

HOLY FAMILY CATHOLIC PRIMARY SCHOOL



Remote Home Learning and Acceptable Use Policy

This policy was adopted by the Full Governors	Date: November 2021 Review date: updated as needed
By name:	Helen Rooney
Position:	Head Teacher
Signature on behalf:	Holy Family Catholic Primary School

Statement of Intent

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) 'Remote Education, Good Practice'
- 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
- Anti-bullying Policy
- Accessibility Policy

- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- E-Safety and Acceptable Use Policy
- Healthy 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 and Y1– Use of Tapestry will be used to set and respond to individual children's work.
 - Y2 – Y6 – 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 storybooks 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 Seesaw 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 day.
- 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: holyfamilycronon@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
- If needed, teachers may 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.)

Pupils and parents

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

- Complete work to the deadline set by teachers
- Seek help if they need it (KS2 pupils can seek help from teachers using the various functions to communicate with their teacher on Seesaw with the exception of PE, break and Lunch times.)
- Alert teachers if they're not able to complete work

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 SENDCO

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
- Ensuring that lessons are differentiated for SEN pupils to meet their individual needs
- Ensuring that pupils IEP targets can be, where possible, supported by remote learning
- 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 (i.e. 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
- Facilitate the Zoom 'check in's and monitor these for safeguarding purposes

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
- Adhere to the Tapestry and Seesaw Home Agreements (see annex...)

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

Additional support for pupils with particular needs

For children with SEND, we will continue to differentiate lessons and activities to meet their needs. Their interventions with additional teachers will be organised to be carried out remotely and teachers will continue to discuss their progress with their families through feedback on the learning platforms and through conversations on the phone should their child not be in school.

Children's monitoring, EHCP and IEP targets will be taken into consideration when setting work and will continue to be addressed where possible within the realms of remote learning. Where periods of remote learning happen for significant lengths of time, staff will communicate with parents on the phone to discuss children's progress.

The designated SENDco will assess the level of need and ensure that pupils with EHCP's 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 IEPs.

Early Years and Y1 pupils

For younger children, Tapestry will be used as the online learning platform for Nursery, Reception and Y1 pupils. We use this method of documenting learning throughout the year and our parents will be familiar with the correspondence between staff and parents on this platform.

Nursery and Reception children will be given practical activities for each day based on the EYFS Framework that will aim to replicate the types of learning we would be doing in school. For example, singing, number work using practical resources and opportunities for visual, auditory and kinesthetic learning to take place.

Year 1 pupils will use a similar approach but their learning will be more specific to the National Curriculum and will provide cross-curricular activities, linking to foundation subjects where relevant. Again, the approach for younger pupils would aim to provide a mix of visual, auditory and kinesthetic learning. We would recommend that pupils in

Reception and Y1 do short bursts of remote learning with brain breaks and rest in between their work in order to maximize concentration.

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:

	Activities using online platforms. E.g. <i>SeeSaw</i> etc.	Paper based activities for children with no access to online learning
Nursery & Reception	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
KS1 (Year 1 & Year 2)	White Rose Maths / Maths activities provided by teachers on Tapestry Letters and Sounds /Phonics Play 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.
Years 3 - 6	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	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.

	Wider curriculum activity Accelerated reader /Reading Plus PE challenges daily	
Arrangements for checking the work of children self- isolating	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

Arrangements for checking the work of children during a wider school closure	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	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.
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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.

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 (holyfamilycronton@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 to work with the family to encourage the child to re-engage. The child can complete seesaw activities 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

KS1/2 – 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 – 9.30am ZOOM	Zoom Smiley Start registration daily Key Stage 2 Zoom Smiley Start Year 2 Mon/Tues/Wed only 9.30pm	Children are invited to an allocated 10-minute morning registration slot. During this time, the class teacher will share work set for the day with the children.
9.00 am – 12:00	Maths and English tasks - independent completion of English and Maths tasks by children	All work for the day will be uploaded on to the Seesaw page by 9.00am. Children will complete their Maths and English tasks during the morning using Seesaw and upload for their teacher to monitor and give feedback within 24 hours.
Lunchtime 12-1pm		
1.00pm ZOOM	Afternoon registration Assembly for Year 2 Friday 1.45pm	Monday and Fridays PSHE 15 min Lesson Tue or Wed
1.00 – 3.00pm	Afternoon tasks set by class teacher including Collective Worship/RE activities with link to RE resources. Tasks will also be set linked to foundation subjects, (History / Geography, Art / DT, PSHE, MFL, Science, Computing, Music, PE, physical challenge)	Children will complete their RE and foundation subject tasks during the afternoon using Seesaw and upload for their teacher to feedback within the week.
Daily		
Daily Tasks		<ul style="list-style-type: none"> • TT Rockstars Timetables Practice • Ed Shed (Spelling Shed and Maths Shed) activities • Get Epic! online library available for use between 9am-3pm for reading for pleasure • Accelerated reader quiz for when children complete books

Early Years and Y1 – blue shading shows teacher delivered input on-line via pre-recorded message

Time	Lesson	Details
9:00am	Morning welcome Phonics video following the 4 part lesson	Teachers will record a phonics lesson following the 4 part lesson structure which parents can pause to support their child to do activities in between – revisit, teach, practice, apply
	Where necessary, children will be provided with a pre-recorded video for Literacy including the reading of the story of the week to support the learning	Pre-recorded lesson where necessary
Times left flexible for parents	<p>PDF uploaded to Tapestry daily containing Letters and Sounds, Maths and English, RE work</p> <p>Alternate Music and RE work for Reception pupils included in the daily PDF</p> <p>Y1 will also be set tasks linked to foundation subjects, (History / Geography, Art / DT, PSHE, Science, Computing, Music)</p> <p>PE / Wake and Shake challenge</p>	<p>Work will be uploaded on to Tapestry / Seesaw page ready for the start of the day.</p> <p>Children will complete their tasks using Tapestry.</p> <p>Parents are asked to upload photographs of work and activities (some of which may be extra-curricular) to Tapestry every two days.</p> <p>Teachers are to feedback to children and parents on Tapestry within 24 hours.</p> <p>Parents are invited to video their children's learning or record messages for their teachers for them to respond to.</p>
Weekly Monday 10.00 am Year 1 10.30am Reception	Zoom Assembly with Teacher and Headteacher	A 10-15 minute weekly Zoom assembly to enable children to stay connected to their school and friends.

Annexe 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 E Safety.

Online Safety/Zoom

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 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 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.

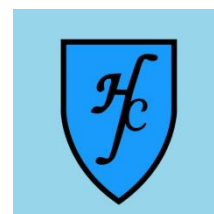
School Day and Absence

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.



Tapestry Learning Journal Permission and
User Agreement Form
Agreed guidelines for accessing and using
Tapestry Online Learning Journal



I understand that in order for staff to meet assessment requirements, Holy Family Cronton will use the secure online learning tool, Tapestry Online Learning Journal for my child _____ (name of child).

As a parent, I understand...

- That I should not publish any of my child's observations, photographs or videos on any social media sites.
- That my child's image may be used in another child's learning journal if they are engaged in the same activity. This image will not be shared by other parents as all parents are required to complete this form.
- That I am required to keep my login details within my trusted family.
- That if I have difficulty logging in to Tapestry that I will ask a member of staff for help so that I can continue to access my child's learning journal.
- That I will try my utmost to keep up to date with my child's learning observations and send in learning stories when requested by the teacher.
- That staff will endeavour to post learning stories about my child regularly however there will not be a set amount of observations expected.
- That Tapestry is **not** to be used as a way of communicating concerns or questions with my child's teacher and that I will make an appointment to speak to my child's teacher if I feel I need to speak to them.

I agree to these guidelines for the use of Tapestry Online Learning Journal

Parent/carers name: _____

Name of child: _____

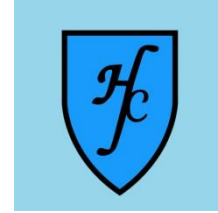
Child's Class: _____

Signatures: _____ Date: _____

HOLY FAMILY CATHOLIC PRIMARY SCHOOL



Seesaw Learning Journal Permission and User Agreement Form Agreed guidelines for accessing and using Seesaw Online Learning Portal



I understand that in the event of returning to remote learning, Holy Family Cronton will use the secure online learning tool, Seesaw for my child _____(name of child).

As a parent, I understand...

- That I should not publish any of my child's work or responses on social media.
- That I am required to keep my login details within my trusted family.
- That if I have difficulty logging on to Seesaw that I will ask a member of staff for help so that I can continue to access my child's work.
- That I will try my utmost to keep up to date with my child's remote learning on See saw in order to support them in the event of a return to home learning.
- That if I have concerns or questions about this work, I will contact my child's teacher at the earliest possibly opportunity to discuss this.
- That my child's teachers will respond to their work during school hours only.
- That Seesaw is **not** to be used as a way of communicating concerns or questions with my child's teacher and that I will make contact with my child's teacher if I feel I need to speak to them via email.
- That Seesaw is now the primary tool for accessing your child's weekly homework and homework is to be returned via this portal.

I agree to these guidelines for the use of Seesaw

Parent/carers name: _____

Name of child: _____

Signatures: _____ Date: _____

HOLY FAMILY CATHOLIC PRIMARY SCHOOL



Zoom Permission and User Agreement Form Agreed guidelines for accessing and using Zoom during periods of remote learning



I understand that in the event of returning to remote learning, Holy Family Cronton may use Zoom as part of their remote learning offer for my child.

As a parent, I understand...

- That I will receive a link via Seesaw and a password via Parent App for Zoom meetings that I **will not** share with anyone else
- That my child should be situated in a shared area of our residence with a neutral background
- That my child should be dressed appropriately for Zoom meetings
- That if I have difficulty accessing any Zooms, I will ask a member of staff for help so that I can continue to support my child's remote learning
- That if my child wants to turn their camera on for a Zoom, they will need my permission
- That my child must not share any personal information on a Zoom meeting (children will be reminded of this)
- That Zoom is an opportunity to engage my child in their remote learning and is not an appropriate times for parents and carers to ask questions
- That if I have any questions or concerns, I will contact my child's teacher using Parent App or by telephone

I agree to these guidelines for the use of Zoom.

Parent/carers name: _____

Name of child: _____

Signatures: _____ Date: _____