

Highfield St Matthew's CE Primary School



*As Jesus tells us, 'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven'
(Matthew 5:13).*

Remote Learning Policy

September 2021

Agreed by Local Governing Body: xxxx

Review Date: June 2022

Our Christian Vision

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16). Our vision inspires and challenges the community we serve to achieve excellence in all they do, and to learn about life in all its fullness, within a welcoming Christian family.

School Aims – How we will Let Our Light Shine

- Every child feels valued, safe and cared for, and makes a positive contribution to their own development and the life of the school, with Christ at its centre
- Our bespoke SHINE curriculum, based on excellence and high expectations, provides rich experiences which motivates, challenges, develops resilience and meets the needs of all children
- Every child achieves their potential and develops their talents and creativity, preparing them for a role in a global society with a lifelong love for learning
- Children & families develop understanding of a faith and Christian values that can guide their lives; knowing Jesus, and putting into action what they are coming to believe and value
- The whole school family flourishes and serves the local Church and community

Remote learning policy

Remote learning has been key to supporting our children and families during recent times across the UK and it is our firm conviction that this will mirror the standards and quantity of our 'normal' teaching expectations. At all times during remote learning, full school policies apply with the clear and obvious application of 'remote' variations. It is our clear aim and obligation to provide these high standards across the whole curriculum.

This policy sets out provision and procedures which will apply following full school, year group or class closure, or for individual pupils who need to self isolate following a positive COVID result.

The full SHINE curriculum will still be taught as closely as possible to the planned Scheme of Work as possible. Subject leaders will review and adapt as necessary, so each learning opportunity is as beneficial as possible allowing for the constraints of home learning. Where adaptations need to be made or schemes of work need to be revised, it will be ensured that national curriculum objectives will be prioritised at all times. Across the school, enhancements are made to support this ie. EYFS/ KS1 video (Loom) phonics lessons may be sent out too. In the case of full school/year group/bubble closures, we will send out a timetable to all classes with the details for each child, the subject and the time allocation to the subject (see below) as soon as possible after the announcements are made.

More details and advice/ support can be found at:

<https://www.highfieldsaintmatthews.wigan.sch.uk/year-groups/remote-learning>

Provision will follow the same curriculum areas as far as possible and we aim to ensure all needs are met. In the event of full school/class closure, timetables for each class will be issued for learning through personalised LOOM sessions, live and pre-recorded ZOOM lessons. tasks, activities and online resources such as Oak Academy, BBC bitesize.

The preferred method for children to engage in Remote Learning is via a computer/tablet laptop in order to engage with the full suite of activities available. School have a bank of pupil laptops which can be issued if needed. Paper work packs can be requested as an alternative.

Work will be tailored to the abilities of pupils, including those with SEND and providing challenge where appropriate.

Self-Isolating children who are well enough to work from home are offered a similar package. As long as the child is not too ill to work, the same package/ offer is in place, although class teachers will not be able to record videos or live-stream lessons.

Work will be uploaded to Purple Mash where pupils can submit their work for daily feedback from the class teacher. Adaptations may need to be made and considerations as to the wellness of supporting adults in the house. This will be assessed and agreed on a case-by-case basis. Work would be reviewed and directed as appropriate.

Step 1-When Remote Teaching is implemented due to school closure or class closure

School will communicate to home within 24 hours of school starting the basic outline and short-term plans for children at the school. This may be for example how the school will manage the interim period from an announcement being made to being able to implement the final plan. These plans may change quickly and at short notice due to one of many factors but it is our aim to get work emailed or online to all students within 1 working day.

In this time, with potentially children of critical workers in school, staff will also facilitate the full implementation of a more long-term provision which will be communicated to parents, guardians and children within 2 working days. These timescales are approximate.

Timetables and set up information will be collated in school. This will be sufficient for the teacher and TA to continue using this system from home for times when they need to also work remotely. Regardless of the location of the work place these processes and timescales for preparing and logging class feedback/ responding to emails etc from home.

Children will be placed into one of 2 streams- Blue (WTS/EXS) or Yellow (EXS/ GDS). All children whose needs cannot be met by this will have differentiated work provided in line with Teaching expectations in 'normal' times. Pupils should not be given (unless agreed by the SENDCO and Parent/ guardian) work from another year group as this will prohibit them learning with their class.

Step 2 - Following collation of contact details

School will revert to the HSTM class email addresses as a form of communication with parents/ guardians. All teachers and TA s will have access to these. Any member of staff may be directed and supported to service these email addresses to support remote learning. For full school closure, school will ask for re-submission of emergency contact details and email addresses from all parents. This aims to ensure the safety to all school stakeholders and to support parents and guardians access information from us at this time of national crisis in a quicker fashion. A second request for information will be undertaken after 48 hours if not received. Staff will then telephone the contact adult to ask for this info via phone call.

Timetables and details of what work to do, when and how will be issued as swiftly as possible to all parents. This will also be posted online on each class web page too. Timetables will include PSHE sessions and mental health periods where socialisation and 'positive' sessions are planned. These will be in addition to the timetabled lessons. These may be class talks, presentations, games and quizzes, class viewing of a cartoon/ Horrible Histories/ Newsround ...just as we would in school. PE lessons will be streamed via Joe Wicks during PPA in all classes.

Step 3- Types of remote offer

The preferred method for children to engage in Remote Learning is via a computer/tablet laptop in order to engage with the full suite of activities available. School have a bank of pupil laptops which can be issued if needed. Paper work packs can be requested as an alternative.

Online Learning

Online live and recorded teaching will be accessed through Zoom. LOOM videos will also be used for pre-set work and support. This may be instructional support, intervention work, story time, etc

Purple Mash will have support activities and learning opportunities as will TT rockstars, Accelerated reader, Bug club, Spelling shed etc. Oak Academy and BBC resources will complement our offer or be used to support learning at alternative hours should parents need direction to this. Purple Mash will be the main platform for individual self isolating pupils.

When Zoom is used there will be 3 core 'meetings' for each class.

1 Yellow group- sessions for core lessons

2 Blue group- sessions for core lessons

3 Whole class sessions (assembly, registration and foundation lessons and interventions etc)

- Reading book - <https://ukhosted102.renlearn.co.uk/2242163/>
- TT Rockstars/ Times tables practice - <https://play.ttrockstars.com/auth/school/teacher>
- Spellings - <https://www.spellingshed.com/en-gb/>
- Handwriting - <https://www.letterjoin.co.uk/>
- Learning from Oak Academy - <https://classroom.thenational.academy/>
- PE – Joe Wicks lessons - <https://www.youtube.com/c/TheBodyCoachTV/videos>

Paper-based learning

As a school with a mixed demographic and multiple children households we must at all times be able to facilitate 'paper' based learning as well as online (Wifi/device dependent) provision. It is our aim to provide as similar an offer as possible to all our students. A paper bundle will be available for collection in the foyer, but the office staff must not be contacted for this to ensure restricted interactions on Health and Safety grounds. This bundle can be emailed and uploaded onto the web page for parents to download.

A cover page in the form of a table/ grid for each week will be prepared and clearly titled with the week, level of work and year group. It will support every form of remote learning we undertake and include the links to the videos/ resources we are using in each lesson.		
Paper bundles (these will have any links to OAK academy/ online resources on them along with the day and Learning objective. Clear instructions will be typed onto the page. This document must as far as possible be a 'stand alone and 'self explanatory' document.	The documents/ word/ powerpoint that make up the 'paper bundle', will be emailed along with the cover page to parents asking for this on Thursday afternoon/ Friday morning the week before the work is scheduled for.	The documents/ word/ powerpoint that make up the 'paper bundle', will be sent to _____ along with the cover page to parents asking for this on Thursday afternoon/ Friday morning the week before the work is scheduled for.

Step 4 - During live lessons

Only children with returned agreement forms will be able to participate in live lessons. Teachers will ensure all children have done this. Within this agreement clear guidelines are set out about acceptable behaviour. Any transgression of these clear rules will likely result in the withdrawal of the offer to the user.

Lessons will follow the 5-part model at all times and it would be likely in a 30 minute Zoom lesson, that the children will continue to work for the duration of the full lesson at home. This is directed learning.

The teacher / TA will mark a lesson register (using agreed excel record sheet) during the first 10 minutes of the lesson and mark with a '/' if child is present and engaging, a blank if they are not and a 'x' when work is returned. If staffing does not permit this due to e.g. only 1 staff member for the class being available for the class, any face to face teaching takes priority.

Sessions in smaller groups may take place for Phonics and interventions and individuals will be contacted to do these by the class teacher.

Lessons can be pre recorded but twice daily, the class teacher or TA will speak to all children available as a minimum. Use of 'Loom' to record instructions is strongly encouraged. If these videos are saved then they can be used subsequently for teaching and learning aides for future use.

Senior Leaders at our school will have access to all recorded lessons at all times. Teachers will live record lessons and save these in their class folders Covid 19 area ie:

<https://ldst.sharepoint.com/:f:/s/HighfieldStMatthews-Wigan-3306/EsAz0yyaGoBl0vM9DDqQ98QBilGOwjZumn0vXEPV9tl2fw?e=HrihnJ>

Children will not appear on screen as the only person seen will be the teacher or their screen presentation/ video/ instructions.

Step 5-Marking and feedback

We expect to children to be learning daily and we will have contact with them through their preferred choice. Contact will be made if a child is not online/uploading/returning work for 2 consecutive sessions, or at the end of the first day for individual self isolating pupils.

Where parents have indicated that work may need to be undertaken at alternative times, this will be monitored and 3 times weekly contact will be made and work/ feedback still in place as specified. Parents will need to support their children at an age and developmental level and ensure that they are at all times safe and well. Mental health and Health & Safety are the responsibility of the parent and mechanisms are advertised and in place to support parents with concerns with our Learning Mentor. Teachers will be flexible and consider alternatives with home to best serve the learning of children. Please use this link to our support pages: <https://www.highfieldsaintmatthews.wigan.sch.uk/year-groups/remote-learning>

The class teacher/ TA will chase up completed work on Wednesdays and Thursday in a rigorous and systematic way in order to ensure all work is completed and seen. Messages can be passed on during the end of the Zoom Teaching session for example, or asking children to show their work via the camera 1:1 , or by verbal comments during phone calls etc. These all count as feedback and must be logged on the lesson recording excel sheet as well. The expectation is for 1 piece of each core subject tasks work to receive feedback and a piece of foundation to be fed back each week to all pupils on EITHER email, purple mash, phone call, live via Zoom or email. A logged comment on the recording sheet will be ARE/ National Curriculum /LO focused ie. ***Good use of modal verbs, develop '-ion' spellings***

If work is submitted via email to the teacher it will be returned with feedback in the form of an email with a 'next step/ challenge' comment. Feedback in class will be done 1:1 and logged on the excel recording sheet.

Phase Leaders will monitor Class Weekly Planning Log Sheets on Thursdays from 3.15pm each week and email all staff individually with a comment as to their progress and what needs to be done for 11am on

Friday. Teachers and TAs will then use 10-10.45am on Friday (Assembly and break time) to telephone and discuss feedback with parents/ children and log this. The Excel sheet will be 'signed off' by a Senior Leader for 12pm each Friday.

This is dependent upon the attendance of the teacher at school. During times of a national pandemic this outline or parts of it, may not be possible. We will strive to undertake this procedure to the highest possible standards at all time.

Step 6 – Monitoring Levels of Engagement

In the event of full school/class closure, twice daily checks and registers will be taken. Senior Leaders will also 'drop into' live lessons to take part and communicate to the wider school community. For full school/class/self isolating provision, 'safe and well being' checks will be made by teachers/support staff regularly and these will be logged on CPOMS. We conduct home visits and remote support for those in need. These visits will be also logged on CPOMS. A broader 'School Vulnerable' list has been established (since March 2020) to support those borderline children to ensure no child is overlooked. This will be reviewed in the event of a full school or class closure. We will contact by phone or email (secondary method) and ensure that contact and support is always offered. Rewards, certificates and positive communications are to be used to still support engagement.

Step 7 – Assessing Progress during time of Remote Learning

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Live feedback during lessons- over zoom and interactively
- Individual feedback during lessons/ when contact is made.
- Through the pace of the lesson and via direct questioning/ targeted Questioning
- By using our 5 part lesson and using 'Review and do' (part1) and 'retrieval activities' (ie quizzes – part 2)
- TAs will support feedback and attempt to use pockets of times to direct chn to small interventions/ support sessions
- Feedback via email for work sent in
- Feedback via purple mash
- Feedback for children in school
- how often pupils will receive feedback on their work
- feedback on paper booklets form home- (following quarantine) -or by telephone by the teacher or TA.

Support for Pupils with SEND

We recognise that some pupils, for example pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Feedback over the phone at least 3x weekly- logged and monitored by SENDCO, class teacher, AHT and learning mentor. and via marking paper booklets.
- Our first priority is to have these children in school wherever possible and then as a second preference fully accessing remote learning with our support if the parent/ guardian is adamant that this is not an option. How you work with families to deliver remote education for pupils with SEND
- All SEND children are contacted weekly to ensure they are well and able to work well in a challenging but stimulating way.

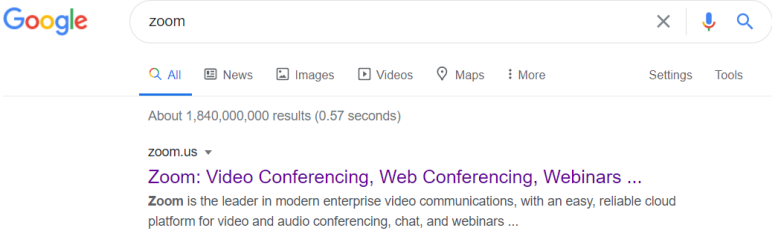
- Teacher and Tas will support in class and in small groups sessions
- Teachers will continue to scaffold/ differentiate
- Personalised program and supported with LOOM video which is easier to access at time when child is in a work frame of mind! Class times and collective sessions still offered. Class timetable of when these can be accessed via Zoom. Work packs and resources like phonics packs, letter and number formation kits set home already.
- Monitored in the same way as we do other areas of the school, 3 times weekly.
- SENCO and leaders will monitor provision of home learning and in class learning

This document has been written in consultation with Senior leaders, Union representatives, teachers and Tas at the school following feedback from parents and will be reviewed shortly with parents once the system is in place and running (Feb 2021)

Appendix 1 – Staff Set Up (Zoom)

1. Google 'Zoom' or open Zoom app on desktop.

Google

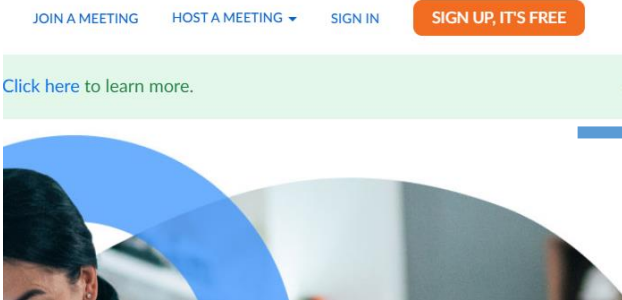


or

App



2. Hit the orange button that says 'Sign up, it's free', then enter your date of birth.

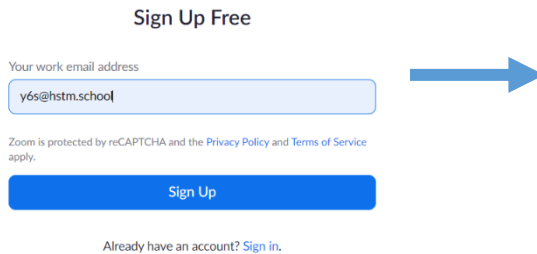


For verification, please confirm your date of birth.

Month Day Year

This data will not be stored

3. Enter your class email eg. Y6s@hstm.school, you then will need to log in to your class email and 'activate the account'



We've sent an email to y6e@hstm.school.
Click the confirmation link in that email to begin using Zoom.

if you did not receive the email,

[Resend another email](#)

4. Then enter your information in the web browser that opens. Tick the boxes for terms and conditions etc.
5. On the next page it will ask to share your zoom account – press 'skip this step'

Welcome to Zoom

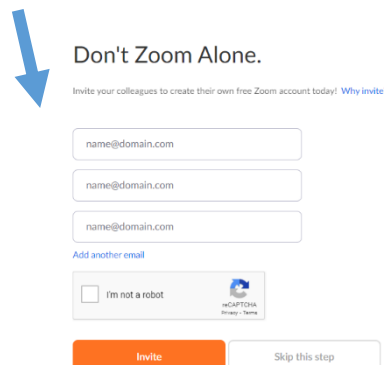
Hi, y6e***@***school. Your account has been successfully created. Please list your name and create a password to continue.

Password must:

- Have at least 8 characters
- Have at least 1 letter (a, b, c...)
- Have at least 1 number (1, 2, 3...)
- Include both uppercase and lowercase characters

Are you signing up on behalf of a primary or secondary (K-12) institution?

Yes No

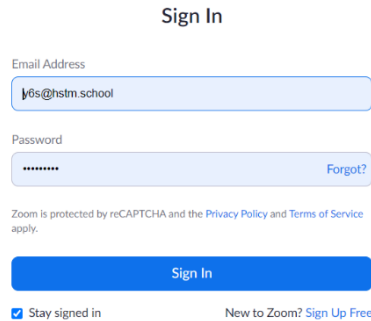


How to start a 'meeting'

1. Click 'sign in', if this doesn't appear it might say 'my account' click on that.

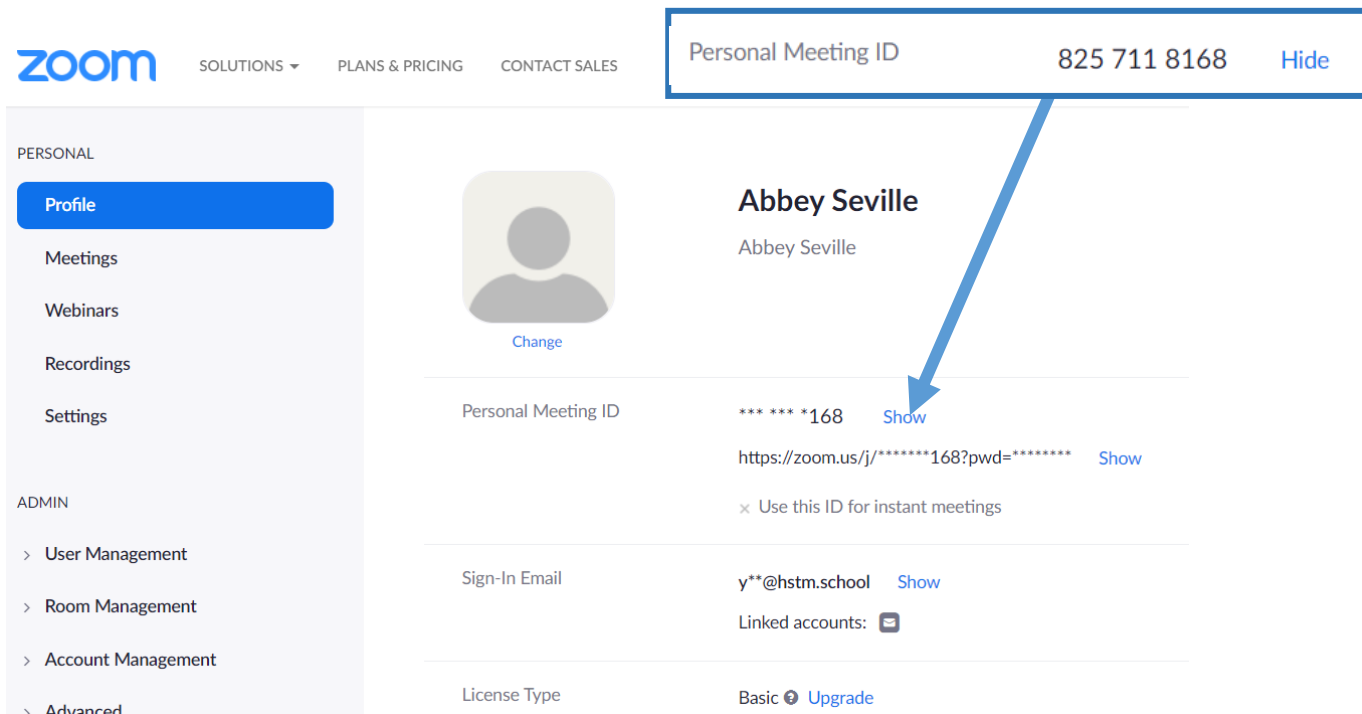


2. Then sign in.



The image shows the Zoom Sign In page. It has a title 'Sign In'. Below it are two input fields: 'Email Address' containing 'j6s@hstm.school' and 'Password' containing '*****'. There is a 'Forgot?' link next to the password field. Below the fields is a blue 'Sign In' button. At the bottom, there is a checked checkbox for 'Stay signed in' and a link for 'New to Zoom? Sign Up Free'.

3. When you sign in the page will look like this...on this page you can see your 'personal meeting ID' you just need to press the 'show' button. Your meeting ID will ALWAYS be the same when YOU host the meeting. Each email account has their own meeting ID. When 'show' is pressed it will give you your full meeting ID. **MAKE A NOTE OF YOUR PERSONAL MEETING ID – EMAIL AS YOUR ID**



The image shows the Zoom user profile page for 'Abbey Seville'. The top navigation bar includes 'zoom', 'SOLUTIONS', 'PLANS & PRICING', and 'CONTACT SALES'. The main content area shows the user's profile with a 'Change' button under the profile picture. Below the profile, there is a section for 'Personal Meeting ID' which displays '*** ** *168' and a 'Show' button. A blue box highlights the 'Personal Meeting ID' and '825 711 8168' with a 'Hide' button. A blue arrow points from this box to the 'Show' button. Below this, the full meeting ID is shown as 'https://zoom.us/j/*****168?pwd=*****' with a 'Show' button. There is also a note: 'x Use this ID for instant meetings'. Other sections include 'Sign-In Email' (y**@hstm.school) with a 'Show' button, 'Linked accounts' (with a social media icon), and 'License Type' (Basic) with an 'Upgrade' button.

4. From here you need to press 'schedule a meeting' from the top right of the screen.



5. Once you've pressed 'schedule a meeting' this page will come up. You can schedule your meetings for the whole week if preferred.

My Meetings > Schedule a Meeting

Schedule a Meeting

Topic

Description (Optional)

When

Duration hr min

Your Zoom Basic plan has a 40-minute time limit on meetings with 3 or more participants. Upgrade now to enjoy unlimited group meetings. [Upgrade Now](#)

Meeting ID Do not show this message again Generate Automatically Personal Meeting ID 825 711 8168

Security Passcode
Only users who have the invite link or passcode can join the meeting

Waiting Room
Only users admitted by the host can join the meeting

Video Host on off

Participant on off

- Meeting Options
- Allow participants to join anytime
 - Mute participants upon entry
 - Automatically record meeting on the local computer
 - Approve or block entry to users from specific regions/countries

You can give your meeting any name but remember the children will be able to see the name of the meeting. So perhaps call in 'Blue Group Maths'

Description - You could write something along the lines of 'Make sure you have your pencil and paper ready.'

Date and time – self explanatory

Duration – SET as 30 mins.

IMPORTANT

IMPORTANT
CHANGE PASSCODE TO: Highfield

IMPORTANT - TICK THE BOX THAT SAYS WAITING ROOM – this means you have control of who enters the meeting

Here you have the option to turn off the participants video meaning that they will only be able to see you, not each other. This could be useful during story time at the end of the day.

Tick the first and second boxes, 'allow participants to join anytime' and 'mute participants upon entry'

PRESS SAVE

DURING A ZOOM MEETING

1. When you start your meeting, press the blue button that says 'join with computer audio'. This is giving zoom access to your computer microphone.

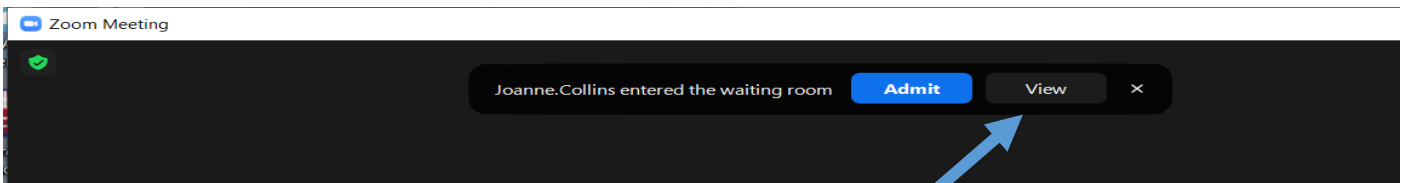
Join Audio

Join with Computer Audio

Test Speaker and Microphone

Automatically join audio by computer when joining a meeting

2. When children start to enter the lesson, they will appear at the top of your screen like this.



3. To make things easier, don't admit them straight away. Otherwise, you will have them coming in in dribs and drabs, so instead click view.
4. When you have clicked view, a white sidebar will appear at the side of your screen, which will allow you to 'admit all' which will allow the children into the room at the same time.

Waiting Room (2) ▾

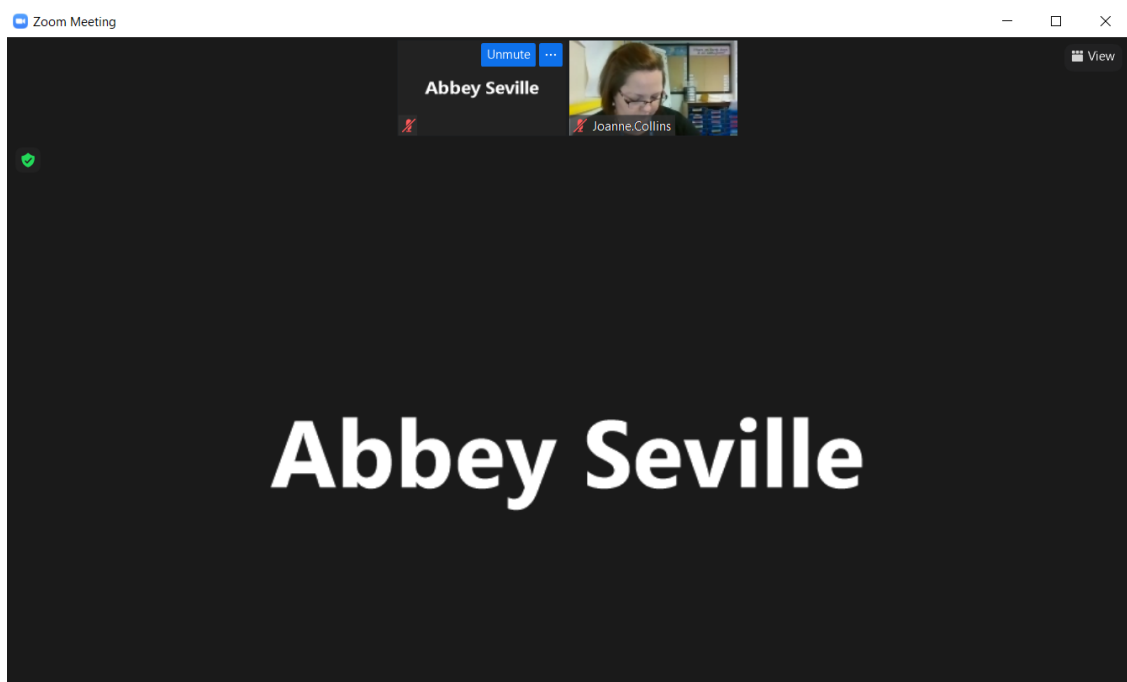
Message

Admit all

J Joanne.Collins

Y Y6E

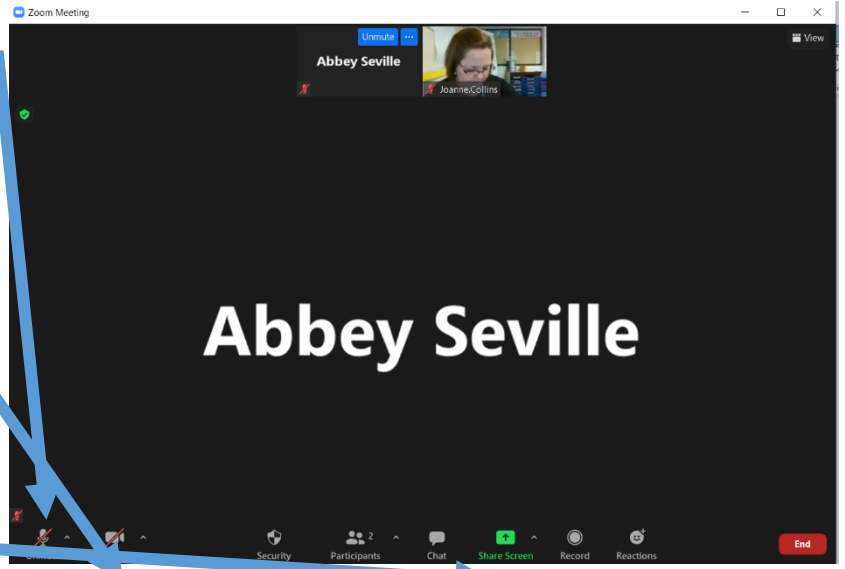
5. When everyone has loaded you can start your lesson. Your screen may look like this...



6. To **mute/unmute yourself** press the microphone in the bottom left corner.

To **share or stop sharing your video** press the video camera button.

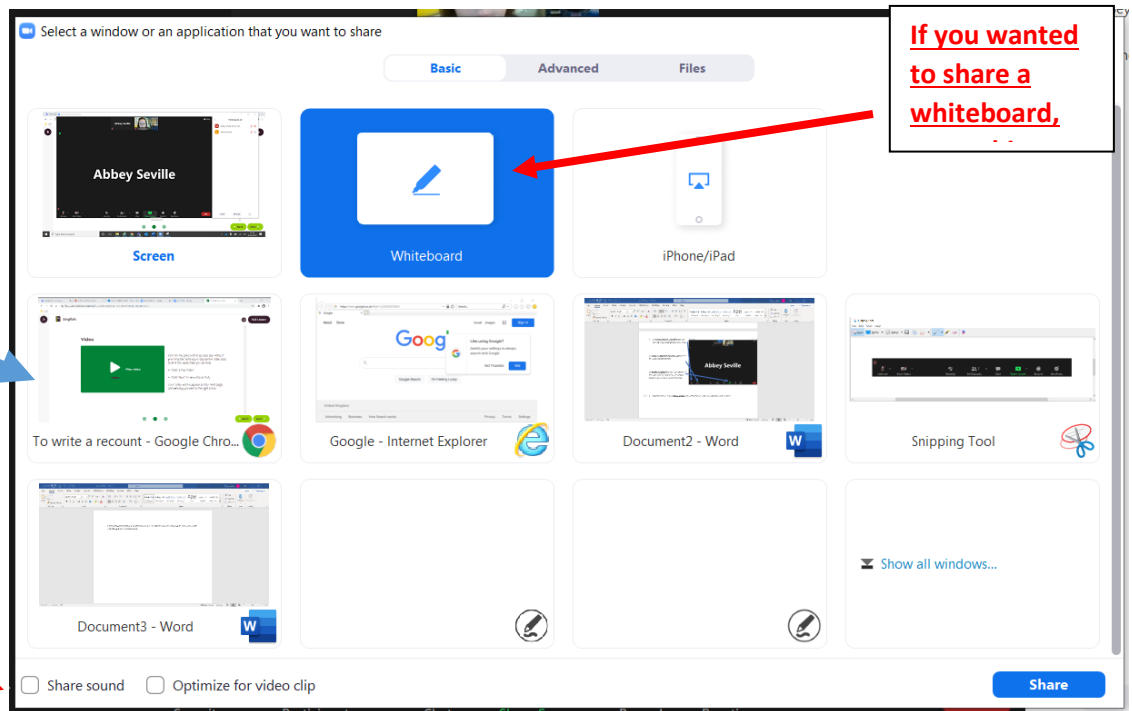
To **SHARE SCREEN** hover at the bottom of the video and an option bar will appear. Press the green 'share screen' button.



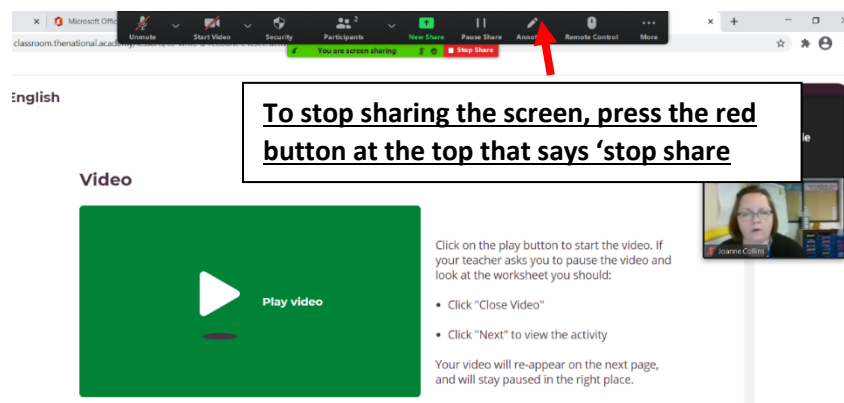
7. Once you have clicked '**share screen**' this will come up. Click the page you want to share.

For example an Oak Academy video

IMPORTANT – TICK THE BOX IN BOTTOM LEFT THAT SAYS SHARE SOUND. THIS ENABLES THE SOUND ON VIDEOS TO WORK ON THE CHILD'S SCREEN



8. You are then able to share whatever you want them to see.



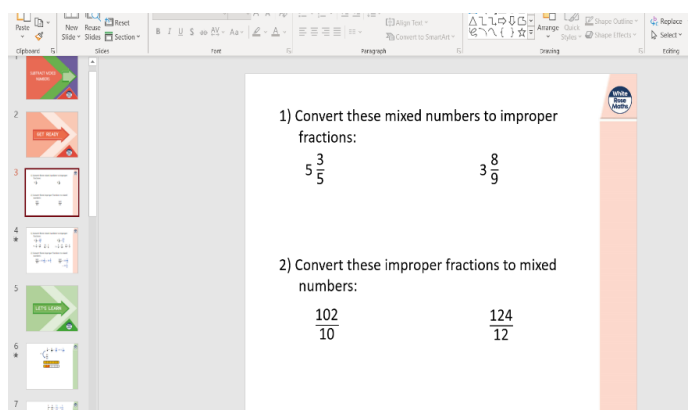
Appendix 1b – Maths Zoom Guidance

If you log into your WhiteRose account and click premium resources, you should be familiar with this screen below.



By clicking this button, you can download the teaching slides that Whiterose use when recording their home learning videos.

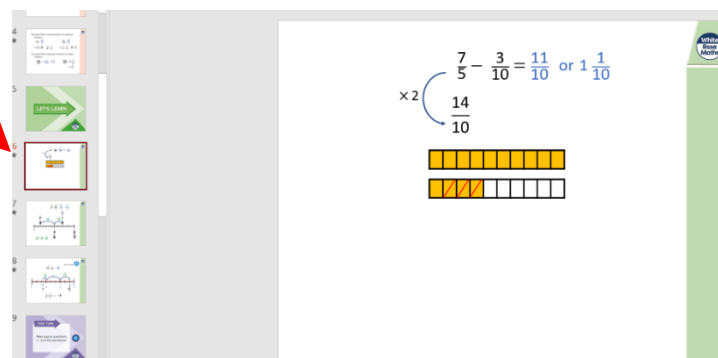
Slide 3 is usually a recap of last lesson or a previous lesson in the topic. This is perfect for the **review and do** section of the lesson. Children can have a go, then the answers are on slide 4 for children to self assess.



Slide 6 is an animated slide which goes through the concept step by step – usually with pictorial representations. This can be used as your **Hook**.

(For **Share and learn** you may ask the children to explain their working out/thinking/answers by unmuting them in the conversation.)

Slide 7 normally shows the same question but with different representations or with slight variation – This fits perfectly with our **refining techniques** part of the lesson.



The rest of the PowerPoint then goes different types of questions relating to the L.O.

This could be delivered like a ping – pong style lesson (you go-they go-you go-they go.)

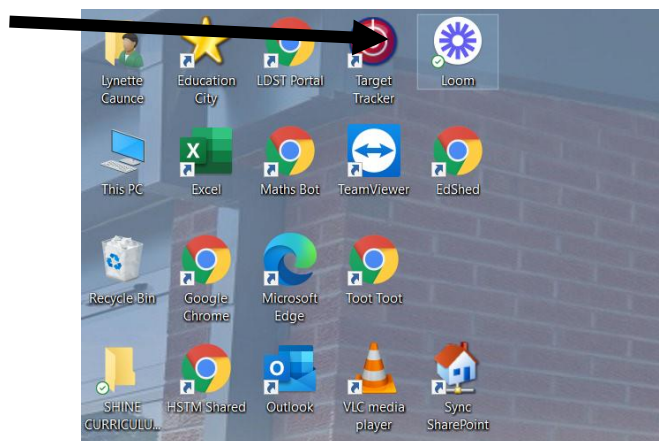
Independent practise would then be the children completing the worksheet that accompanies the lesson, once the Zoom chat has been closed.

I am going to use the PowerPoint to pitch at my **Yellow** group. To differentiate for **Blue**, I will add in additional fluency style questions from classroom secrets etc.

Appendix 1c – Loom Guidance

Recording on Loom from a computer

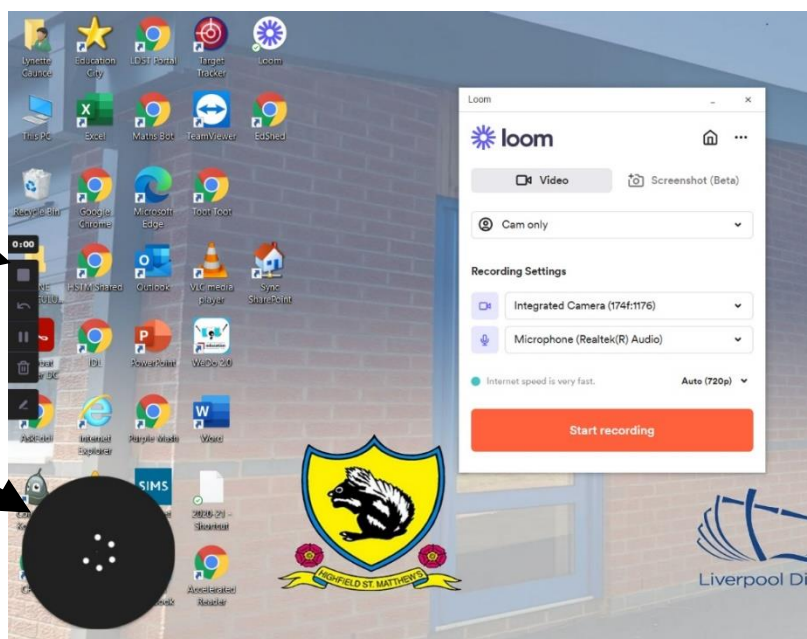
1. On your desktop you should have an icon called LOOM. Double click on this too open the app.



2. Your screen will now look like this.

This is your tool bar for stopping/pausing/deleting you video when you are recording.

This is your camera. Do not worry if you can not see yourself here, it will still record you.



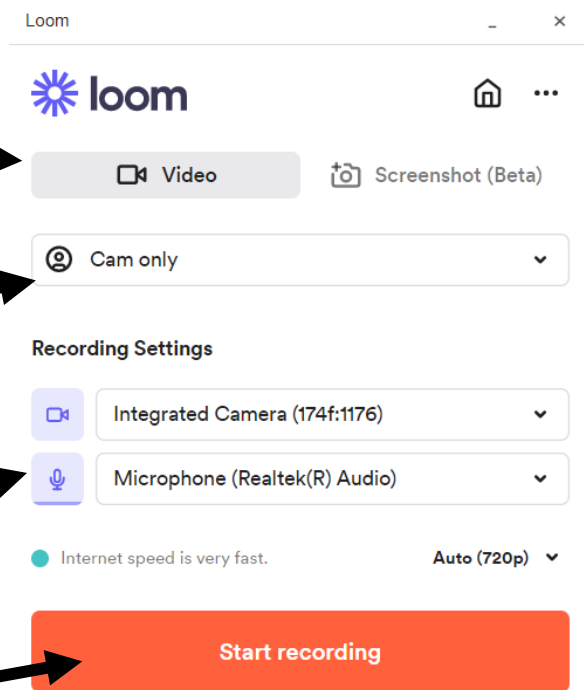
3.

1. Make sure you have selected video. (This is usually done automatically.)

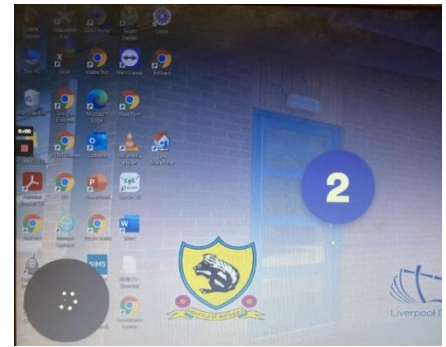
2. From the drop down box, select cam only unless you have to share your screen. Click the arrow for the drop down menu.

3. These options should already be correct. Make sure you have Integrated Camera and Microphone (Realtek(R) Audio) selected.

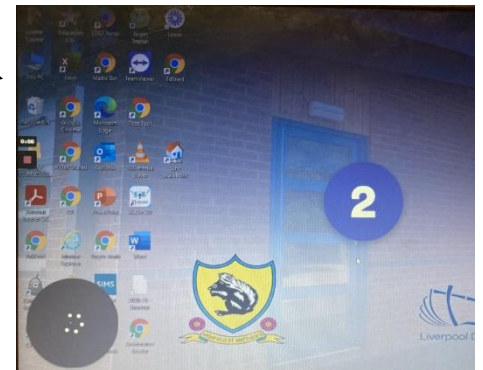
4. Click 'Start Recording.'



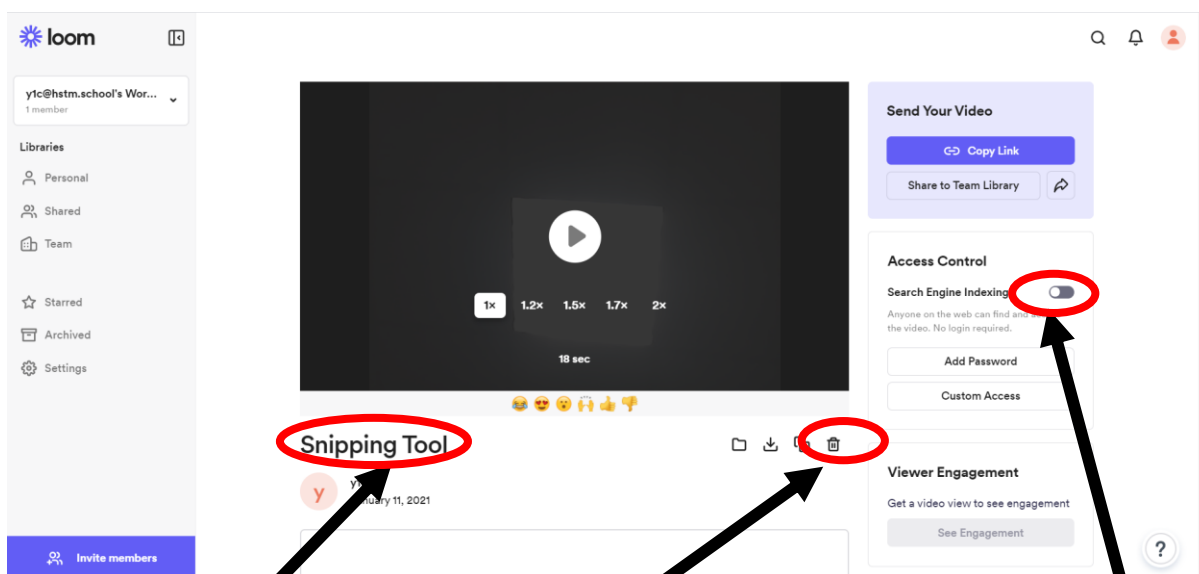
4. When you have clicked start recording, you will see a countdown from 3. When the countdown is up, you will hear a beep and this means that your video has started to record.



5. On the left-hand side of the screen, you will notice that the stop button has turned red. Press this button when you have finished your video.



6. When you press the stop recording button your computer will automatically be taken to your workspace:



You can change the name of your video by clicking on the writing underneath, deleting it and typing something else.

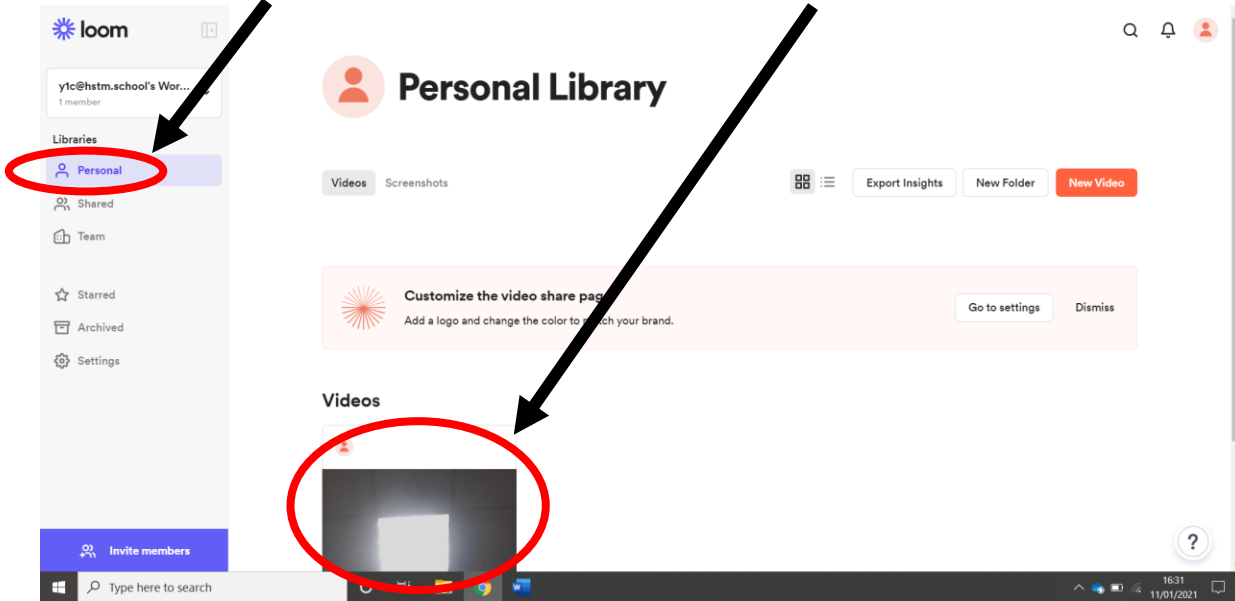
You may also wish to delete your video by pressing the delete button.

****IMPORTANT****
Make sure this is turned off (the slider should be on the left.) This will stop any random person being able to view the videos.

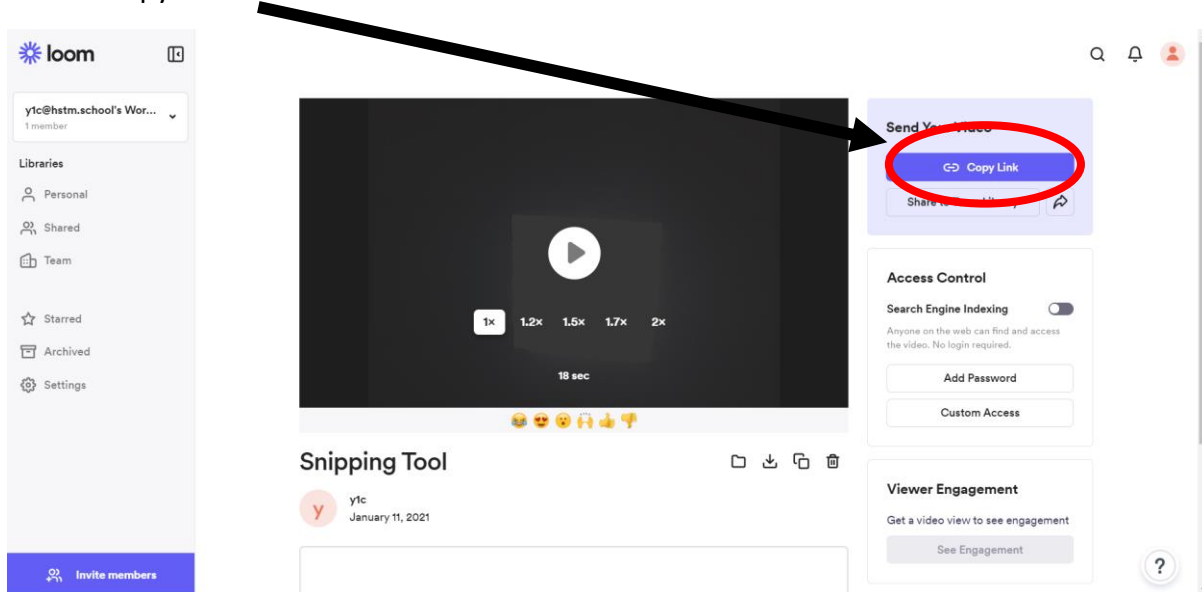
You do not need to save a video, that is done automatically.

Sharing a video with parents from a computer

1. Go to your personal library and click on the video which you want to share.

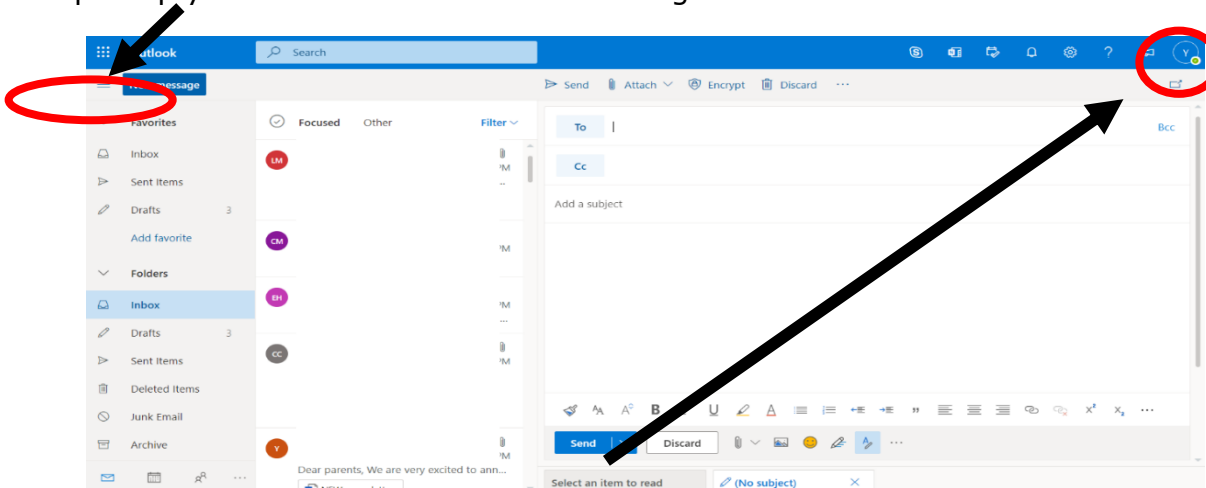


2. Click Copy link.



This will add the link for your video to your computer's clipboard.

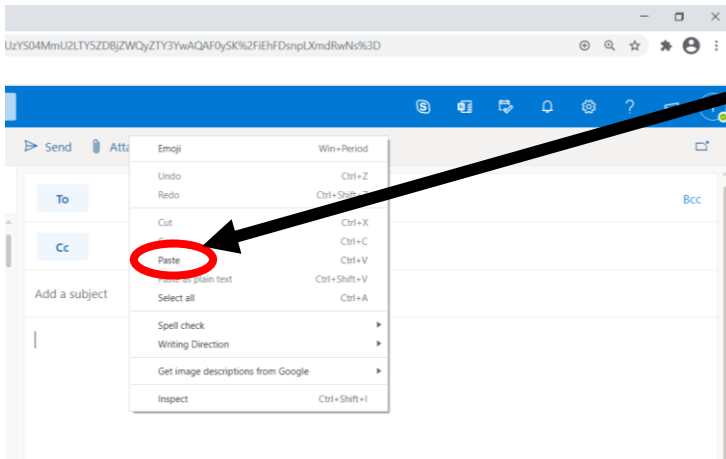
3. Open up your emails and click new message.



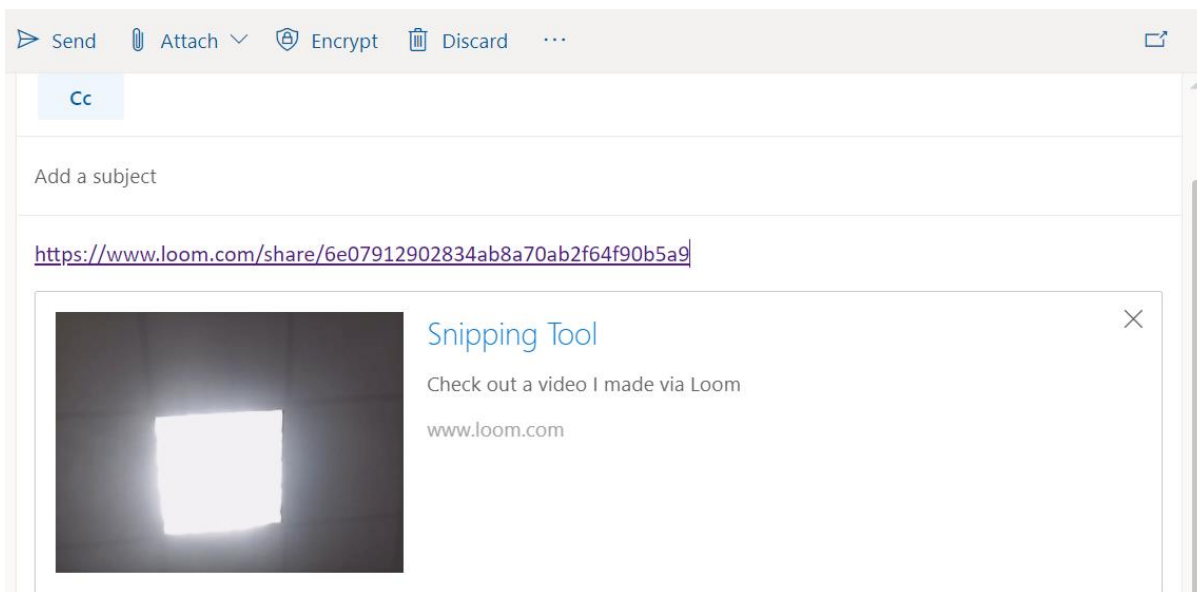
****IMPORTANT****

When sending an email to more than one parent you **MUST** type their emails into the Bcc section. You can do this by clicking Bcc at the top right and side of a new email. You should put your class email in the To: section.

4. Right click in the box where you would usually type an email and click paste.



5. The link will appear here. If you have added a password to your video make sure you include this in your email. In the email you may want to give a brief description of what the video is.



Recording on Loom from an iPad

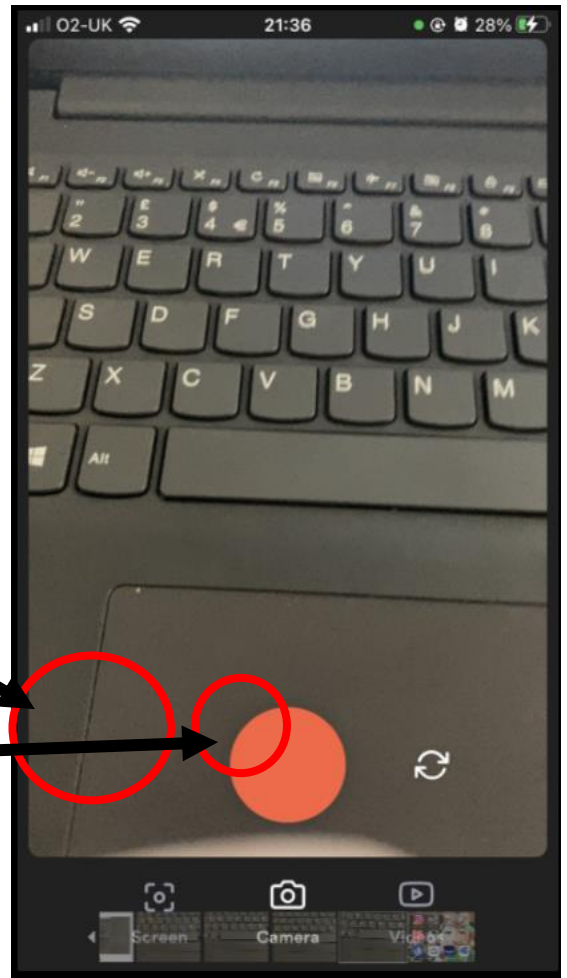
1. Click on the app on the home screen.



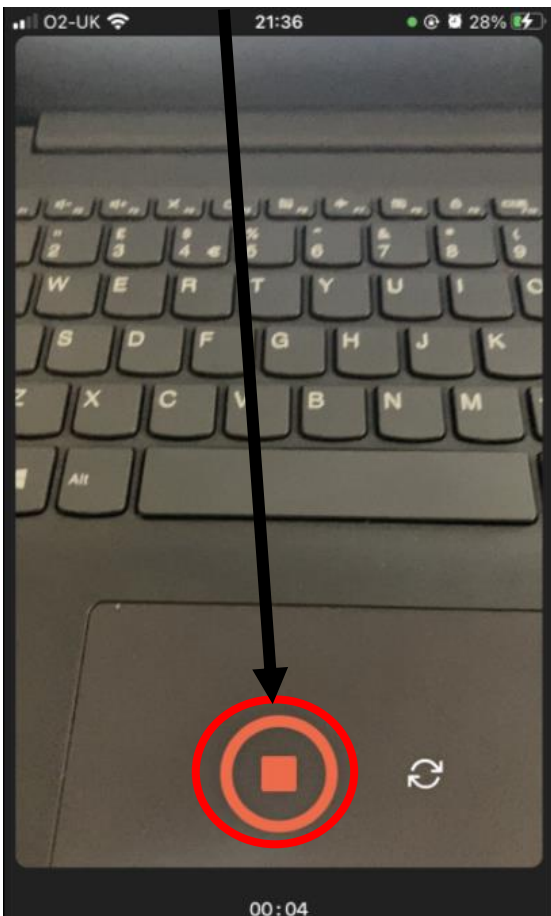
2. It will open up the app and you will see this screen.

Click the big red button to start a recording. Just like on a computer, it will give you a 3 second countdown.

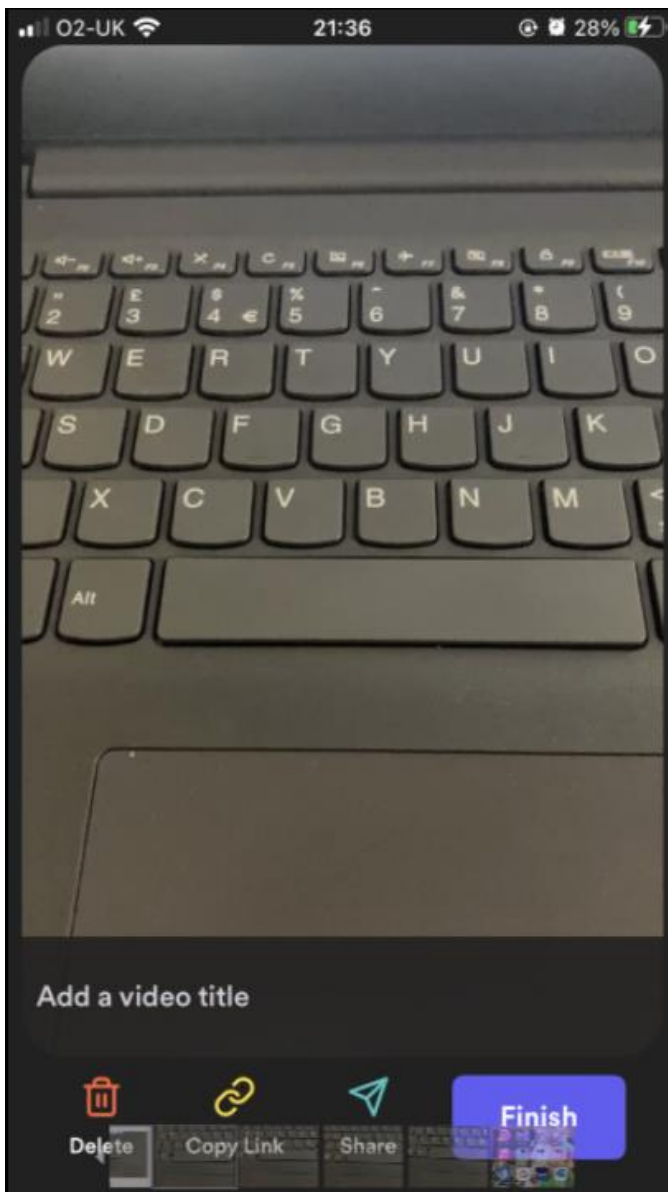
This button can be used to alternate between the front and back camera.



3. To stop recording press:



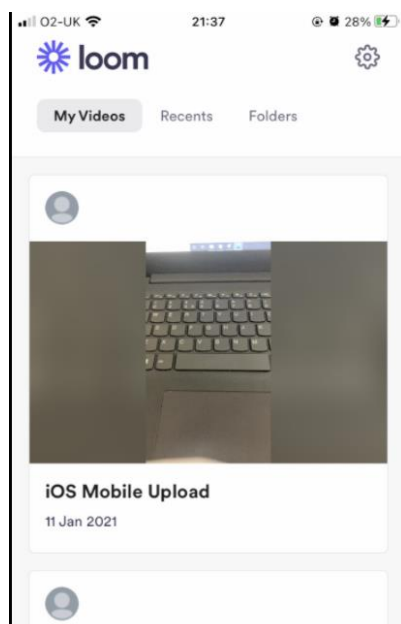
4. Once you have stopped recording, you will be given 4 options at the bottom of the screen:



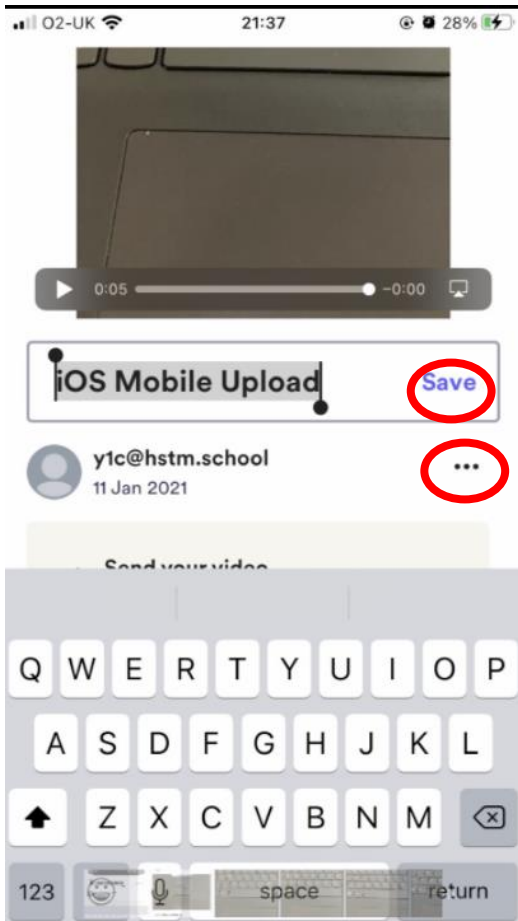
Options:

1. Delete
2. Copy link – this can be used to copy the video link directly into an email.)
3. Share (you won't need to use this one)
4. Finish – when you press finish, you will be taken to your video workspace.

5. Video workspace



Click on your video.

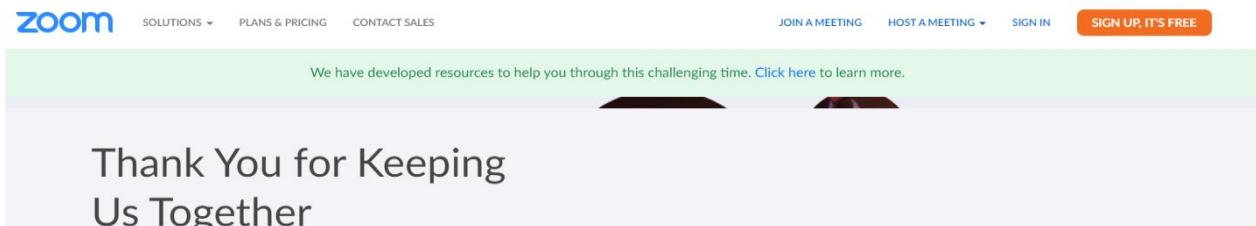


Click the three dots and you will be able to edit the name or the video and then press save.

Appendix 2 – Zoom Parent Guide



- Search Zoom on the internet or open the app if you already have it installed.



- Select the option to [JOIN A MEETING](#)

Join a Meeting

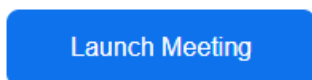
Meeting ID or Personal Link Name

Join

- Enter the 10 digit meeting ID number that will be on your child's timetable.

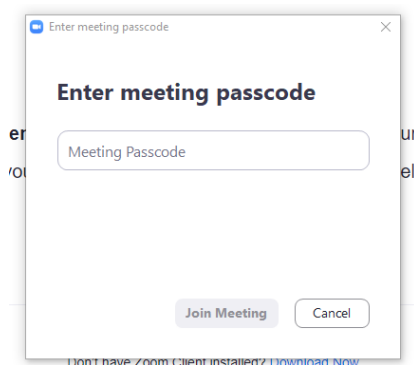
Click **Open Zoom Meetings** on the dialog shown by your browser

If you don't see a dialog, click **Launch Meeting** below



- You will then be asked to [LAUNCH MEETING](#)

- Enter the password that you have on the timetable.
- Your teacher will then allow you into the meeting.
- We ask that you ensure your child's microphone is off.
- The Zoom meeting will last approximately 30 mins.
- If your child needs extra assistance after the lesson, they can contact the teacher through the Purple Mash '2email' function or the class email address.



Thank you for your support

Appendix 3 – User Agreement

Parental Sign Up Agreement – Your child is unable to enter the zoom online learning until this form has been returned. Please return to the class teacher email address :

XXXXXXXXXX

- I give permission for my child(ren) to interact with the classroom teacher/headteacher(s) using the ‘Zoom’ (cloud meetings) app, including permission to communicate using microphone and camera.
- I understand that by giving permission, ‘meetings’ will be occasional – by invitation only - and that ‘attendance’ will be sought only by my child’s/children’s year group teachers using the year groups email addresses.
- Should you or your child(ren) be invited to meet by an individual or organisation not using said address format, the invitation would be reported to the Designated Safeguarding Lead (Mr Lovgreen) immediately as a potential safeguarding issue in accordance with Highfield St Matthew’s Safeguarding and E-Safety Policies.
- I understand that my child(ren) will only be invited to meet between the hours on 9am and 4pm, Monday to Friday during term time.
- I understand that teachers should not be invited to meet on Zoom by parents.
- I understand that Students under the age of 18 should not go to www.zoom.us or any other website or app store to download the app or create an account because:
 - (i) they should only be joining Zoom meeting sessions as participants (not separate account holders) through the School Subscriber’s (teacher) account;
 - (ii) minors are not permitted to create an account per Zoom’s Terms of Service.
- I understand that Videoing live lessons or taking photographs (or any form of capturing the activity and session) is strictly not permitted. School reserves the right to pursue any examples of this with the relevant authorities and will deem it a most serious breach of the school’s behaviour policy.
- I understand that as parent or guardian, I am responsible for supervising the suitability of my child’s/children’s online access, communication and the ‘home’ setting (wherever distance learning is taking place outside of school). This includes ensuring children have a quiet, safe space from which to meet (in an appropriate room), are wearing appropriate clothing, and that there are no age-inappropriate or unlicensed background noises visuals or moving images. I understand that only my child(ren) will join the meeting, and that adults and other children will not be permitted to partake without prior agreement by all parties. Parents are encouraged to supervise (but not appear on screen). Each meeting will end at the teacher’s discretion.
- I understand that classroom teachers will approach Zoom meetings as being an extension of the classroom learning environment. As such, classroom and school expectations, procedures, policies, and rules will be adhered to as normal - by teachers and children alike. Teachers will facilitate and lead all meetings and will follow Highfield St Matthew’s behaviour policy and classroom rules.
- I give permission for my child(ren) to experience and access learning resources, as deemed suitable and appropriate by the classroom teacher in the normal, recognised classroom learning environment.

By signing and returning this form, I confirm I have read, understood and agree to the above, and that I confirm my consent to my child(ren) using Zoom as outlined.

Please return this page of the letter to the class email (highlighted on the first page of the letter) before your child’s first zoom lesson.

Child’s Name

Class.....

Parent/Carer sign

Date

Appendix 4: Full School/Class Closure Checklist document

Phase	Success Criteria	Details/ notes
<p>1</p> <p>Start up</p>	<ul style="list-style-type: none"> • Parents know systems for accessing work for their child by letter and text • School system in place to facilitate this • All class teachers have log of methods of receiving learning (Class Weekly Log Sheet) • Teachers and TAs have access to apps and systems • All children have work via work booklet which is communicated to parents • Booklets clearly show: Year, Colour of 'band/ differentiation', week beginning, second page to show work set grid. 	
<p>2</p> <p>Set up</p>	<ul style="list-style-type: none"> • Teachers and TAs able to use apps and systems • Parents given timetable of learning and date from when this will be in place • English and Maths Subject Leads ensure staff know how lessons should be set up and structured • Handbook updated by ICT lead to collate relevant technical guidance, agreed by Curriculum Leader • Foundation Subject Leaders support colleagues to focus on their subjects going forward for that unit/ half term. List the key skills/ knowledge from the National Curriculum. • Knowledge Organisers will be sent home with clear message as to how these are to be used and learned for homework with quizzes in lessons still used to support learning • Teachers and TAs supported with ICT needs • Feedback process notified to all in school and at home and logged on weekly feedback sheet 	
<p>3</p> <p>Facilitate internally</p>	<ul style="list-style-type: none"> • Invite to 2/3 'open' zoom assemblies, meetings with parents • Notify parents a date for starting full timetable 	

	<ul style="list-style-type: none"> • Cohorts zoom each others classes for lessons to release staff for (see below) • All parents are spoken to by teacher / TA as a drop in. All parents understand process going forwards. Check on how learning is going, email and supportive voice. 	
4 Facilitate Externally	<ul style="list-style-type: none"> • Remote learning occurs • All staff use and facilitate the success of this • Marking and feedback recorded on weekly log sheets- ie 1 x weekly maths, English and 1 foundation comment fed back by zoom, email, phone, purple mash etc . All briefly logged on weekly log sheet for Thursday 3.15pm each week. • Parents notified of a meeting online for HT/DHT to listen to needs and discuss after 10 days to 2 weeks • Phase Leaders track (Thursday 3pm/ Fri am) to ensure all in place for Fri at 12pm. • Teachers use 10-1045 – assembly and break to call in person as needed • Learning Mentor finalises and adds Vulnerable children onto weekly class logs 	
5 Review	<ul style="list-style-type: none"> • After 1-2 weeks zoom held with HT/DHT • Review with SLT via feedback from staff- starting point is always best quality provision and education for children. 	

Appendix 5: Lesson outline for booklet

Foundation subjects set up in booklets- Ideally on 1 page with a page of resources etc if needed behind- sent as a 5 part lesson

Subject/ Day/ Zoom code

LO and date

1. Feedback/
challenge
2. Knowledge
retrieval
3. Hook/ intro
(word mat)
support
4. Guided/
getting them
started/
instructions
etc

5.- blank and will be done in the lesson

Work for the lesson

Appendix 6: Weekly ‘Work outline grid’ (example)

Class:	<u>Brief details but must include all LOs</u>	<u>Expected Outcome/</u>
Week:	Eg. 1) multiplying HTO x TO (blue TOx O and HTO x O)	1. <u>To complete WRM Q1-9</u>
• 5x maths lessons		
• 5x reading activities		
• 5x writing opportunities		
• Spellings to learn		
• Times tables to learn		
• 1Hr Humanities		
• 1Hr DT		
• 1HR Science		
• PSHCE		
• RE		
• Purple mash Activities		

We will feedback to you in the following way- as long as staffing allows

We cannot feedback on all work but we will try to do it as much as we can.

1) Try to call and speak to your child (or parent) at least once a week to explain feedback on some of the work you send us.

And we will also....

2) Contact you by email when you send work to us with feedback

3) Contact you by Purple Mash when you send work to us that way.

HOW TO SEND US YOUR COMPLETED WORK:

- Please return work to us with your child’s name so we know who to reply to if it is by email...this can be a clear photo of the work or by a word document etc. **Email to**
- Please leave completed workbooks at the office with the front page completed by 3pm each Friday in the tray provided
 - Please return work by uploading to your purple mash account

Appendix 7 - Staff procedure - Remote Learning procedure for a self isolating pupil

Office staff – take call informing of a positive case. During the telephone call office staff MUST establish the following:

Scenario A: Pupil is well enough to receive home learning – see below

Scenario B: Pupil is not well enough to receive home learning/other exceptional circumstances (to be agreed by SLT). In this scenario, office staff MUST call home every 2 days to establish if the above scenario is now applicable. COVID spreadsheet to be updated each time a call is made home.

Well enough for home learning:

1. Office staff complete COVID spreadsheet and inform Learning Mentor of child needing home learning
2. Learning mentor to contact family to establish online learning equipment available at home i.e. laptop/computer/tablet, wifi access, logins/passwords, space to work, workbooks, writing equipment, etc.
Where sufficient online learning equipment is not available, the Learning Mentor will work with the class teacher and Senior Leaders to make provision available by loaning laptops, wifi dongles/sending home pens/pencils/workbooks.
3. Learning Mentor to notify Class Teacher and Phase Leader that a child needs to access remote learning and update COVID spreadsheet accordingly
4. Class teacher will set work from the first day of being notified by uploading work to Purple Mash in line with expectations set out in the Remote Learning Policy, and monitor pupil's work /provide feedback on a daily basis
5. Assistant Head will check provision and uptake of work every 3 days, intervening where necessary
6. Learning Mentor will telephone home every week as a point of contact and log contact on CPOMS