



HOLY FAMILY CATHOLIC PRIMARY SCHOOL

# Holy Family Catholic Primary School



# Home Learning Policy

## Statement of intent

Date: November 2020

At Holy Family, we understand the need to continually deliver high quality education, including during periods of

remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

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

This policy aims to:

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

## 1. Legal framework

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

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

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

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

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) 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
- Children Missing Education Policy

## Home and School Partnership

Holy Family 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.

Holy Family School will provide information to parents on how to access our school's online portals: Seesaw / Tapestry. Tapestry has been used by the school for a number of years and Seesaw has been used to provide online learning since school closures in March 2020. Further support will always be provided as and when needed.

Where possible, it is beneficial for children to maintain a regular and familiar routine. Holy Family School would recommend that each 'school day' maintains familiar structure for children and we will therefore provide a timetable that may support parents to provide such a structure. (Please refer to Appendix 1)

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work 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, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

A copy of our school's 'Pupil E-Safety Policy' can be found at Appendix 3. Children are supported through E-safety learning at school by our school Learning Mentor. Our E-safety rules apply when children are working on computers at home.

## Resources

- Resources to deliver this remote education for individual children and / or class PODS include:
  - Third party software and service providers, including online tools for EYFS KS1 KS2 (*including but not limited to, for example, [Tapestry /Seesaw/ Teams / Zoom etc]*)
  - EYFS – Use of Tapestry will be used to set and respond to individual children's work.
  - KS1& KS2 – Use of Seesaw to set and respond to individual children's work.
  - Use of Teams/Zoom for registration and class inputs for whole pod/ school closures
  - Use of instructional videos through Oak Academy, White Rose Maths
  - Use of collective worship materials and assemblies – Liverpool Archdiocesan Education resources / CAFOD
  - Phone calls home – By Class teachers and Learning Mentor.
    - For individual children who are self-isolating this will be every few days by the Learning Mentor.
    - For children who are self-isolating as part of the class POD this will be on a weekly basis by staff in the class through Seesaw or phone calls for non- engagement
  - Printed learning packs – sent weekly / fortnightly for those unable to access technology
  - Physical materials such as story books and writing tools – each child will be given a resource pack to store at home ready to use in the event of self-isolation.

- ALPSIT (Archdiocese of Liverpool Primary School Improvement Trust) Home Learning Pack – providing links to numerous online learning activities
- English – BBC bite size. Oak Academy, Accelerated reader, Reading Plus, Spelling Shed, SPAG online
- Maths – White Rose maths, TT Rockstars, Oak Academy
- Science – Oak Academy, BBC Bitesize
- Foundation Subjects – Staff will upload work activities and resources onto see-saw from their own planning, BBC Bitesize, Oak Academy
- PE – challenges set by the our school coaches uploaded onto Seesaw / Tapestry / Joe Wicks / Cosmic Yoga

## Safeguarding During a School Closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- ☑ The Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL) will identify '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.
- ☑ The DSL / DDSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- ☑ Phone calls made to vulnerable pupils will be made using school phones where possible.
- ☑ The DSL / DDSL will arrange for regular contact with vulnerable pupils, with additional contact arranged where required.
- ☑ All contact with vulnerable pupils will be logged and suitably stored.
- ☑ The DSL/ DDSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

## Roles and Responsibilities

### Teachers

*To note: the suggested responsibilities below relate to **where a whole class/POD is isolating** and would be reduced when it is fewer children isolating and the majority of the class are in school.*

Holy Family School will provide a refresher training session and induction for new staff on how to use Tapestry /SeeSaw/ Teams/ Zoom.

When providing remote learning, teachers must be available between 8:30am – 3:30pm

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.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible

- Daily work will be shared at 9am for the morning session. Work will be shared for the afternoon session at 1pm.
- Providing feedback on work:
  - Reading, writing and maths work, all completed work submitted guaranteed teacher response and comments within 24 hours.
  - All foundation / curriculum tasks submitted to teachers will receive a comment by the end of the week.
- Keeping in touch with pupils who aren't in school and their parents:
  - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
  - When individual children are self-isolating, class teachers will alert the learning mentor to concerns about a child's lack of engagement and the learning mentor will make initial calls.
  - When a whole class POD is self-isolating it is the responsibility of all staff who work within the POD to make contact with any child's parents who are not engaging with their home learning.
  - All parent/carer emails should come through the school email via ParentApp or through school email: [holyfamilycronton@knowsley.gov.uk](mailto:holyfamilycronton@knowsley.gov.uk)
  - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL / DDSL and follow the schools reporting process
- Teachers will compile home learning packs with resources to support learning at home including pens, pencils, paper, exercise books etc. These should be stored and home at ready to use when needed.

## Teaching Assistants

Teaching assistants must be available between 8:30 am and 3:30pm

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 assistant must complete tasks as directed by a member of the SLT or their class teacher. These tasks may include but are not limited to –

- Providing positive comments to foundation subject work posted by children
- Monitoring engagement in programmes such as TT Rock stars and Accelerated reader/Reading Plus and notify the class teacher when children are not engaging in these programmes

(Teachers / Learning Mentor will make calls to families regarding non-engagement to identify any possible problems.)

## Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – This will be through regular meetings with teachers and subject leaders, reviewing the work set and monitoring feedback from pupils and

parents

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

### **Designated safeguarding lead**

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

### **IT Technicians - Service level Agreement provided by the LA**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Supporting the security of remote learning systems and highlighting any data protection breaches to the data protection officer
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

### **The SENCO**

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC(Education and Health Care) plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

### **The Learning Mentor**

- Ensuring that pupils who are self-isolating individually have access to remote learning organised by the class teacher.
- Liaising with the Headteacher and other organisations to make any alternate arrangements for pupils who are vulnerable (ie have a social worker / care plan or have been identified by the school as vulnerable.)
- Ensure that all vulnerable children are supported and contacted when a class POD is self-isolating
- Supporting children's engagement with online / home learning where this has been identified as requiring support

### **Pupils and parents**

Staff can expect **pupils** learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect **parents** with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff

### **Governing Body**

The governing body 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 policies**

This policy is linked to our:

- Safeguarding and Child Protection Policy and Procedures
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct – Staff and Pupils

**Annexe 1: Contingency Plan**

**1: In the event of an individual pupil self-isolating**

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if seesaw/ tapestry is accessible from home, if not paper copies will be arranged to send home that day.

Step 3: Teacher will be notified and the teacher will set work for the child as soon as is practical on the first day of absence.

Step 4: Paper copy (1 or 2-week package) to be arranged by class teacher and sent by office staff to any child with no access to technology.

The following home learning activities will be available for pupils who are not able to attend school:

	<b>Activities using online platforms. E.g. SeeSaw etc</b>	<b>Paper based activities for children with no access to online learning</b>
<b>Nursery &amp; Reception</b>	Activities to engage children for all Areas of Learning through Tapestry	Activities to engage children for all Areas of Learning. Resource pack to be sent home in the event of self-isolation
<b>KS1 (Year 1 &amp; Year 2)</b>	White Rose maths / Maths activities provided by teachers on Tapestry Letters and Sounds /Phonics Play Pre-recorded videos from staff Focus for English lesson via tapestry / seesaw National Oak Academy An activity chosen by the teacher for other subject via Tapestry or Oak Academy Daily reading logs PE challenges daily	Reading Book (if not already at home) White Rose maths worksheets Phonics sheet Handwriting sheets Spelling sheets Grammar (Year 2) Place value cards / fans Wider Curriculum activities  Resource pack to be sent home ready for use in the event of self- isolation.
<b>Years 3 - 6</b>	White Rose maths activity/ Maths activities provided by teachers on Seesaw Focus for English lesson via Seesaw National Oak lesson Phonics (letters and sounds if appropriate) Spelling Shed / Literacy Shed TT Rockstars Wider curriculum activity Accelerated reader /Reading Plus PE challenges daily	Reading Book (if not already at home) White Rose maths worksheets Grammar worksheets Wider curriculum activities  Resource pack to be sent home in the event of self- isolation.
<b>Arrangements for checking the work of children self- isolating</b>	Individual children who are self-isolating - teacher will set work on Seesaw/Tapestry daily and respond at least weekly	Individual children who are self-isolating, Learning Mentor to ring weekly to check regarding suitability of work and any problems and liaise with Class teacher who will follow up on any difficulties

<p><b>Arrangements for checking the work of children during a wider school closure</b></p>	<p>Class POD who are self-isolating The teacher will set learning for the day and respond within 24 hours for all English and Maths activities and within a week for all foundation subjects. Work will be set daily</p>	<p>Whole class Pod who are self-isolating Teacher / TA to phone the child's home at the end of the school day (twice weekly) to check if learning has been suitable.</p>
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**Expectation of the parent/carer**

We expect parents/carers to support their child's education at home. Tapestry /Seesaw and paper activities can be accessed at any time of the day, suitable for the individual family. On the school website (visit your year group) we have given advice on how to engage the child at home and the length of time expected for the child to engage in learning activities.

**2. In the event of a bubble closure or whole school closure – please refer to information above.**

**3: In the event of a class teacher in self- isolation (well and able to work from home)**

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class.

**4: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening**

A qualified adult will take classroom responsibilities including remote learning with the support of the TA.

**5: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure**

In event of this happening the school would hope to identify staff to support the children with their learning. This will initially involve the staff from the same year group.

**6: In the event of a self-isolation / closure, the child will not engage in home learning tasks.**

If this happens, we would urge parent/carers to contact school via telephone (0151 424 3926) or email ([holyfamilycronon@knowsley.gov.uk](mailto:holyfamilycronon@knowsley.gov.uk)). A member of staff will contact you to discuss barriers to learning. A Learning Mentor may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family. The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

**Annexe 2: Remote Learning Timetables – for bubble or whole school closure**

**KS2 – blue shading indicates Teacher delivered input on line**

Teams/Zoom will only be used for whole school or bubble closures.

For individual child self-isolation, teacher delivered inputs will not be provided as indicated below but work detailed will be available via Seesaw and parents may still want to use timetable as indicated below.

Time	Lesson	Details
8:50am TEAMS/ ZOOM	Registration	Children should be present for morning registration
9:00am TEAMS/ ZOOM	Maths and English task Collective Worship activity /RE activity	Maths and English tasks will be introduced for the morning by the class teacher through teams.
9.30 am – 12:00	Independent completion of English and Maths tasks by children. Link to RE resources or task may be provided via Seesaw. PE / physical activity challenge	Work will be uploaded on to Seesaw page ready for the start of the day. Children will complete their maths and English tasks during the morning using Seesaw and upload for their teacher to feedback within 24 hours. They will have links to RE materials and a physical challenge for the day.
Lunchtime 12-1pm		
1.00pm TEAMS/ ZOOM	Afternoon registration	
1:10-1:40pm TEAMS/ ZOOM	Afternoon input by class teacher linked to foundation subjects, (History / Geography, Art / DT, PSHE, MFL, RE, Science, Computing, Music)	
1:40 – 3.10pm	Independent follow up task linked to input	Work will be uploaded on to class Seesaw page ready for the start of the afternoon. Children will complete their foundation subjects tasks during the afternoon using seesaw and upload for their teacher to feedback within the week.

KS1 (Years 1 and 2) – blue shading shows teacher delivered input on-line via pre-recorded message

Time	Lesson	Details
8:50am	Welcome	Welcome message/video to be provided by teacher and accessible via Tapestry / Seesaw
9:00am	Morning Input Maths and English task RE Activities	Maths or English – alternating each day - introduced by the class teacher using a pre-recorded lesson may be used and accessible via Tapestry / Seesaw English/Maths/Phonics/RE – activities provided for the morning and uploaded to Tapestry / Seesaw.
9.30 am – 11:00	Independent completion of English and Maths tasks by children. Link to RE resources. PE / physical activity challenge	Work will be uploaded on to Tapestry / Seesaw page ready for the start of the day. Children will complete their maths and English tasks during the morning using Tapestry/Seesaw. Parents can upload photographs of work / activities completed and teachers to feedback within 24 hours. Links to RE resources or RE activities will be provided in addition to a physical challenge for the day.
11-11:30am	Phonics Input	Teacher will deliver phonic input and children will then complete their work
Lunchtime 12-1pm		
1.00pm	Afternoon welcome	
1:10-1:40pm TEAMS	Afternoon input by class teacher linked to foundation subjects, (History / Geography, Art / DT, PSHE, MFL, RE, Science, Computing, Music)	Pre-recorded lesson
1:40 – 3.10pm	Independent follow up task linked to input	Work will be uploaded on to Tapestry / Seesaw page ready for the start of the afternoon. Children will complete their foundation subjects tasks during the afternoon using Seesaw and upload for their teacher to feedback within the week.

**Reception / Nursery Timetable for whole class remote learning**

	8.30	9.10	9.15	9.30	11.10	12.00	1.00	1.30	2.40 – 3.00
Monday	Children arrive and play	Wake and Shake	Letters and Sounds	Activities planned on Tapestry	Literacy	Lunch	Maths	Activities planned on Tapestry	Story/ RE
Tuesday	Children arrive and play	Wake and Shake	Letters and Sounds	Activities planned on Tapestry	Literacy	Lunch	Maths	Activities planned on Tapestry	Story/ RE
Wednesday	Children arrive and play	Wake and Shake	Letters and Sounds	Activities planned on Tapestry	Literacy	Lunch	Maths	Activities planned on Tapestry	Story/ RE
Thursday	Children arrive and play	Wake and Shake	Letters and Sounds	Activities planned on Tapestry	Literacy	Lunch	Maths	Activities planned on Tapestry	Story/ RE
Friday	Children arrive and play	Wake and Shake	Letters and Sounds	Activities planned on Tapestry	Literacy	Lunch	Maths	Activities planned on Tapestry	Story/ RE

### Appendix 3

## Acceptable Use Agreement / Pupil E-Safety Rules

- ✓ I will only use ICT in school for school purposes.
- ✓ I will not tell other people my ICT passwords.
- ✓ I will only open/delete my own files.
- ✓ I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher or another adult immediately.
- ✓ I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- ✓ I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any member of our school.
- ✓ I will not use the video facility or take photographs without first asking the permission of my teacher and then the people or children I want to video or take photographs of.
- ✓ I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my eSafety.

### Online Safety

This section of the policy should be read in conjunction with the school's E-Safety Policy. All staff and pupils using video/audio communication must:

- Communicate in groups – one-to-one sessions are not permitted (unless agreed by SLT);
- Wear suitable clothing – this includes others in their household;
- Be situated in a suitable 'public' living area within the home with an appropriate background;
- Whilst 'private' living areas within the home offer less distractions, such as bedrooms, these are not permitted during video communication;
- We encourage children to have an adult in the room with them;
- 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 video/audio material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they are visible.

The school will consider whether one-to-one sessions (with an adult at home present in the room) 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 SENDCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy. The school will risk assess the technology 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 prior to the period of

remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary if possible. 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 provide parents with an Acceptable Use Policy for Remote Learning. It will be taken that if a child participates in a remote learning session then the parent agrees to adhere to the procedures in the agreement. The school will communicate to parents 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 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. 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.
- 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.

### **Safeguarding during a school closure**

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy should be read in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL/DDSL will identify '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.
- The DSL/DDSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL/DDSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored.
- The DSL/DDSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded and the records stored so that the DSL/DDSL has access to them.
- Actively involve the pupil.

The DSL/DDSL will meet (in person or remotely) regularly with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL/DDSL immediately. Parents will be encouraged to contact the DSL/DDSL 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.

## **School Day and Absence**

Pupils will be present for remote learning from Monday to Friday at the times given by the class teacher.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher via seesaw if their child is unwell and unable to take part in a class virtual learning session. The school will monitor absence in line with the Attendance Policy.

**Self- Isolation Letter – Individual children**

Date - September 2020

Dear Parents/Carer of

We understand that your child / children is / are currently self-isolating awaiting test results as a result of possibly coming into close contact with a suspected COVID case.

Remote learning is in place so your child / children can continue to learn during their period of self-isolation. We expect all pupils who are physically well to complete the work they have been set by their teacher, these can be accessed at any time of the day however we would recommend trying to follow normal class routines for example completing English and Maths in the morning.

From the second day of the self- isolation pupils can access remote learning links using seesaw. Your child has their QR code and login for seesaw. Further information can be found on the school website / Classes / Remote learning.

Teachers will then upload tasks for children to complete using Seesaw. All pupils have been given a log in for Seesaw. These set learning tasks will follow the learning sequence in class, are progressive and will support your child to continue their learning ready for a return to school. Children can respond to the set tasks in various ways by writing in the notes option, writing out a response on paper, taking a picture and uploading or in some cases using a voice recording. These tasks will be assigned on the first day of self-isolation for children to complete.

A member of our teaching team will be in touch on the phone to check you have all the log ins and information you require. However, if you have any concerns please ring the school office.

Best wishes

Headteacher

**Self- Isolation Letter – Class POD**

Date - September 2020

Dear Parents/Carer of

As you are aware your child / children is / are currently self-isolating due to the closure of their class POD.

Remote learning is in place so your child / children can continue to learn during their period of self-isolation. We expect all pupils who are physically well to complete the work they have been set by their teacher, these can be accessed at any time of the day however we would recommend trying to follow normal class routines for example completing English and Maths in the morning.

To assist this your child will be expected to meet with their class teacher and the other children in their class at both 9am and 1pm for registration. Children will also be instructed on the work that has been set for the morning / afternoon session. Children should complete the work during the time given and upload their work / photos / response back onto seesaw.

Your child has their QR code and login for seesaw. Further information can be found on the school website / Classes / Remote learning.

These set learning tasks will follow the learning sequence in class, are progressive and will support your child to continue their learning ready for a return to school. Children can respond to the set tasks in various ways by writing in the notes option, writing out a response on paper, taking a picture and uploading or in some cases using a voice recording. These tasks will be assigned each morning / afternoon of each day for the period of isolation for the class POD for children to complete.

A member of our teaching team will be in touch on the phone to check you have all the log ins and information you require. However, if you have any concerns please ring the school office.

Best wishes

Headteacher