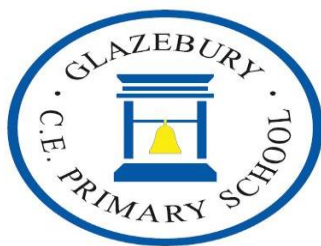


Remote Learning Policy for Glazebury CE Primary School



Our Trust Prayer

We thank you God of Love For the gift of children

Bless the work of our Trust, that in all that we do,

young people may grow in wisdom and stature,

and so come to know you, to love you and to serve you as Jesus did.

We make this prayer in his name who is God, with you and the Holy Spirit,

now and forever. Amen

At Glazebury CE Primary school we are committed to:

- using a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- giving all pupils access to high quality remote education resources
- selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and making sure staff are trained in their use
- providing printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognising that younger pupils and some pupils with SEND may not be able to access remote education without adult support and working with families to deliver a broad and ambitious curriculum
- setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- providing frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauging how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

- enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- planning a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

1. Statement of School Philosophy

The provision of high-quality teaching and learning is at the core of everything we do at Glazebury CE Primary school. Our remote learning policy seeks to ensure that this remains to be the case in the event of:

- (i) single pupil self-isolation
- (ii) classes, year groups or 'bubbles' being required to work at home,
- (iii) or whole school closure due to Covid-19.

2. Policy Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (**inc: SEND pupils and disadvantaged pupils**) who aren't in school through the use of quality online and offline resources
- Provide clear expectations of members of the school community with regards to the provision of high-quality remote learning
- Secure continuous delivery of the school curriculum
- Support effective communication between school and families and support attendance

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Glazebury CE Primary School Primary*) if absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble if not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Parents and Carers to support the remote learning expectations of their children

Remote learning will be shared with families when they are absent due to Covid related reasons at the start of a week, 3 day - year appropriate tasks through paper copies will be given if sent home from school.

4. Content and tools to deliver the remote education plan

Resources to deliver this remote education plan include:

- Online tools for EYFS KS1 KS2 : Class dojo /profiles/Numberbots/TT Rock stars/white Rose math videos, spelling shed
- Use of Class dojo for Start Day registration, instructional videos (White Rose) and collective worship (power point),
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools

- Use of BBC Bitesize, Oak Academy, Natural curriculum *etc.*

The detailed remote learning planning and resources to deliver this policy can be found here:

Hyperlinks included on the website for

- Model Timetable and structure for remote learning
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video

5. Home and School Partnership

Glazebury CE 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.

We recognise that arrangements will impact on families in many ways:

- Parents may have two or more children trying to access devices to work on.
- Parents may be working at home themselves and access to devices may be limited
- Teachers may be managing their own home situation and learning of their own children, during this time
- Systems and technologies may not always function as intended

We will endeavour to show understanding and a willingness to adapt to these circumstances and will work with families to ensure learning for all is successful and meets families needs.

Glazebury CE Primary School will provide a refresher online training session and induction for parents on how to use Class dojo as appropriate and where possible, provide personalised resources. This will include paper-based documents sent to parents and placed on the school website.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Glazebury CE Primary School would recommend that each 'school day' maintains the school structure. (see suggested timetable- year group timetables will be sent out by email and paper form)

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 in the first instance and alternative solutions may be available and provided. These will be discussed on case-to-case basis.

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

All children sign an 'Acceptable Use Policy' at school which includes E-safety rules, and this applies when children are working on computers at home. This will also be available to all parents and carers.

6. 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.

- DSL is **Mrs Karen Mowbray: 01925 763234**
– email: **glazeburyprimary.head@ldst.org.uk**
- The DSL 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 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 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 will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

7. Roles and Responsibilities

Teachers

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

Glazebury CE Primary School will provide a refresher training session and induction for new staff on how to use Class Dojo and class dojo profiles.

When providing remote learning, teachers must be available between 9am to 3.15 pm

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 in accordance to agreed guidance from Head Teacher

- The work set should follow the usual timetable for the class had they been in school, wherever possible, this will include time for health and well-being (attached)
- Weekly/daily work will be shared on the first full day after notification of class bubble closure
- Teachers in Nursery to Year 6 will be setting work on Class dojo/profiles, email, and with paper- based learning packs.
- Providing feedback on work:
 - Reading, writing and math work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 5pm via class dojo or email.
 - curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week by class dojo profile or email
 - Comments will encourage learning and misconceptions will be conveyed by virtual learning platform or telephone call.
- 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 class dojo and referred to Head Teacher, to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account (remotelearning.glazebury@ldst.org.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 (Head Teacher)

Teaching Assistants

Teaching assistants must be available between contracted 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 Deputy Head or Head Teacher.

This could include direct learning via Zoom or Teams particularly for SEND or vulnerable group children.

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 – *explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for 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

IT technicians are 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
- Assisting pupils and parents with accessing the internet or devices

The SENCO- Mrs Karen Mowbray Head Teacher / Mrs K Prescott

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 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

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 – this could include extra resources, timetable variance or extra telephone, virtual support.
- Be respectful when making any complaints or concerns known to staff

Local Governing Body

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

8. Links to other policies

This policy is linked to our:

- Child Protection and Safeguarding policy
- Behaviour policy
- Data protection policy and privacy notices
- E-safety policy
- Online safety acceptable use policy

- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements and acceptable use agreements with reference to all digital devices and software such as class dojo.

9. Our school offer: What is taught to pupils at home

Early years Foundation stage - This will include:

- EYFS Learning and Development, comprising of daily activities based on the current topic or theme of that half term. These will reflect understanding of the world, expressive arts and design strands aligned with the EYFS curriculum. This will include peoples and communities(history), the world, (geography), technology (computing), exploring media and materials (art & design), and being imaginative(role play, music, dance) Each daily activity to be uploaded via class dojo profiles by parents by 3.15pm.
- Math daily lessons and activities will be uploaded to class dojo profile and through directed online platforms. Activities to be uploaded to class dojo profiles by 3.15pm.
- English lessons and activities will be uploaded to class dojo profile and through directed online platforms such as White Rose videos. Activities to be uploaded to class dojo profiles by 3.15pm.
- Reading activities – e-book suggestions and stories to be suggested for shared reading.
- “Epic!! on line platform for teachers to assign books to children and e book experience for children
- Phonics, daily lessons via online platform phonics play

Key Stage one – This will include:

- Math and English daily lessons and activities as outlined by timetable provided and uploaded to class dojo profiles by 3.15pm
- Reading activities – e-book suggestions and stories to be suggested for shared reading.
- Epic!! on line platform for teachers to assign books to children and e book experience for children
- Numberbots fluency online platform
- Phonics, daily lessons via online platform phonics play
- Reading log daily upload to class dojo profile by 3.15pm

Key Stage two – this will include:

- Math and English daily lessons and activities as outlined by timetable provided and uploaded to class dojo profiles by 3.15pm
- Reading activities – e-book suggestions and stories to be suggested for shared reading.
- Epic!! on line platform for teachers to assign books to children and e book experience for children
- Numberbots fluency online platform
- Phonics, daily lessons via online platform phonics play
- Reading log daily upload to class dojo profile by 3.15pm

All classes to access:

- Religious Education a weekly activity linked to current curriculum coverage to be submitted to class dojo profile by Friday 3.15pm
- PHSE this will be incorporated into an activity to be submitted by Friday 3.15pm
- PE this will be placed in the daily timetable and encouraged to keep physically active and photos of this can be uploaded by Friday 3.15pm if you should wish to.

Our Special Educational needs offer:

Some pupils may need extra support or resources, this will be accommodated by the school and class teacher to ensure that no child is disadvantaged with regards to remote learning. This will be communicated in the paper-based activities sent home on an individual basis.

- if appropriate children to have access to intervention to meet individual and group special educational requirements

All year groups to have accompanying Remote learning packs every 2 weeks including aligned paper resources to lessons and learning, This will also include yellow school learning Journey book, maths and reading journal, pencil and general equipment. Passwords and login details will also be included for on-line platform access.

10. Accessing Remote education –**Our offer to any child that does not have access to digital or online education**

We recognise that some children may not have suitable online access at home. To support this we will:

- provide a laptop or I pad to loan for home use – we will provide a loan agreement between school and home to facilitate this.
- School will also help and support parents access extra data for mobile phones, if appropriate.
- School will also help and support parents access wifi e.g. 4g dongles for use with the internet, if appropriate.
- Schools will utilize government initiatives and guidance as it develops to help those with barriers to learning especially related to technology pertinent to remote learning.

Appendix 1: Contingency Planning at Glazebury CE Primary School for children's engagement and support guidance for parents and carers.

Scenario 1: In the event of an individual pupil going in self-isolation

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

Step 2: Office will ask if computer, I-pad or digital device is accessible from home. Paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified, and the teacher will set work math and curriculum for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy – 3 days to be delivered by assigned staff or Head Teacher.

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

3 day Pack	Activities using online platforms. E.g. Oak academy and Class dojo	Paper based activities for children
Nursery EYFS	Activities to engage children for all Areas of Learning Keep communication up with families	Activities to engage children for all Areas of Learning.
Reception to Year 2 (Class1 & 2)	Number bots / maths activity Reading – journal uploaded to class dojo profile Phonics – phonics play, daily link on web site under reception and Class 2	Reading Book (if not already at home) Phonics sheet Handwriting sheets Grammar (Year 2) Wider Curriculum activities-project based linked to topic
Years 3 - 6	Maths activity-white Rose Phonics -phonics play if appropriate Spelling Shed – encouraging daily log in TT Rock stars – encouraging daily log in Wider curriculum activity Daily reading logs	Reading Book (if not already at home) Power maths worksheets Grammar worksheets Wider curriculum activities
Arrangements for checking the work of children self-isolating	Teacher to check uploaded reading logs, and who has accessed learning daily via class dojo.	Teacher to class dojo the child's home at the end of the school day to check if learning has been suitable.
Arrangements for checking the work of children in isolation longer than 4 days	During school working hours 9 to 12.15pm and 1pm 3.15pm. Except for afternoon when teachers will be taking their PPA to plan for the next weeks activities.	During school working hours 9 to 12.15pm and 1 to 3.15pm. Except for afternoon when teachers will be taking their PPA to plan for the next weeks activities

Expectation of the parent/carer

We expect parents/carers to support their child's education at home. Online resources 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. (Paper copies available on request)

Scenario 2: In the event of pupils going in self-isolation, or bubble lockdown or whole school lockdown

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

Step 2: Office will ask if computer, I-pad or digital device is accessible from home. Paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified, and the teacher will set work math and curriculum for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy – 14 days to be delivered by assigned staff or Head Teacher.

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

2 week duration	Activities using online platforms. E.g. Oak academy and Class dojo	Paper based activities for children
Nursery EYFS	Activities to engage children for all Areas of Learning Keep communication up with families via class dojo	Activities to engage children for all Areas of Learning.
Reception to Year 2 (Class 1 & 2)	Number bots / maths activity Reading – journal uploaded to class dojo profile in line with reading expectations (reception 2/3 times per week- Year 1 & 2 3 times a week) Spelling Shed: online Spelling activities Phonics – phonics play, daily link on web site under reception and Class 2 Wider Curriculum activities-project based linked to Science, RE and Topic via class dojo and oak academy learning videos- 1 upload per week per subject	Reading Book (if not already at home) Phonics sheet Handwriting sheets Grammar (Year 2) English focus: Talk for writing Wider Curriculum activities-project based linked to topic including big picture/ideas/retention quizzes
Years 3 - 6	Times table Rock stars / maths activity with white rose math video link Phonics -phonics play if appropriate Spelling Shed – encouraging daily log Wider Curriculum activities-project based linked to Science, RE and Topic via class dojo and oak academy learning videos- 1 upload per week per subject	Reading Book (if not already at home) Phonics sheet Handwriting sheets Grammar (Year 2) English focus: Talk for writing Wider Curriculum activities-project based linked to topic including big picture/ideas/retention quizzes
Arrangements for checking the work of children self-isolating	Teacher to check uploaded reading logs, via class dojo profiles and who has accessed learning online daily via class dojo. (TT Rock stars, Number bots spelling shed) Science, RE and Topic via class dojo - 1 upload per week per subject – to be assessed at end of week. HT to cover Monday EYFS and Friday Class 3.	Teacher to Class dojo the child's home at the end of the school day (twice a week) to check if learning has been suitable. (School reserves the right to offer a phone call 1 per week or virtual session if needed to communicate visually to group, class or individual.)
Arrangements for checking the work of children in isolation longer than 4 days	During school working hours 9 to 12.15pm / 1 to 3.15pm. Except for one afternoon when teachers will be taking their PPA to plan for the next weeks activities.	During school working hours 9 to 12.15pm / 1 to 3.15pm. Except for one afternoon when teachers will be taking their PPA to plan for the next weeks activities.

Scenario 3: In the event of pupils going in self-isolation, or bubble lockdown or whole school lockdown due to national Lockdown – where critical workers will be in school and remainder of class at home

Step 1: School to notify Parent/carer of national/local lockdown and relevant restrictions on attendance.

Step 2: Office/school will ask if computer, I-pad or digital device is accessible from home. Paper copies will be arranged to send home the next day either given or delivered.

Step 3: Teacher will be notified, and the teacher will set work math and curriculum for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copies – 14 days to be delivered by assigned staff or Head Teacher.

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

At least 2 weeks duration	Activities using online platforms. E.g. Oak academy and Class dojo	Paper based activities for children
Nursery EYFS	Activities to engage children for all Areas of Learning Keep communication up with families via class dojo	Activities to engage children for all Areas of Learning.
Reception to Year 2 (Class 1 & 2)	Number bots / maths activity Reading – journal uploaded to class dojo profile in line with reading expectations (reception 2/3 times per week- Year 1 & 2 3 times a week Spelling Shed: online Spelling activities Phonics – phonics play, daily link on web site under reception and Class 2 Wider Curriculum activities-project based linked to Science, RE and Topic via class dojo and oak academy learning videos- 1 upload per week per subject Epic! On line reading daily reading e books one assigned by teacher	Reading Book (if not already at home) Phonics sheet Handwriting sheets Grammar (Year 2) English focus: Literacy tree Wider Curriculum activities-project based linked to topic including big picture/ideas/retention quizzes
Years 3 - 6	Times table Rock stars / maths activity with white rose math video link Phonics -phonics play if appropriate Spelling Shed – encouraging daily log Wider Curriculum activities-project based linked to Science, RE and Topic via class dojo and oak academy learning videos- 1 upload per week per subject	Reading Book (if not already at home) Phonics sheet Handwriting sheets Grammar (Year 2) English focus: Talk for writing Wider Curriculum activities-project based linked to topic including big picture/ideas/retention quizzes
Arrangements for checking the work of children self-isolating	Teacher to check uploaded reading logs, via class dojo profiles and who has accessed learning online daily via class dojo. (TT Rock stars, Number bots spelling shed) Science, RE and Topic via class dojo - 1 upload per week per subject – to be assessed at end of week. HT to cover Monday EYFS and Friday Class 3.	Teacher to Class dojo the child's home at the end of the school day (twice a week) to check if learning has been suitable. (School reserves the right to offer a phone call 1 per week or virtual session if needed to communicate visually to group, class or individual.)

Arrangements for checking the work of children in isolation longer than 4 days	During school working hours 9 to 12.15pm / 1 to 3.15pm. Except for one afternoon when teachers will be taking their PPA to plan for the next weeks activities.	During school working hours 9 to 12.15pm / 1 to 3.15pm. Except for one afternoon when teachers will be taking their PPA to plan for the next weeks activities.
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Scenario 4: 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.

Scenario 5: 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, as directed by the Head teacher.

Scenario 6: 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, Head Teacher and Deputy head to lead.

Scenario 7: 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 01925 763234 or email: glazeburyprimary.head@ldst.org.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, emails and class dojo.

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. 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/carers 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.

Appendix 2 - Suggested Remote Learning Timetable

Glazebury CE Primary School

Suggested timetable guide – daily timetable provided via class dojo class story.

Time	Lesson	Details
9.00 to 9.10am Register by 9.30pm at latest	Morning – well-being focus	Questions will be uploaded on to class dojo page ready for the start of the day by teacher/school
9.10- 9.20am	Whole school worship	Power point available from website to view with thought and prayer for each day
9.20-9.45	Number bots – Reception class 2- Year 1&2 Time Tables Rock stars Class 3 Y3&4. Class 5 Y5&6	Log on using passwords provided
9.45 – 10.45am	English Task Phonics play – Reception/class2 -Y1&2	Talk for writing section for English Log on to phase indicated by class dojo/teacher
10.45 to 11pm Break- snack and drink		
11.00 – 12.00pm	Maths Task	Using White Rose video link and sheets if Math.
12.00 – 12.15pm	Handwriting practice OR	Using practice sheets
12.00 - 12.15pm	Spelling shed	Using login provided
Lunchtime		
1.1pm to 1.30pm Register by 1.30pm at latest	Daily Mile / PE challenge/cosmic yoga	Website details provided
1.30pm to 2.15pm	Growth mindset/mindfulness session	Activities uploaded and paper-based activities provided
2.15 – 3.15pm	Afternoon registration / Teacher input Topic (History or Geography) Art, PSHE, MFL, RE, Science	Upload to class dojo profile by 3.30pm Comments re assessment to be send by end of week

Remote learning will be manned from 9am to 3.15pm daily by staff.

Teachers are unavailable as on planning and preparation allocated time, on the following sessions.

Monday	Tuesday	Wednesday	Thursday	Friday
Mrs Wall PM	Mrs Prescott PM		Mrs Smith AM Mrs Goman PM	Mr Snelson AM

Please note: SLT meeting Tuesday 3.15pm to 4.30pm

:Staff meeting Wednesday 3.15pm to 4.30pm

Staff may not be available for immediate response during this time.

Appendix 3 – frequently asked questions

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

Class 1 (Nursery/Reception)	Minimum of 2 hours a day on average across the cohort, in line with key learning in the EYFS setting.
Class 2 (Year 1 & Year 2)	Minimum of 3 hours a day on average across the cohort, in line with key learning in the key stage 1 setting
Class 3 (Year 3 & Year 4) Class 4 (Year 5 & Year 6)	Minimum of 4 hours a day on average across the cohort, in line with key learning in the key stage 2 setting.

If my child is self-isolating can I bring my other child (sibling to school)?

YES, BUT you must NOT bring the child that is self-isolating into school to drop off the sibling.

If my child's class is self-isolating and I can't bring them to school how will I get the sibling into school?

We understand that this is frustrating, and a cause of concern, however we urge you to seek support from another parent, grandparent, or partner to help bring the sibling into school. If this is not possible please contact the school for a discussion of how we can support. Please be aware that any member of the family that is showing symptoms MUST self-isolate and school informed

Why does my child's work have to be submitted by 3.15pm?

Class Teachers and/or Teaching assistants will need to review, and feedback alongside plan appropriate activities for the next day.

What should I do if the work is not completed and cannot be submitted?

If you are having difficulties with managing the routine please message the class Teacher or the Head by class dojo or email on remotelearning.glazebury@ldst.org.uk so that class teachers can liaise with you and your child. Please be aware that if work is not submitted then feedback and marking will be delayed.

What will learning look like?

You will be provided with a paper-based pack including pencil, sharpener, glue stick and schoolbook. This will have the suggested **daily** timetable for your class, the instructions on how to upload any work alongside any passwords you require to access the resources. We will check in on everyone to register via class dojo every morning and your teacher will be in touch throughout the day related to specific tasks. This will maintain the routine that children need to make a smooth transition back into school life without the disruption of learning, as every lesson will have relevance to current and expected learning.

If my child was in a previous keyworker bubble, can they still come to school in the event of the class bubble being asked to self-isolate?

NO. No child within the class bubble would be able to come back into school until the self-isolation period has been adhered to OR advice from Public Health England suggested otherwise.

Appendix 4 – Parent information remote learning escalation protocol for non engagement in learning



Glazebury CE Primary School & Nursery

Warrington Road, Glazebury,
Warrington, Cheshire. WA3 5LZ



Headteacher: Mrs K Mowbray BA Hons M.Ed

Telephone: 01925 763234

Fax No 01925 766043

e-mail: glazebury_primary@warrington.gov.uk

www.glazebury.eschools.co.uk

12th January 2021,

Dear Parents and Carers,

Ref: remote learning procedure – non engagement protocol

Thank you so much for your support in ensuring that our remote home learning is being received by your children. Currently we have over 50% of our children that are key workers in school and staff are working so hard to deliver both remote learning, side by side with class teaching. We also recognise the huge commitment and support that this entails for yourselves as parents and want to say how much we appreciate this.

We are completing a daily log and weekly review to ensure curriculum coverage, quality resources, assessment and engagement of children in learning, are in place.

At Glazebury CE Primary we offer a blended approach to remote learning to support our school community, this is a mixture of paper based learning, online learning platforms (e.g Numberbots, TTR and spelling shed), and teacher recorded lessons, supported by directed learning resources e.g. Oak Academy, Natural Curriculum, White Rose Maths and BBC resources. Home learning packs will be delivered for the next two weeks on Friday 13.1.2021.

As you know remote learning is crucial to providing continued progress for your child during this national lockdown period and we will do our best to deliver this with you. The government have made the expectations for this delivery very clear, especially the minimum content equating to three hours of work daily.

The procedure we have illustrated overleaf will outline our strategy, in line with guidance for non-engagement. Please be assured communication and support of yourself and your child is of the utmost importance to us.

Kind Regards
Mrs Mowbray

Head Teacher

Remote Education escalation procedure for non-engagement in learning

Day 1

Child A has no engagement in learning of all or part of work and no communication received about

School will record non-engagement.

1. Dojo message sent
2. Support offered for barriers to engagement.

Further contact for School to explain that school is not closed and children need to be learning whilst at home.

Day 2

Child A still has no engagement in learning of all or part of work and no communication about this.

School will again record non-engagement.

Staff to contact Parents again to support barriers to engagement.

Senior leaders repeat message to parents of importance of remote learning and ascertain what further barriers need to be addressed

Day 3

Child A still has no engagement in learning of all or part of work and no communication about this.

School will again record non-engagement.

Senior Staff to contact Parents again to support barriers to

School will document lost of learning and refer to safeguarding team to consider other agency support.

Appendix 5 – Zoom Protocol for Parents and children



"Growing together at the heart of God's community"



Glazebury C of E Primary School - Zoom Protocol

All pupils who are attending a Zoom meeting with staff should read, understand and follow these points (child friendly version below):

- Ensure you are in a suitable environment – dining room, desk, office space. Zoom meetings from home should not take place outside or in a bathroom or bedroom.
- A parent or carer must be present throughout the whole call, no other family members should be present.
- Make sure you have a plain background behind you to stop distractions – remove any personal pictures that might be in the camera view.
- Before the meeting, make sure you have good internet connection and your camera and microphone work on the device you are using.
- Dress appropriately for the call- no pyjamas.
- Make sure your camera is at a good face level, not too high or too low.
- Use your first initial and surname as your attendee name.
- Always follow the school rules and values throughout the call.
- If your behaviour is not as we would expect then you will be placed into the 'waiting room' for 5 minutes before you can re-enter the call. School will dojo parents.
- When the host (teacher) is speaking then we ask you to mute yourself and then only unmute your microphone when asked to do so.
- If for any reason the host teacher disconnects from the zoom call, leave the zoom call if the teacher has been unable to re-establish the connection.

If you see anything during a meeting or on the internet , always report it to a teacher, school or if you see the "CEOPs" sign click and report.



"Growing together at the heart of God's community"



Glazebury C of E Primary School -Child friendly Zoom Protocol

- **Have an adult in the room with you** – but we don't need to see them.

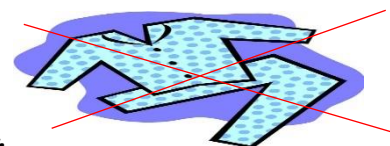


- **Make sure you are sat somewhere quiet** – e.g. dining room, living room, office space. **Not in a bathroom or bedroom.**



- You are inviting us into your home – make sure there are **no pictures of family in view.**

- **Set up before the meeting to make sure you can get on to the internet.**



- **No pyjamas** – just own clothes like on an own clothes day.



- **Make sure your camera can show your face** – not too high or low
- **Use your initial and surname as your attendee name** e.g. P. Smith (get parents to help)



- **Always follow the school rules** – we can see you on the screen!
- **If anyone is not being their best we will place you in the waiting room and speak with parents**



- **Always start on mute,**
- **If your teacher "drops out" of the zoom meeting YOU MUST leave the meeting** until contacted to start again.
- **If you see anything online either during a meeting or on the internet that makes you feel worried or uncomfortable – Always tell an adult or the teacher use the class dojo**



or look for this image and click

If you think it -REPORT IT.

Appendix 6 – Device loan agreement



Glazebury CE Primary School & Nursery

Warrington Road, Glazebury,
Warrington, Cheshire. WA3 5LZ

Headteacher: Mrs K Mowbray BA Hons M.Ed

Telephone: 01925 763234

e-mail: glazebury_primary@warrington.gov.uk

www.glazebury.eschools.co.uk

Device User Agreement for academic year 2020-21

This agreement is between:

Glazebury C of E Primary School and Parent/Carer of: _____

The following are the conditions under which you, the parent, will accept the provision of a device from **Glazebury C of E Primary School**.

The school retains sole right of possession of the device and related equipment, and may transfer the device to another parent if you do not, or are unable to, for any reason, fulfil the requirements of this agreement.

Under this agreement the school will:

1. Provide a device for the sole use of your child while you are a parent of a child or children at the school.
2. When required, expect you to pay an excess for accidental damage or loss, or repair / replacement costs where loss or damage is a result of your own negligence.

Under this agreement you will:

1. Use the device only for the purposes of school work.
2. Not permit any other individual to use the device without your supervision unless agreed by the Headteacher.
3. Take responsibility for any other individual using the device
4. Provide suitable care for the device at all times and not do anything that would permanently alter it in any way.
5. Not use the device in ways which could damage the reputation of the school.
6. Keep the device clean.
7. Immediately report any damage or loss of the device to the headteacher.
8. Immediately report any viruses or reduced functionality following a download, to the school office.
9. Do not insert any pen drives or other external storage into the USB drives.
10. Be prepared to cover the insurance excess, repair or replace the device when the damage or loss has been a result of your own negligence.
11. Return the device in its original condition to the school office within 7 days of being requested to do so.

12. Use the device in a way which does not contravene the policies and procedures of **Glazebury C of E Primary**, including the ICT Policy, Data Protection Policy and Safeguarding Policy.

Insurance cover provides protection from the standard risks whilst the device is on the school site, please ensure your home insurance will provide cover for the device whilst it is out of school.

Failure to agree to or to abide by these terms will lead to the device being returned to the school and serious breaches may lead to legal action.

I, (parent of) _____ agree to follow the terms laid out in the device user agreement.

Signed by: _____

Name: _____

Date: _____

Device type: _____

Serial Number: _____