Deepdale Community Primary School
Remote Learning Plan 2020/21
Continued into Academic Year 2021/22

In September 2020, all our classes returned to full-time education following the Covid 19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put a plan in place for remote learning, so that all children can continue with their education.

This meets the expectations set out in the DfE guidance updated January 2021

[Restricting attendance during the National lockdown: Schools](#) (Remote Education - Page 46)

Remote learning will be applicable when:
A child (and their siblings if they are also attending Deepdale Community Primary School) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble is attending school and being taught as normal.

A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

A partial closure of schools due to a National lockdown.

Our School Aims:

► Minimise the disruption to pupils' education and the delivery of the curriculum

► Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos

► Provide clear expectations to all members of the school community with regards to delivery of high quality interactive remote learning

► During the period of remote learning, ensure support of Motivation, Health and Well-Being for children and their families

► Ensure robust safeguarding measures continue to be in effect during the period of remote learning

► Support effective communication between the school and families and support attendance.

Online learning Platforms we will use to deliver remote education:

Purple Mash
Purple Mash is the main platform we use to enable remote learning (including our weekly homework). All children in school have their own login and password which can be found in the children's school planners. The children are familiar with Purple Mash as it is also used in classrooms to support learning. Teachers are able to set learning activities from a range of subjects using '2 Dos ' and are also able to use the class blogs and the children's emails to share links to other useful online learning platforms which are used in school. The main online learning platforms we make use of are: Oak Academy; BBC Bitesize; Sutton English Hub; White Rose Maths; TTrockstars and Numbots. As much as possible we aim to make use of resources that enable a seamless transition between learning at home and learning at school. Use the links below to access the websites we use:

	Oak National Academy	
	Oak National Academy A DfE recommended website that links with many curriculum and topic areas we teach across the whole school. The 'teaching content' is provided through a series of age appropriate videos which are followed up by a variety of tasks. Subjects including Maths, English, Art, Science, History, Geography, Languages and many more.	**Click here to open**
	BBC Bitesize Again, recommended by the DfE, Bitesize offers many lessons for all year groups and all subjects.	**Click here to open**
	White Rose Maths Home Learning This is the main scheme we use in school to teach Maths, especially in KS2, so it makes sense to use White Rose Maths to support learning at home. Children will first watch a video to show and model the days learning and then complete a series of questions each day.	**Click here to open**
	Little Sutton English Hub Letters and Sounds is the phonics scheme we follow in school. We have selected this DfE recommended website which allows children to first watch a video and then complete a series of related activities linked to the letters and sounds programme children will be following at school.	**Click here to open**
	Times Tables Rockstars We consider times tables to be a key mathematical skill that all children need to master. This is a resource we use regularly in school. Whilst learning at home, we expect children to spend at least 10 minutes a day practising! All our children from Years 2-6 have a username and password.	**Click here to open**
	Numbots As with times tables, mastering early addition and subtraction skills is also key to mathematical success. Again, we expect children to spend at least 10 minutes a day practising! All our younger children have a username and password.	**Click here to open**

ClassDojo:

This is our main school communication platform between pupils, parents/carers and teachers. It is also the easiest way for children to submit images of their completed learning, allowing for teachers to give feedback to individual children. This is also where teachers will post their short, recorded daily videos which clarify daily expectations and model key learning.

Support with accessing a device:

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning and workbooks. Where funding can be accessed, remote devices e.g. laptops, IPads and/or 4G connections will be sought, particularly for disadvantaged children. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

What will Remote Learning look like at Deepdale?

At Deepdale, we are committed to ensuring that all children receive a quality education, therefore the school will ensure that any remote learning is aligned to the school curriculum. We understand that it is not necessarily *how* the lessons are delivered, but the quality of the teaching taking place, including clear explanations, modelling and feedback, that can have the biggest impact on learning. For more information on evidence informed practice, click the link below from the Education Endowment Foundation:

[Summary: Research on Effective Approaches to Remote Learning](#)

Our intention is that children at home will complete a series of lessons during the school day. Teachers will be available throughout the school day to offer support and guidance. We will aim to provide 3 hours of learning for children in Key Stage 1 and 4 hours in Key Stage 2, as set out in the guidance from the DfE. As much as possible, the school timetable will be kept to and the children will complete lessons as they would in school. They will complete Reading, Writing and Maths lessons as well as foundation/topic lessons which may include Science, Geography, History, RE, Computing etc. As much as possible, we will make use of video lessons, so that for new learning, children are given clear explanations and worked examples.

Resources we will make use of:

In order to ensure that our children receive quality teaching and learning experiences, we have chosen to offer a combination of the following approaches, so that all children, irrespective of their individual needs and situations can access and engage:

▶ Use of quality pre-recorded lessons via reputable providers such as Oak Academy; White Rose Maths; English Hub -Letters and Sounds; BBC Bitesize; Times Tables Rockstars and Numbots
▶ Pre-recorded short videos by the class teacher to set daily learning expectations and model key learning.

The above two options can be viewed (and rewound and paused) at any time, when it is convenient for the child.

▶ Live teaching: We will provide a series of up to 30 minute daily sessions across school during the school day.

The live lessons option will only be able to be viewed at the designated time. For this reason, we will produce a timetable ensuring that different year groups will be able to attend live lessons at different times during the day.

▶ Independent tasks and activities that the children will complete in their home learning books or as 2dos on Purple Mash
▶ All children have been provided with a range of GGP books to support their learning. Class teachers will direct children to specific pages on their daily timetables
▶ Printed paper packs.

An example of a daily timetable for online remote learning:

These will be published daily by the class teacher and found on your child's Purple Mash class blog. If required, different versions will be available to meet the learning needs of all children in the class.

Year 6 - Home Learning
Date: Tuesday 22nd September 2020

Daily Message

Good Morning Rockets, I hope you are all well and keeping safe. A massive thank you and well done to everyone who completed the learning set yesterday. It was wonderful keeping in touch with you throughout the day!

Please complete all your work by completing the quizzes online or writing your answers in your home learning book.

Remember – work should be completed daily as there will be new tasks each day.

English - Writing

Today we are going to continue our work on biographies. You will plan your biography on Harriet Tubman, who led hundreds of enslaved people to freedom. You will use your notes from yesterday's lesson to create a plan. Please access the lesson here.

https://classroom.thenational.academy/lessons/to-plan-a-biography-c8wp6d

Watch the video and pause to complete the activities in your home learning books.

9.00 – 10.00

Mathematics

Today we are continuing with multiplication. Click on this link to watch the video.

https://vimeo.com/458926418

Complete the questions from the worksheet by writing the answers in your home learning book. Mark your own work using the answer sheet below.

Worksheet: G1 Multiply-up-to-a-4-digit-number-by-a-2-digit-number-2020.pdf

Answers: ANSWERS Multiply-up-to-a-4-digit-number-by-a-2-digit-number.pdf

Continue to log onto TTrockstars and practise your times tables.

10.15 – 11.15

Reading

This task appears in your 'to-do' section.

Read Chapter 2 of 'A Bit of A Hero' and answer the multiple choice questions in the quiz and the comprehension questions in your homework books.
bit_of_a_hero_ch2_op6rd.pdf

Remember to read the text a couple of times to make sure you understand it fully before you begin the questions.

Remember to read your home reader everyday!

12.15 – 1.00

Everyday Maths

Click on the link below and complete the questions on division.

https://idgoses.exampro.net/

Write the answers in your home learning book. Mark these yourself by using the answers provided.

1.05 – 1.20

Grammar

In this lesson we will be exploring complex sentences. You will look at what they are made up of: main clauses and subordinate clauses.

This lesson can be found at the following link.

https://classroom.thenational.academy/lessons/to-explore-complex-sentences-70u66d

Watch the video and complete the activities in your home learning book.

1.20 – 2.00

Topic

This week we are starting our brand new Geography topic: Mountains, Earthquakes and Volcanoes. Today's lesson is entitled – What are Fold Mountains?

https://classroom.thenational.academy/lessons/what-are-fold-mountains-61hp2r

Watch the video and pause to complete the activities in your home learning book.

2.00 -3.00

An example of a daily timetable using printed learning packs:

For those children who do not have access to online facilities, we will provide CGP workbooks and/or a printed learning pack.

Year 5 Learning from Home Pack
Autumn Term 2020
WEEK 1

There are a series of lessons for you to complete each day. There are also some video links that accompany some lessons. If at all possible watch the videos (a phone will work for this) before completing the task – it will help with your understanding

Day 1

Reading: Counting. Read the text and have a go at writing a summary and answer the five questions at the bottom. Please record this in your green home learning book. Mark your reading using the answers.

Everyday Maths: Mental Addition and Quick Quiz. Complete the answers on the sheet. For working out, please use your green home learning book.

Maths: Today you will be exploring using the inverse for addition and subtraction questions. If you can, use this link below to watch a video to support you:
https://vimeo.com/456840063

Writing: Stranded. You've been given the starting paragraph of the story. Use the image, to complete the story. Remember your Year 6 writing skills!

GPaS: Fronted adverbials. As far as possible, complete these activities on the sheet. If you need more space, please use your green home learning book.

Topic: Art. Follow the instructions to try and draw a self-portrait of you. You can complete this on a blank piece of paper or in your green home learning book. We can't wait to see what you create!

Please can you complete all the learning set for day 1

SEND

We recognise that some pupils, for example 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 those pupils in the following ways:

- ▶ All children will have work set by their class teacher that meets their individual learning needs. In some cases, this will be a personalised curriculum

- ▶ We will make use of the Oak Academy specialist content section for pupils with SEND. This currently covers areas such as Communication and Language, Numeracy, and Speech and Language

- ▶ We recognise that parental communication is key to success so weekly phone calls from the class teacher will take place to see if we can offer any further support and guidance

- ▶ Paper learning packs sent home will be altered where appropriate to cater for individual needs

- ▶ Once live lessons commence, any child who will find it difficult to be taught in line with their year group peers will be offered alternative short Maths and English sessions

- ▶ Please contact the school SENCO if you require any further assistance.

EYFS

We appreciate that for our younger children, Purple Mash may not the most suitable learning platform, however it will remain a vehicle for posting activities and keeping in touch; acknowledging that children will need adult support to access it. With this in mind, Early Years will plan and implement remote learning as follows:

The Early Years will make use of:

- ▶ Online resources specifically designed for EYFS and provided by Oak Academy, White Rose Maths, Sutton Hub, Numbots and CBeebies
- ▶ Purple Mash - mini mash activities
- ▶ Signposting parents to online stories - for example Book Trust and Oxford Owl
- ▶ Providing ideas for parents for learning opportunities that can be carried out using everyday materials and activities
- ▶ ClassDojo: we will make use of the facility were instructions and feedback can be recorded orally, making this more accessible to our younger children
- ▶ The provision of quality home learning packs.

Reception - An example of a daily sheet for remote learning:

Reception – Remote learning

Date: September 2020

Message

Good morning Reception-welcome to our first day of remote learning. Below is a list of activities I would like you to do and I will be on Purple Mash to help you. Your grown up will need to help you, but remember do as much as you can yourself.

Reading

Remember to practise your reading today. Your grown up can still sign your planner so that you can get stamps when you return to school.
This week are going to look at the story "The Noisy House" on Oak Academy. Today we will do the lesson "Listen to and respond to the story"
Don't forget to ask you grown up to put the things you say about the story onto purple mash.
There is also a story for you to listen to at the end of the day – so don't forget when you have done all your activities snuggle up and listen to "Owl Babies" on the "Booktrust" website.
https://www.booktrust.org.uk/book/o/owl-babies/

Phonics

Today's sound is "p" I have put some activities on Purple Mash for you to do. Before you start, watch the video lesson on.
http://www.youtube.com/watch?v=a0-oAdakVm8&list=PLuGr6z2H2KNGIYp03sdzSGLZquzuQENkx&index=36

Mathematics

We are on week five – go to White Rose Maths and complete the activity for session one.
https://whiterosemaths.com/homelearning/early-years/week-1/

Fine motor skills

Today we are going to use our fingers to make them strong and ready for writing. There are some ideas in your home learning pack that you can do. Practise writing your name – don't forget to use a capital letter for the first letter of you name only. Take a picture of what you have done to show me.

Autumn

We are going to be learning about Autumn.
Go onto 'Oak Academy' and watch the first of three lessons on Autumn.
I have put some activities on Purple Mash for you to do.
https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage/subjects/understanding-the-world

Home and School Partnership:

Deepdale Community Primary School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.

Deepdale Community Primary School will provide support so families understand and can access our school systems, including Purple Mash and Class Dojo.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We recommend that the structure of the 'school day' is maintained as much as possible.

We would encourage parents to support their children's learning, ensuring that they are completing the tasks set each day. This also includes, finding an appropriate place to learn and, to the best of their ability, support pupils with learning, encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, families should contact school promptly and alternative solutions will be found. These will be discussed on a case-to-case basis. Parents are able to contact the school via ClassDojo, telephone or the school admin email address.

In line with Deepdale Community Primary School's online safety policy, we would encourage parents to follow the 'digital 5 a day' framework below, which provides practical steps to support a healthy and balanced digital diet.

Digital 5 a Day

All children sign an 'Acceptable User Policy' at school which includes online safety rules and this applies when children are working on computers at home.

All families will have received a Home/School Remote Learning Agreement which summarises the above.
(See Appendix 1)

Role and Responsibilities

Teachers (When the whole bubble is self-isolating or there is a partial school closure)

If teachers 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.

When providing remote learning, teachers must be available to offer feedback and guidance to children between the hours of 9:00am and 3:00pm. They are responsible for:

Setting learning, including modelling and scaffolding learning:

▶ Teachers will set learning for all pupils in their class, ensuring learning meets the needs of all abilities
▶ Where possible, the learning set should follow the usual class timetable
▶ There will be a broad range of subjects that matches the children's current curriculum
▶ Learning set will be in line with what would have been taught if the children were in school, ensuring that children do not fall behind
▶ Teachers will offer clear explanations so tasks can be followed easily
▶ Teachers will model learning, including breaking learning down into small steps that can be followed independently by their pupils

Providing Feedback on Learning:

Feedback will take many forms, always with the aim of celebrating, supporting and moving learning forward. Our approach to feeding back on pupil work is as follows:

Teachers will provide feedback on the learning that is submitted. This may take the form of:

▶ a written positive comment that acknowledges the work "well done - full marks on the quiz, you've smashed it!"
▶ a written comment that offers support; - in this instance the teacher may offer a breakdown of how to answer a question the child has struggled on
▶ A written comment that asks the child to 'have another go and gives guidance on how the learning can be improved. In this instance, the children will be asked to re-submit the work
▶ Whole class feedback: sometimes the teacher may read all 30 pieces of learning and then feedback to the class altogether either on the blog or by recording the feedback etc. The teacher may pick out key learning points for the class and then set another task as a result of this
▶ When some of our teaching 'goes live', we are hoping to offer more bespoke feedback
▶ Feedback should be in line with the current Feedback Policy.

Monitoring Engagement:

The school will target families with low engagement so that they can support with remote learning. This may include messages on ClassDojo; phone calls or sometimes socially distanced home visits.

▶ Keep a daily record of all the learning that is completed by each child. They will check completion of tasks on Purple Mash and also entries of work using ClassDojo
▶ Particularly for our older children, children and teachers communicate throughout the day via the Class Blog and their individual 2email accounts (Purple Mash)
▶ If a child has not engaged all day, teachers will inform parents via ClassDojo and will offer support and discuss any concerns you may have
▶ Once Live Lessons commence, teachers will be complete a daily register.

Keeping in touch with SLT:

▶ Teachers will give daily reports of who is accessing learning and the 'level of engagement'

▶ Teachers will report any concerns or difficulties

▶ Any complaints or concerns shared by parents or pupils should be reported to a member of the Senior Leadership Team.

Teachers (When an individual pupil is self-isolating and the majority of the class are in school)

In this instance, remote learning is most likely to take the form of paper packs and CGP books as the class teachers will be in school teaching. However, if another bubble within the same year group is self-isolating, that teacher will be responsible for setting learning online using Purple Mash for the individual children from the other classes. If learning is set on Purple Mash the level of feedback given to children will be reduced as the teachers are in school delivering lessons all day. It is the responsibility of the class teachers, with support from SLT, to ensure that all children in their class receive remote learning when it is required.

When in school, it is the responsibility of class teachers to ensure that there is at least weekly contact with those individual children and families engaging in remote learning, to check on well-being and to see if any support or guidance is required.

Teaching Assistants (when the whole bubble is self-isolating)

Teaching Assistants must be available as per their usual working hours.

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 a member of the SLT.

Senior Leaders

Senior leaders are responsible for:

▶ Co-ordinating the remote learning approach across their year groups

▶ Daily monitoring of engagement, ensuring that any child not engaging is contacted via their parent/carer and supported accordingly

▶ Ensuring that ALL children within their year groups have access to remote learning as soon as is required

▶ Monitoring the quality and effectiveness of the remote learning being provided. All remote learning to be emailed to SLT on a daily basis

▶ Contact to be made with the teachers of those classes learning from home so that systems and levels of engagement can be checked

▶ Monitoring the security of remote learning systems, including data protection and safeguarding considerations

▶ Ensuring that the Remote Learning Section of the school website is up to date with termly learning links for those children that are self-isolating individually.

IT Technician

Is responsible for:

- ▶ Fixing issues with systems used to set and collect work
- ▶ Helping staff with any technical issues they're experiencing
- ▶ Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- ▶ Setting up new devices ready for loan.

Computing Lead Team:

Are responsible for:

- ▶ Supporting SLT with the effective delivery of remote learning in their year group teams
- ▶ Trialling and implementing systems and procedures – being the 'movers and shakers'
- ▶ Assisting teachers in the implementation of the plan
- ▶ Assisting pupils and parents with accessing the internet or devices
- ▶ Delivering staff training.

SENCO:

Is responsible for:

- ▶ Liaising with the classteachers to support them to ensure that the work set for pupils with SEND/EHC plans is at an appropriate level, ensuring that these children are having their needs met.

Training

Staff:

- ▶ Teachers have been consulted during planning and implementation and are clear on their role and expectations
- ▶ We acknowledge that training is ongoing as the systems and structures develop
- ▶ All teachers have received training in making the best use of Purple Mash to support learning
- ▶ Teachers are familiar with all selected websites.
- ▶ Teachers continue to be trained on the effective use of Class Dojo to improve communication and engagement with families and to share videos and feedback on learning
- ▶ Good practice and effective and creative use of Purple Mash and other online learning tools, is continually shared.

Parents:

- ▶ The Remote Learning Plan, is shared with parents via email, the school website and ClassDojo
- ▶ Parents will be asked read and agree to a Home/School Remote Learning Agreement (Appendix 1)
- ▶ We will continually develop and improve the Home Learning section of our school website so parents have the guidance and information required to support their children.

Pupils:

- ▶ All children are trained to independently access learning via Purple Mash. This has been greatly enabled by making Purple Mash our main platform for weekly homework

- ▶ Additional lessons during Autumn 1 have been planned and implemented to ensure our children have the skills to use Purple Mash independently at home
- ▶ Websites and learning platforms being made use of are purposely integrated into the curriculum we deliver; ensuring children are familiar with all the online resources being used as part of remote learning.

Safeguarding

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The DSL and DDSLs are responsible for identifying all vulnerable pupils who may be at risk if they are learning remotely.

The DSL and DDSLs are responsible for liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote learning, ensuring all safeguarding incidents are adequately recorded and reported.

The learning mentor team are responsible for offering support and ensuring that the families of our vulnerable children, who are learning from home, are contacted on a regular basis (twice weekly).

All members of staff will report any safeguarding concerns to the DSL or DDSL immediately.

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. sites 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.

Online Safeguarding:

Pupils and their parents will be encouraged to contact the DSL or DDSL if they wish to report safeguarding concerns e.g. regarding harmful or upsetting content they have seen online or online bullying.

Teachers will ensure that online safeguarding is high profile on the curriculum they are delivering. They will be encouraged to make use of effective resources such as EVOLVE and Daily DigiSafe (LGFL). It will be made clear that they have a responsibility to ensure discussions with our children during remote learning periods have online safeguarding at the heart.

Please refer to the schools Online Safeguarding Policy for further support and guidance on staying safe online.

Lessons recorded by the teacher:

- ▶ Staff recording from home must make sure that they use appropriate language and are suitably attired
- ▶ Staff must take care when setting up the equipment that a safe background is used and too much personal data is not revealed in the camera shot, for example not set up within their bedroom or photos of family in the background
- ▶ When recording make sure that cameras are placed carefully and do not overlook sensitive areas such as changing rooms or toilet areas
- ▶ Use, where possible, school-provided devices/platforms/systems
- ▶ All involved must maintain the standard of behaviour expected in school.
- ▶ Not record, store, or distribute audio material without permission.

Live sessions by the teacher: (as well as the above)

► The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **SLT**, in collaboration with the **SENCO**.

(See Appendix 2, 3 and 4 for pupil and parent protocols)

Data Protection

When accessing personal data, all staff members will only use their official school email account and connect to the school network using their school laptop only.

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

Class Dojo will only be accessed by teachers using school laptops.

See also Class Dojo GDPR fact sheet.

Parents and pupils' up-to-date contact details will be collected prior to the period of remote learning. These will all be stored in line with the Data Protection Policy and school will not permit paper copies of contact details to be taken off the school premises.

School Day and Absence

Pupils who are unwell will not be expected to complete the daily learning set.

Parents will inform their child's teacher via ClassDojo if they are unwell during any remote learning and the school office no later than 9:00am.

The school will monitor absence in line with the Attendance Policy.

Monitoring arrangements

This is a working document and will be continually, improved and updated as and when is necessary.

It will be reviewed by the SLT as and when updates to home learning are provided by the government.

Governing Board

The governing Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
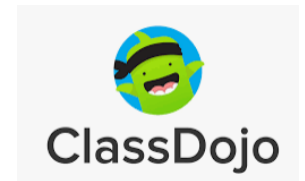
Links to other polices and agreements

- Teaching and Learning Policy
- Feedback Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- GDPR Policy
- Staff code of Conduct
- Attendance Policy
- IT and Online Safeguarding Policy

Written: September 2020   Updated: January 2021

Appendix 1:

Deepdale Community Primary School
Remote Learning
Home/School Partnership 2020/21

Deepdale Community Primary School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning (learning away from the school building) will look different for different families in order to suit their individual needs.

As a school, we will aim to support our families as much as possible during times when remote learning is required:

1. Deepdale Community Primary School will provide support so families understand and can access our school systems, including Purple Mash and Class Dojo.
2. Our staff will set work promptly each day, that as much as possible, matches the learning that would be taught in class.
3. If learning online, staff will offer regular feedback and support to children throughout the school day.
4. We will offer a range of home learning options including online learning, paper packs and workbooks such as CGP.
5. Teacher and leaders will contact families when required to offer support, guidance and a general check on well-being.
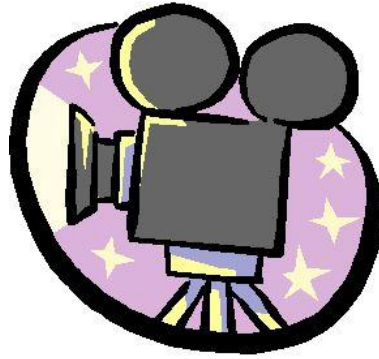
I agree to support my child with their home learning by:

1. Ensuring they complete ALL the learning set by the teachers each day.
2. Finding an 'appropriate place' for my child to complete the work set.
3. Encouraging good levels of concentration.
4. Maintaining the structure of the day as much as possible so it is similar to if they were in school.
5. Contacting my child's class teacher (via Class Dojo) or contacting the school office, if they are having difficulties accessing the home learning.

Recorded Lessons: School Protocol

From today (Monday 18th January 2021), teachers will be uploading short recorded videos to support your child's learning even further.

In order to protect our staff and keep all members of our school community safe, please can we ask that you follow the guidelines as set out below: -

- Please <u>do not save</u> the recordings on any device
- Please <u>do not share</u> the recordings with anybody outside of the class community
- <u>Be kind</u>; the recorded videos are designed to enhance remote learning further by engaging and motivating all of our children.

Thank you for your cooperation.

Live Lessons: Pupil Protocol

Soon, we will be 'going live' and teaching via Zoom! So that we can keep you, your classmates and the teachers safe, we have some important promises that you must read through first: -

- Join the lesson on time
- Best behaviour – just like when in school! The live lessons will be recorded
- Mute your microphone unless it is your turn to speak (did you put your hand up first?)
- Sit somewhere quiet, with no interruptions
- Please do not eat or drink during the lesson!
- Follow all of your teacher's instructions
- Be dressed appropriately – no pyjamas!
- Join in!
- Do not share the lesson with anyone outside of your classroom
- And finally, be kind and respectful, always ☺

Appendix 4:

Live Lessons: Parent Protocol

Soon, we will be 'going live' and teaching short lessons via Zoom! So that we can keep your children and our staff safe within the online environment, please adhere to the following guidelines: -

- Ensure your child is sat somewhere safe and quiet
- Check that your child joins the lesson on time, ready to learn, and wearing appropriate clothing
- Please do not share the lesson with anybody outside of the class community; this includes the Zoom meeting I.D. or any screenshots / recordings
- Encourage excellent behaviour and active participation from your child
- Check that the microphone is muted – the teacher will ask you to 'unmute' when it is your child's turn to speak.

If you have any questions regarding the live lessons, please contact the class teacher in the first instance via Class Dojo. Thank you.