algebraically (using the nth term). <a href="#">Charlie's Delightful Machine   wild.maths.org</a></p>
Science	<p>This Oak Academy lesson focuses on what causes Earth's greenhouse effect and why it affects global surface temperature.</p>

	<p>Follow this <a href="#">link</a></p> <p>Watch the lesson video and complete worksheets as directed by the teacher.</p> <p>If worksheets cannot be printed, then please complete on paper or on a word document.</p>
History	<p><b>Year 7:</b> <u>The impact of the Norman Conquest on England</u></p> <p>This Oak academy lesson focuses on students understanding how much the Normans changed England from 1066 onwards:</p> <p><a href="#">The impact of the Norman Conquest on England KS3   Y7 History Lesson Resources   Oak National Academy</a></p> <p><b>Year 8:</b> <u>The impact of the Transatlantic Slave Trade on West African society</u></p> <p>This Oak academy lesson focuses on students understanding how much the Transatlantic Slave Trade impacted on Africa and Africans:</p> <p><a href="#">The impact of the Transatlantic Slave Trade on West African society KS3   Y8 History Lesson Resources   Oak National Academy</a></p>
Geography	<p><b>Year 7:</b> <u>GIS: Visualising the physical and human geography of Nigeria</u></p> <p>This Oak academy lesson enables students to improve their computer mapping skills and understand further the geography of a key African country:</p> <p><a href="#">GIS: Visualising the physical and human geography of Nigeria KS3   Y8 Geography Lesson Resources   Oak National Academy</a></p> <p><b>Year 8:</b> <u>GIS: Visualising the human and physical geography of India</u></p> <p>This Oak academy lesson enables students to improve their computer mapping skills and understand further the geography of India:</p> <p><a href="#">GIS: Visualising the human and physical geography of India KS3   Y7 Geography Lesson Resources   Oak National Academy</a></p>
Theology	<p>For both year 7 and 8: <u>Census: How has the landscape of belief changed in Britain?</u></p> <p>This Oak academy lesson enables students to improve their understanding of the changing religious nature of Britain today.</p> <p><a href="#">Census: How has the landscape of belief changed in Britain? KS3   Y9 Religious education Lesson Resources   Oak National Academy</a></p>

IT

### **Year 7**

In this session, pupils will take part in the *Music Lab: Jam Session* activity on Hour of Code. This activity combines creativity with computing and teaches pupils how coding can be used to make music. They will learn how to:

- Use block-based coding to create and control music patterns.
- Understand how sequencing, loops, and events can generate rhythms and melodies.
- Experiment with sound, instruments, and patterns to compose their own unique music.
- Collaborate (if possible) by sharing and playing with others' musical creations.

By the end of the hour, pupils will have coded their own music jam, gaining an understanding of how programming and creativity can work together in real-world applications such as music production and game design.

#### **How to access:**

Go to the Hour of Code website and choose the *Music Lab: Jam Session* activity.

 [Music Lab: Jam Session – Hour of Code](#)

### **Year 8**

In this session, pupils will take part in the *Music Lab: Jam Session* activity on Hour of Code. This activity combines creativity with computing and teaches pupils how coding can be used to make music. They will learn how to:

- Use block-based coding to create and control music patterns.
- Understand how sequencing, loops, and events can generate rhythms and melodies.
- Experiment with sound, instruments, and patterns to compose their own unique music.
- Collaborate (if possible) by sharing and playing with others' musical creations.

By the end of the hour, pupils will have coded their own music jam, gaining an understanding of how programming and creativity can work together in real-world applications such as music production and game design.

#### **How to access:**

Go to the Hour of Code website and choose the *Music Lab: Jam Session* activity.

 [Music Lab: Jam Session – Hour of Code](#)

Food Technology	<p>Get baking at home and increase your skills and confidence. <a href="#"><i>Channel 4's Junior Bake Off.</i></a></p> <p>The Junior Bake Off open their applications from children between 9 and 15 years old at the beginning of March each year. If you would like to step into the famous white tent and show off your baking skills, then you could be a perfect future contestant. Practise the recipes you have been making at school and try some new one by visiting <a href="http://thegreatbritishbakeoff.co.uk/meet-the-junior-bakers-series-10/"><i>thegreatbritishbakeoff.co.uk/meet-the-junior-bakers-series-10/</i></a></p>
Design Technology	<p>Inspiring future engineers! The James Dyson Foundation, introduces young people to the exciting world of engineering, encouraging them to think differently, make mistakes and realise your engineering potential. Dyson engineers have designed 40 challenges specifically for students to encourage inquisitive minds and do just this. Tick off the challenge on the check sheet when you have completed it and take a photograph of your finished project. These challenges are suitable for both KS2 and KS3 pupils.</p> <p><a href="#"><i>Dyson Home Challenges</i></a></p>
Art	<p>Discover the latest local, national and international art competitions for young artists and be inspired to create your own amazing art pieces. <a href="#"><i>Art Competitions for children from the Museum of Modern Art.</i></a></p>
Music	<p><a href="#"><i>Samba Call and Response.pptx</i></a></p> <p>Both <b>Y7 and Y8</b> to follow through with the PowerPoint.</p> <p>Learn about the history of samba, the instruments involved and the role of the leader.</p> <p>To compose their own Samba rhythms along with the video/ MP3</p>

PE	<p>Here is a range of different work-outs suitable for year 5 and 6 pupils:</p> <p><a href="#"><u>10 Minute FULL BODY Workout   The Body Coach TV</u></a></p> <p><a href="#"><u>7-Minute Workout</u></a></p> <p><a href="#"><u>BEGINNER LEVEL - FOOTBALL SKILLS TRAINING MAT 15 MIN TUTORIAL- LEVEL ★ – ★★</u></a></p> <p><a href="#"><u>Level Up Your Football ( Soccer) Game with These Beginner Mat Drills</u></a></p> <p><a href="#"><u>Basketball Workouts At Home // HIIT // 20 Min // Complete Follow Along Workout - YouTube</u></a></p> <p><a href="#"><u>Beginner Strength Training Routine for Kids: Safe and Fun Exercises - YouTube</u></a> (Good for parent information)</p> <p><a href="#"><u>Pilates for Kids: Movement focus - Coordination   10 minutes (no equipment)   Day 2</u></a></p> <p><a href="#"><u>20 Minute Full Body Flexibility Routine! (FOLLOW ALONG)</u></a></p> <p><a href="#"><u>15 Minute Runners Flexibility Routine (FOLLOW ALONG)</u></a></p>
Reading	<p>This lesson is suitable for <b>Year 7 and Year 8.</b></p> <p><a href="https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/learning-to-respond-to-an-unseen-extract/overview"><u>https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/learning-to-respond-to-an-unseen-extract/overview</u></a></p> <p>In this lesson, you will read and understand an unseen extract from Lewis Carroll’s ‘Alice’s Adventures in Wonderland’ and analyse evidence to support your understanding. The extract can be read here:</p> <p><a href="https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/learning-to-respond-to-an-unseen-extract?sid-d7e41b=PiRsrZ-VyT&amp;sm=0&amp;src=4#additional-material"><u>https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/learning-to-respond-to-an-unseen-extract?sid-d7e41b=PiRsrZ-VyT&amp;sm=0&amp;src=4#additional-material</u></a> (there is no need to print it out).</p>