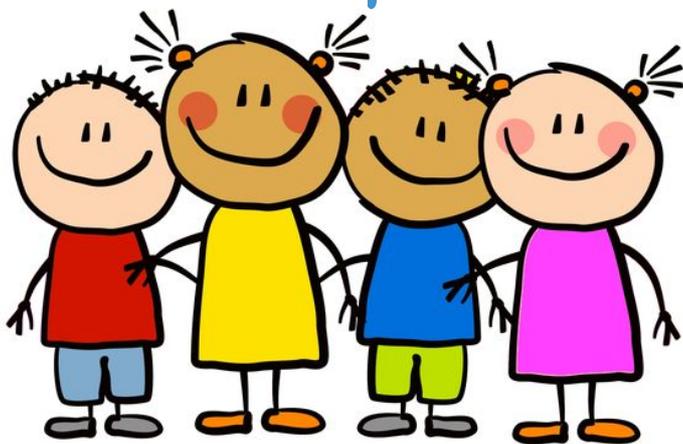




Covid-19: A guide to school from March onwards

Date: updated on 23.03.21

We're a happy and healthy place to learn



...and a *safe* place, too.

In the Autumn, across all the Sphere Federation schools, we had really low numbers of Covid-19 cases and just a couple of bubbles bursting.

That's thanks to us all respecting restrictions and being careful to follow sensible safety measures: social distancing, washing hands, not mixing with other families at home or bubbles at school.

There are five sections to this guide:

Section 1	Key information: the facts you need to know	pages 2 – 3	important for everyone
Section 2	Staying safe: a happy and healthy and safe place to learn	pages 4 – 6	important for everyone
Section 3	Teaching and learning: how we'll adapt our curriculum	pages 7 – 8	useful to help you support your child's learning
Section 4	Home learning: in case your child needs to stay at home	pages 9 – 14	important, but only if your child can't attend school
Section 5	Policies: relating to school and home	pages 15 – 23	information about home-school communications, online safety and behaviour

Things in this guide are subject to change as the government updates guidance and as we evaluate how things go.

1. Key information: the facts you need to know



Start and end of the school day

It's still important to reduce 'people traffic' around school at the start and end of the school day by staggering the start and end times.

class	teacher	drop-off time	Monday pick-up time	pick-up time (rest of the week)
Sunshine* 1,2V 3,4E 5,6S	Miss Parling Mrs Latham Mrs McCormick Mrs Hogarth	8.30am	2.10pm	3.10pm
2C 3,4N 5,6B	Mr Gathercole Mrs Wadsworth Mr Freeman	8.40am	2.20pm	3.20pm
Rainbow* 1KN 3,4O 5,6M	Mrs Allen-Kelly / Mrs Wilkins Miss Lowry / Mrs Lake Mr Catherall Mr Lindsay	8.50am	2.30pm	3.30pm

We know this might be tricky for families with siblings. Where there's only a 10 minute gap between siblings, it would help enormously if families can keep to the class times.

If this isn't possible or there is a 20 minutes gap, families should drop off at the earlier time, taking the child whose class starts first. Alternatively, take the youngest child to the classroom door and allow the older child to head into school on their own. For example,

For a family with a child in Y1/2V (start time 8.30am) and a child in Y5/6M (start time 8.50):

If dropping off siblings at the same time, drop-off both children at 8.30am and pick-up both children at 3.10pm (2.10pm Mondays).

Class teachers know which siblings to expect if children arrive earlier than their allocated class time.

Other things you can do to help

- Please be punctual. This will help us to keep our community safe by reducing congestion.
- Use the one-way system that's in place (when you're with your child, use the bigger gates; when you're on your own, use the smaller gate)
- If you're waiting in the playground, please ensure your child stands with you and doesn't mix with other children who may be in a different bubble. Children mixing across bubbles undermines our risk assessment.
- Where possible, just one adult should come into the playground – this reduces the number of adults on site.
- Please leave the school site immediately after dropping off or picking up.
- Avoid congregating in the playground and always [keep at least 2 metres](#) from other families.
- Avoid coming into the school building where necessary; if you need to visit the office, only enter if there's nobody waiting.
- Please wear a mask when you're at school unless there's a health reason for you not to do so.

Senior leaders will be in the playground and will speak with you about things we feel may compromise the risk assessment. These are uncomfortable conversations for staff and families; please do all you can to support us.

School uniform

As in the Autumn term, your child should wear their usual school uniform.

Please make sure your child is wearing enough layers to stay warm indoors because windows and doors will be open more than they normally would.

Clean top layers can help stop the spread of the virus (an alternative is to rotate the top layers every three days).

On the days your child has PE, they should come to school in their PE kit. (Track-suit bottoms instead of shorts would be good on colder days.)

Read about our uniform policy:

<https://spherefed.wpengine.com/scholes-elmet/wp-content/uploads/sites/3/2020/07/Uniform-2020-Sc.pdf>

Lunch and refreshments

If your child has a school dinner, there'll be two options. Both of these will be served as a takeaway-style meal. We'll keep reviewing this: we'll offer a regular menu as soon as we can.

Other children should bring a packed lunch.

If your child has milk, this will still be provided.

Your child must bring water in their own water bottle, taken home each day.

Your child might want to bring some fruit for a mid-morning snack.

Out of school club and other provision after school

Out of school club

The Scholes out of school club will re-open on Monday 08 March and will work alongside our new timings. For further information, please contact Lindsey Goodwin at scholesoosc@outlook.com

After-school clubs

We're hoping to get some outdoor clubs up-and-running in the Summer Term.

External providers

If you use external providers for childcare, or your child attends clubs after school, government guidance is that it might help to stop the spread of the coronavirus if you limit these in a reasonable way:

'parents and carers... should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing.'

Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak (Department for Education, 23 February 2021)

Things to bring to school

We're continuing to limit the number of things that children bring in to school. Your child should bring only:

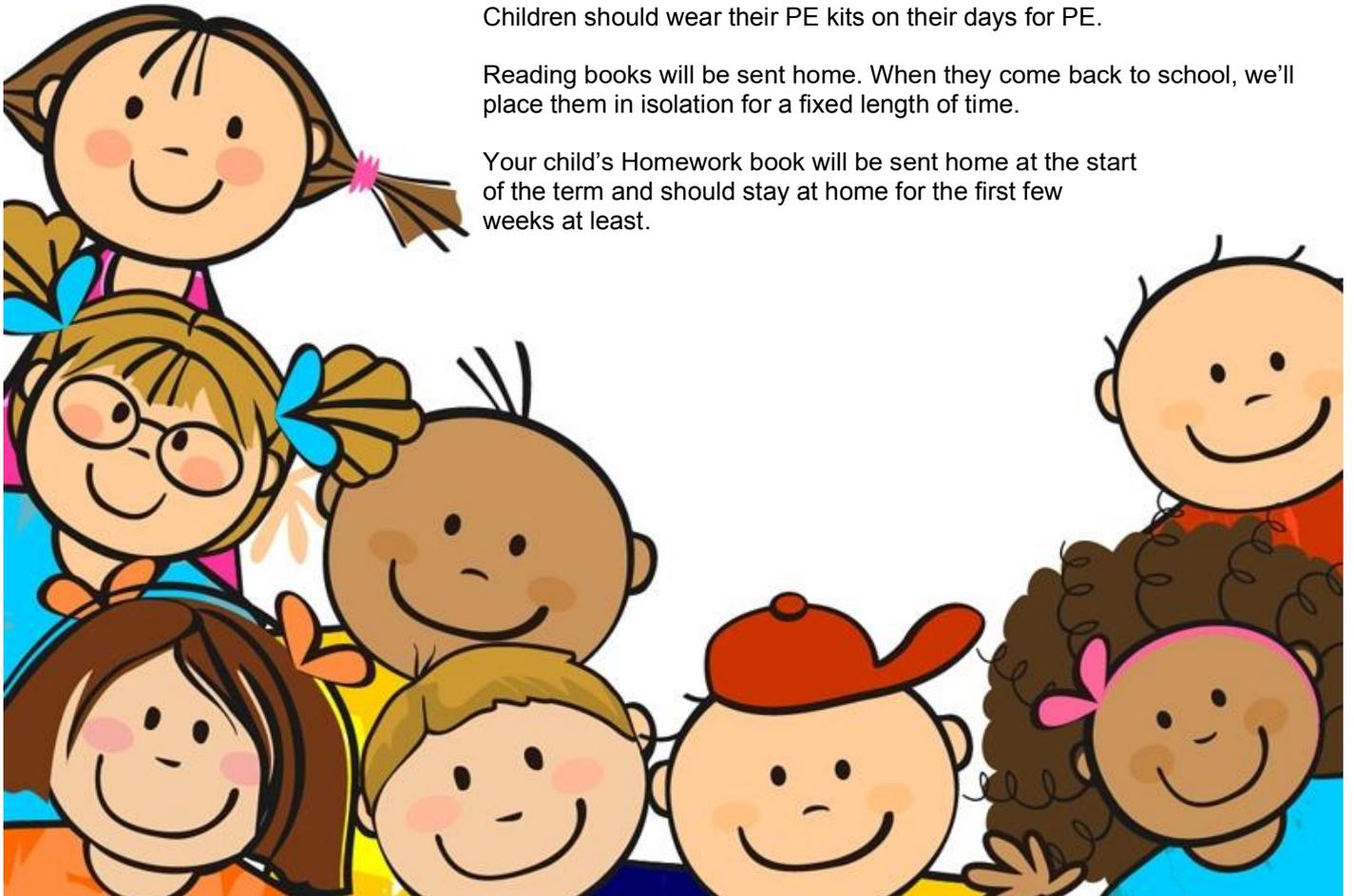
- a small school bag
- a filled water bottle, big enough to last the day
- jacket
- lunch box (if they're not having a school dinner)
- fruit, as a mid-morning snack
- hand cream (optional, but this could be really useful)
- sun hat when appropriate

In warm weather, we'd prefer all-day sun cream to be applied before school. If this is a problem, children can bring sun cream that can then be left at school.

Children should wear their PE kits on their days for PE.

Reading books will be sent home. When they come back to school, we'll place them in isolation for a fixed length of time.

Your child's Homework book will be sent home at the start of the term and should stay at home for the first few weeks at least.



2. Staying safe: a happy and healthy and safe place to learn

Our priorities

Our ultimate priority is to continue to be a happy and healthy and safe place to learn.

To help with this, we closely use Leeds City Council's risk assessment – a comprehensive checklist of things for school leaders to consider. There are well over 300 points, covering obvious things such as cleaning and pupil wellbeing, but there are other things to consider too, like contractors visiting school, deciding what resources can be shared safely, and working alongside our catering agency.

We continue to be confident that we've considered everything closely and carefully, making our school as safe as it possibly can be.

Minimising contact and mixing

Children in classes will operate as much as possible as a 'bubble'. Sometimes, the bubble will mix with some others, but we'll only do this if it's really useful in terms of teaching and learning.

Children and adults from one bubble will not often mix with those from another. If / when they do, it will be to maximise good teaching and learning opportunities.

The adults who work in the class will nearly always be the same. When the adult is different, we'll have a record of any other bubble they've worked in so we can operate our own tracing, a bit like the NHS 'Test and Trace' system.

It's really important that we hold the most up to date medical information for your child. If anything has changed that you think we don't already know about, please let us know as soon as possible.

Frequent hand washing / sanitising

Children will be expected to continue to wash or sanitise their hands frequently, including on arrival at school; before and after playtimes and lunch times; and after using tissues. Your child can bring hand cream to school to combat dryness.

Ventilation

[Air circulation is increasingly believed to be an effective way to help stop the spread of the virus.](#) This means windows and doors in school will be open more than they normally would.

Please make sure your child is wearing enough layers to stay warm indoors.

Catch it, bin it, kill it

For a long time now, we've encouraged children to use the 'vampire method' if they cough or sneeze. For years, one of our weekly Living and Learning statements has been 'I cover my mouth when I cough, sneeze or yawn'. This means our children should be in good position to go one step further with their hygiene by using a disposable tissue and binning it straight away.

Covid-19 tests

Households with children of school age can get two rapid Covid-19 tests per person per week. [Find out how to order tests for you and your family.](#)

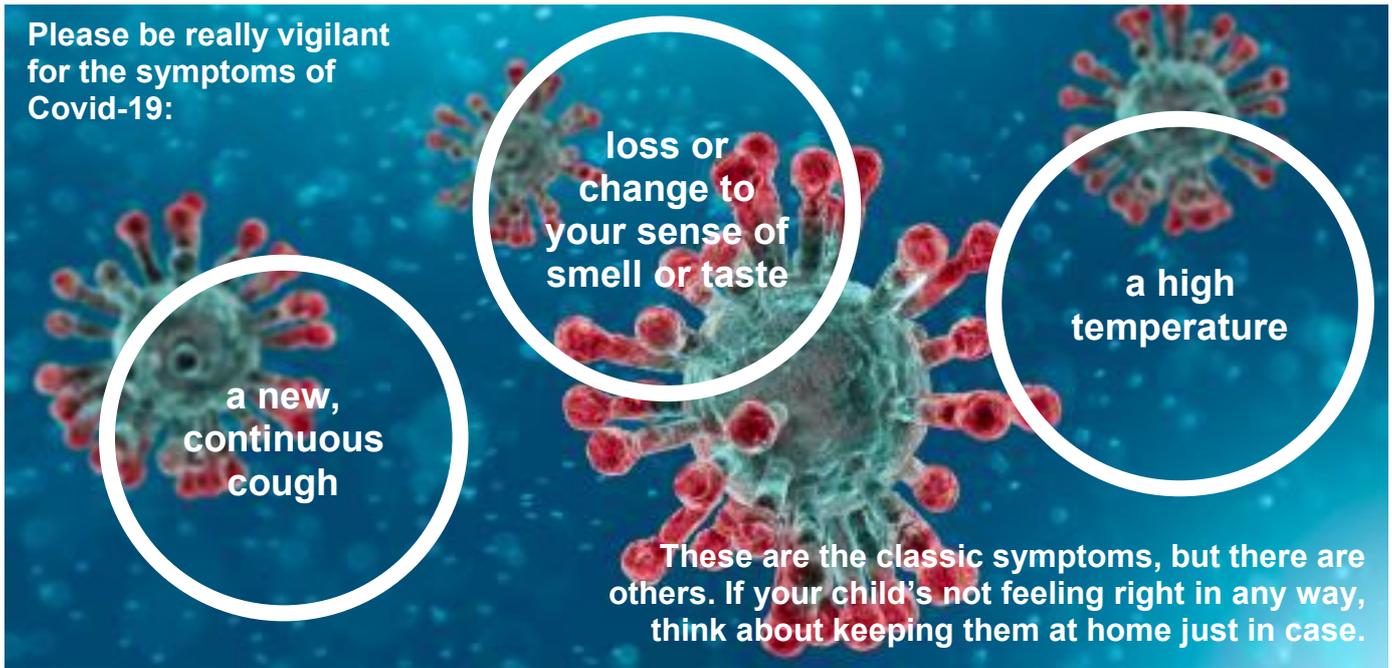
The tests aren't 100% reliable. They sometimes don't detect a positive case, (giving a 'false negative') so we can't rely on the tests – we all still need to follow hands-face-space precautions. However, the more we use the tests, the more we detect positive cases.

Now that coronavirus has been around for quite a while, one thing is increasingly apparent: **children 'seem to get it less often than adults and it's usually less serious'** <https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/coronavirus-in-children/>

Please make sure that the medication, especially inhalers, we have is sufficient and hasn't expired.

Suspected and confirmed cases of Covid-19

This is a constantly changing situation. The information here is all subject to change.



What if your child has symptoms of Covid-19?

At home, if your child displays symptoms of Covid-19, don't send them to school. Keep them at home to self-isolate for 10 days and book a test. The rest of the household should self-isolate for 10 days. Tell school so we can alert others if we need to.

At school, if your child displays symptoms, we'll contact you to collect your child as a matter of urgency. Please make sure there's someone from your household who can do this.

We'll encourage you to have your child tested. Go online to book the test: <https://www.gov.uk/get-coronavirus-test> Alternatively, contact NHS 111 for medical advice. (For children under 5, call 111.)

Please tell us the results of the test as soon as you can.

If your child tests **negative** (they don't have Covid-19)... they may return to school and other household members can end their self-isolation.

If your child tests **positive** (they have Covid-19)... they should complete the remainder of the 10 day self-isolation and all others in the household should complete the 10 day self-isolation.

You should also share information about recent contacts through the NHS Test and Trace service to help alert other people who may need to self-isolate.

What if someone else in the household has symptoms of Covid-19?

Please don't send your child to school if someone in the household has symptoms. Tell school so we can alert others if we need to.

What happens at school if there's a case of Covid-19?

If a case is confirmed, school will contact Public Health England for advice around which bubble(s) should be collapsed and which staff and pupils should be sent home to self-isolate for 10 days.

(The rest of the household doesn't need to do this unless they subsequently develop symptoms.)

The bubble's room will be deep-cleaned.



Different scenarios...

What to do if...	Action needed...	Return to school...
<p>My child has Covid-19 symptoms:</p> <ul style="list-style-type: none"> • a high temperature or, • a new, continuous cough (coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours) or • a loss or change to their sense of smell or taste. 	<p>Do not come to school. Contact school to inform us. Self-isolate the whole household for the next 10 full days. Get a test.</p> <p>Inform and show school test result outcome ASAP.</p>	<p>If the test comes back negative.</p>
<p>My child tests positive for Covid-19.</p>	<p>Do not come to school. Contact school to inform us. Agree an earliest date for return (minimum 10 full days after symptoms or test date). Self-isolate the whole household for next 10 full days.</p>	<p>After 10 full days of isolation when they feel better and have no fever. Can attend if they still have a cough or loss of taste/smell (these symptoms can last for several weeks).</p>
<p>My child tests negative.</p>	<p>Contact school.</p>	<p>As soon as possible.</p>
<p>My child is ill with symptoms not linked to Covid-19</p>	<p>Follow usual school absence procedure.</p>	<p>As soon as possible.</p>
<p>Someone in my household has Covid-19 symptoms.</p>	<p>Do not come to school Contact school to inform us. Self-isolate whole household for next 10 full days. Household member gets a test.</p>	<p>If the test comes back negative.</p>
<p>Someone in my household tests positive for Covid-19.</p>	<p>Do not come to school. Contact school to inform us. Agree an earliest date for return (minimum 10 days beginning the day after symptoms develop). If your child develops symptoms within the 10 day isolation period, they must isolate for at least another 10 days from the day after they developed symptoms.</p>	<p>After 10 full days following the start of symptoms or test date if the child does not develop symptoms.</p> <p>If your child develops symptoms, the 10 full day isolation must start again.</p>
<p>NHS Test and Trace has identified that my child has been in close contact with someone with confirmed Covid-19.</p>	<p>Do not come to school. Contact school to inform us. Agree an earliest date for return (minimum 10 full days after symptoms or test date).</p>	<p>After 10 full days following contact date.</p>
<p>My child has travelled abroad and has to self-isolate as a period of quarantine.</p>	<p>Do not come to school. Contact school to inform us. Agree an earliest date for return (minimum 10 full days following the return date).</p>	<p>After 10 full days from return date.</p>
<p>We have received medical advice that my child must resume shielding.</p>	<p>Do not come to school. Contact school to inform us. Follow advice from your health care provider.</p>	<p>On advice from your health care provider.</p>

Check out the home learning section of this guide if your child needs to learn from home (Section 4: pages 9 – 14).



3. Teaching and learning: how we've adapted our curriculum

Overview

We've made changes to the timetable to allow for staggered playtimes and lunchtimes. We've made changes to the curriculum, too. The two key principles are:

- a **broad and balanced curriculum**
- a **flexible curriculum**

Flexibility is important, allowing teachers to adapt things to meet the needs of the children, in terms of both

- **wellbeing:** there's a focus on emotional wellbeing and Living and Learning skills
- **learning:** teaching and learning goals, which prioritise closing any gaps in learning that might have arisen, especially in Reading, Writing and Maths

Reading, Writing and Maths

While maintaining a broad and balanced curriculum, we're focusing on making sure all children are secure in some essential knowledge and skills in Reading, Writing and Maths that they need to support future learning. Every individual has had a different experience of learning at home and so teachers are taking care to understand any gaps that classes or individuals have, and adapt their teaching to address these.

Reading

- phonics – we're supporting children's understanding through additional phonics sessions for younger children
- fluency – all children in Y1-Y4 have time dedicated to developing reading fluency; children in Y5 and Y6 are also developing reading fluency by reading with adults and as a whole class
- information retrieval, interpreting meaning and understanding language choices – these three vital reading skills, which are already embedded within our curriculum, have had a greater focus since September.



Writing

We're making sure we recap on prior learning to make sure it's secure before moving on, concentrating on teaching children the key essentials of grammar and punctuation. We're focusing on sentences and short pieces of writing to build up the secure understanding, stamina and resilience needed for longer and more independent pieces in the Summer term.

Maths

Department for Education [guidance for teaching mathematics](#) at Key Stage 1 and 2 identifies the most important knowledge and understanding that pupils need as they progress from Year 1 to Year 6. From 08 March onwards, we'll make sure we cover all six of these important concepts so your child is secure and ready to progress further:

- | | |
|----------------------------|-------------------------------|
| • number and place value | • multiplication and division |
| • number facts | • fractions |
| • addition and subtraction | • geometry |

Homework

We're setting weekly homework as we normally do. **The key difference here is that Homework Books should stay at home for the time being.**

Just as normal, the tasks are posted on the website. Instead of the task pasted into books, children take home a piece of paper with the task on, too. The tasks are a variety of Talk Time, Practice Makes Perfect and Creative, but especially the first two.

You can email a picture or update about a completed task (just as many have been doing with the home learning tasks we set in Spring and Summer terms). The homework will be reviewed in school, so some pictures would be good!

Living and learning - wellbeing

Living and Learning is the name for all the teaching and learning we do around Personal, Social, Health and Economic Education (PSHE). This is the ideal subject to support your child's wellbeing from 08 March onwards. Each week in school, there's a Living and Learning statement. We've moved some statements around to make sure that your child is settled back into school (and added a new Living and Learning statement: 'Welcome back' is the statement in the first week back). We've also moved some important Living and Learning events: elections for the Junior Leadership Team (the new name for our School Council) and the selection of our new school charity.

Our revised curriculum

You can read about our full, normal curriculum on our website: [Our curriculum and expectations page](#).

Much of what is published on our website is still relevant in from 08 March onwards, but we've made some changes.

Science

The forthcoming learning blocks are:

	Year 1,2 phase	Year 3,4 phase	Year 5,6 phase
Spring 2 term Monday 22 February to Thursday 01 April	Plants	Animals including humans	Animals including humans
Summer 1 term Monday 19 April to Friday 28 May	Plants	Plants	Electricity
Summer 2 term Monday 07 June to Friday 23 July	Animals including humans	Forces and magnets	Living things and their habitats
		Animals including humans	Animals including humans

(Our Spring 2 topic is different to what's in the long-term plan featured on our website. This is so that we can catch up on Science learning blocks missed in the 2020 lockdown.)

Topics

Topics coming up are:

	Year 1,2 phase	Year 3,4 phase	Year 5,6 phase
Spring 2 term Monday 22 February to Thursday 01 April	History: Heroes (significant individuals from the past)	History: Carnival (local history)	History: World War II (an aspect of British history)
Summer 1 term Monday 19 April to Friday 28 May	Computing: Programming	Computing: Programming	Computing: Programming
Summer 2 term Monday 07 June to Friday 23 July	Design & Technology: Construction	Design & Technology: Construction	Design & Technology: Construction

(Our long-term plan originally featured Computing in Spring 2 – we swapped this to History to make the home learning easier.)

For more information about what your child will learn in Science and Topic, read our Curriculum Statement on *Our curriculum and expectations* page of the website.



Other subjects and after-school clubs

For the time being, there are no swimming sessions for our children or individual instrument tuition sessions, either. We'll keep reviewing this. We'll also review when after-school clubs might start – outdoor sports clubs are likely to start sooner than any indoor clubs.

4. Home learning: in case your child needs to stay at home

Why might your child need to stay at home?

We want our school to be a happy and healthy place to learn. Sometimes, unfortunately, learning needs to be home-based. Your child will need to stay at home if:

- they've tested positive for Covid-19
- they've any of the [recognised Covid symptoms](#) (a continuous cough; a high temperature above 37.8°C; a loss of, or change to, sense of smell or taste)
- they just don't feel quite right
- they're waiting for a test-result
- they've been instructed to self-isolate

Check out the overview of different scenarios for when your child may need to stay at home (page 11).

What learning can they do at home?

Sphere Federation schools provide remote learning (online) for pupils not able to attend school. The home learning is published weekly by 5.00pm on Friday:

<https://www.scholeselmet.leeds.sch.uk/learn-more/home-learning/>

Each week, the learning will *typically* feature the following:

Key Stage 1:	Key Stage 2:
Numbots Practise number facts on Numbots . Email the teacher if you need your child's login details. Suggested time: 15 minutes daily.	Times Tables Rock Stars Practise times tables on Times Tables Rock Stars . Email us if you need your child's login details. Suggested time: 15 minutes daily.
Phonics Log on to Phonics Play to complete the suggested activities that link to the phase your child is working on (found on the sticker on the front of their phonics book). Contact the class teacher if you need this information. Suggested time: 20 minutes daily.	Reading We'll provide a link to a series of lessons from Oak National Academy for you to work through sequentially. Suggested time: 30 minutes daily.
...and for both Key Stage 1 and 2:	
Maths Five lessons from White Rose maths that link to what we're covering in school. Suggested time: 30 minutes daily.	
Reading fluency We'll provide a copy of the reading fluency text we're using in school each week alongside five daily activities. Suggested time: 15 minutes daily of Reading Fluency and 15 minutes daily of independent reading.	
Reading skills We'll provide any RICs we are using in school that week - one RIC = one day of learning. We'll link to Oak National Academy too. Suggested time: 15 minutes daily.	
Writing We'll provide a series of lessons from Oak National Academy for you to work through sequentially. Suggested time: 30-40 minutes for each.	
Spelling We'll provide a weekly spelling list via the spelling page on our website alongside five daily activities. Suggested time: 15-20 minutes daily.	
Science A series of Science lessons from Oak National Academy for your child to work through sequentially. Suggested time: 30-40 minutes for each.	
Topic Like Science, a link to Oak National Academy – a series of lessons for your child to work through. Suggested time: 30-40 minutes for each.	
PE Don't forget to do some daily exercise! We'll provide links to online PE lessons or workouts for you to enjoy. Suggested time: 5 minutes daily, plus 30 minutes for the longer PE lessons.	
Extra stuff... We'll provide links to other learning you could use an alternative, if this helps to engage your child.	

Some tips

Each family is unique and should approach home learning in a way which suits their individual needs. However, some of these tips will hopefully help...

- Be clear on the different situations for home learning that may arise – see pages 11 and 12.
- Look at the home-based learning tasks. These will be posted on the school website by around 5.00pm on Friday. Make plans to complete the learning activities. We've provided timetables on pages 13 and 14 for you to fill in to help you plan. Decide the start and end times to suit you and your child.
- **Tell school if online learning isn't possible at home – we'll provide paper-based learning instead.**
- Where possible, it's helpful for children to have a regular and familiar routine. We recommend that you maintain a structure for each 'school day' – the blank timetables might help. Be clear with your child when each activity will start and end, including breaks.
- Find an appropriate place for your child to work – somewhere that's comfortable and away from too many distractions, if possible.
- Find a balance between providing support but making sure your child is working independently.
- Praise your child for maintaining concentration and producing work that's well-presented and carefully carried out. (We've added a smiley, straight and sad face on the timetables – you could build in some sort of daily target where you reward smileys for quiet focused learning in each session, perhaps aiming for three and building up to four, five...)
- If anything is unclear in the activities that are set, you can communicate with class teachers via the email address (we've listed the emails below). You can also contact the school office email – staff will forward the email to the appropriate teacher; please be clear about the name of your child and their class.
- The learning that your child completes at home should be kept safe, ideally in their home learning book, and can be brought back to school when safe to do so.
- Make sure you and your child follow our policies and guides – page 15 onwards.

Email for your child's teacher

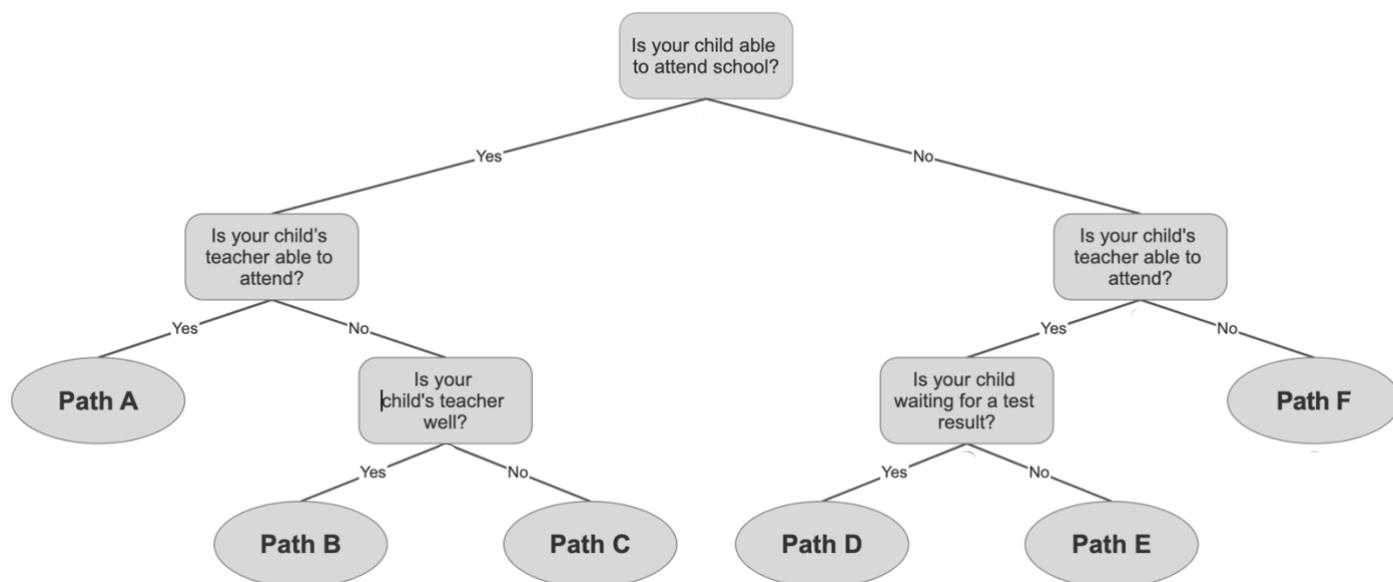
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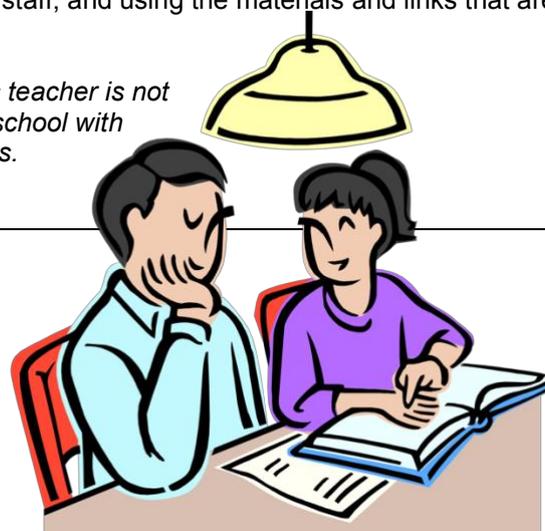
Nursery – Mrs Beesley Nursery – Mrs Long	scholesf1@spherefederation.org
Foundation 2 – Miss Parling Foundation 2 – Mrs Allen-Kelly Foundation 2 – Mrs Wilkins	scholesf2@spherefederation.org
1KN – Miss Lowry 1KN – Mrs Lake	kaylowry@spherefederation.org natalielake@spherefederation.org
1,2V – Mrs Latham	vickylatham@spherefederation.org
2C – Mr Gathercole	carlgathercole@spherefederation.org
3,4E – Mrs McCormick	emmamccormick@spherefederation.org
3,4N – Mrs Wadsworth	nicolawadsworth@spherefederation.org
3,4O – Mr Catherall	olliecatherall@spherefederation.org
5,6B – Mr Freeman	benfreeman@spherefederation.org
5,6M – Mr Lindsay	marklindsay@spherefederation.org
5,6S – Mrs Hogarth	sarahhogarth@spherefederation.org

Different home learning situations

Here, we set out the different provision for the different situations that might arise.



	Provision
Path A Your child is able to come to school healthily, with no symptoms of Covid-19.	Your child comes to school and learns in what is as close to a normal day as possible (albeit one with lots of handwashing!). We've made changes to the curriculum, with two key principles in mind: <ul style="list-style-type: none"> • a broad and balanced curriculum • a flexible curriculum Flexibility is important. It allows teachers a chance to adapt things to meet the needs of the children, in terms of both <ul style="list-style-type: none"> • wellbeing: there's a focus on emotional wellbeing and Living and Learning skills • learning: teaching and learning goals, which prioritise closing any gaps in learning that might have arisen, especially in Reading, Writing and Maths <p>Keeping in touch: You can contact the teacher by email if you've any learning-related questions, comments or concerns.</p>
Path B Your child is able to continue to come to school, but the teacher has been advised to self-isolate for some reason.	The provision in place is similar to Path A. Typically, the class is led by support staff and by the teacher from home, delivering recorded online teaching and perhaps some Zoom sessions. <p>Keeping in touch: As Path A, contact the teacher by email if you've any learning-related questions, comments or concerns.</p>
Path C Your child is able to continue to come to school, but the teacher is unwell or absent for some other reason. <i>(We'll tell you if the teacher's absent due to a Covid-19 issue.)</i>	The provision in place is similar to Path A. Typically, the class is led by support staff or a supply teacher, using teaching and learning materials that have been provided by the class teacher, by other school staff, and using the materials and links that are available for home learning. <p>Keeping in touch: Your child's class teacher is not available so instead, please contact school with any questions, comments or concerns.</p>



<p>Path D Your child has to stay at home to self-isolate due to showing symptoms of Covid-19. This is hopefully just for a relatively short time, until you get the test result back.</p>	<p>Your child accesses learning via our website 'Home learning' page: https://www.scholeselmet.leeds.sch.uk/learn-more/home-learning/</p> <p>The learning set out for the week ahead is published on Friday by around 5.00pm. There will be various long and shorter sessions and some mini-sessions – the table on page 9 provides an overview of what is being set.</p> <p>We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, it's not always easy to re-create an effective series of Writing sessions remotely, so Oak National Academy series of lessons is more useful. To achieve the most effective provision for remote learning, we'll provide a mix of:</p> <ul style="list-style-type: none"> • links to online lessons such as those from Oak National Academy, White Rose Maths and BBC Bitesize • activities and ideas that link directly to learning in class, such as 'RIC' (retrieve, interpret, choice) and reading fluency • links to sites that provide valuable practice, such as Time Tables Rock Stars and Phonics Play <p>Keeping in touch: You should contact the teacher by email if you've any learning-related questions, comments or concerns. If you ask us, teachers will speak with you and/or your child over the phone.</p>	
<p>Path E Your child has to stay at home to self-isolate due to Covid-19. This is for up to 10 days.</p>	<p>The provision in place is as Path D.</p> <p>Keeping in touch: A teaching assistant will make regular calls to check on your child's learning and wellbeing. Email the teacher if you've any learning-related questions, comments or concerns. If you let us know, teachers will be happy to arrange some telephone conversations and short Zoom meetings with your child. The number of these will depend on how many individual pupils are in a similar situation, but we'll aim for a couple of calls in a week if you ask for them.</p>	
<p>Path F Your child, and the whole class/bubble, has to stay at home to isolate.</p>	<p>The whole class, including the class teacher are at home, self-isolating.</p> <p>Pupils' first day or two of home learning might look different while we prepare for a longer period of remote teaching. In the meantime, follow Path D.</p> <p>Key stage 1: Four recorded sessions will be provided, which will usually feature:</p> <ul style="list-style-type: none"> • Maths • Reading / Writing • Science • Topic <p>At least two of the sessions will be an online recorded lesson by the teacher. The other two might link to online lessons (such as those from Oak National Academy, White Rose Maths and BBC Bitesize) or will be some more class activities that will be familiar to your child, such as 'RIC' (retrieve, interpret, choice) or reading fluency.</p> <p>This should be supplemented by lots of reading, some spelling practice and NumBots number facts practice. Check out the Home Learning page of the school website, too – there will be lots of extra learning on here.</p> <p>Keeping in touch: From 2.00pm each day, there will be a class Zoom. (We'll send a link.) This is a chance for your child to reflect on their home learning and check on their wellbeing.</p>	<p>Key stage 2: There will be three daily live Zoom sessions:</p> <ul style="list-style-type: none"> • Maths (9.30am) • Writing (11.00am) • Reading (1.00pm) <p>Supplement these sessions with other learning on our 'Home learning' page: https://www.scholeselmet.leeds.sch.uk/learn-more/home-learning/</p> <p>Also, make sure your child is doing lots of reading, some spelling practice and Times Tables Rocks Stars practice.</p> <p>Make sure you and your child follow the video calls policy (page 16). We'll send a link to the sessions.</p> <p>If your child can't (or doesn't want to) access the live sessions, they should follow Path D.</p> <p>Keeping in touch: We'll be in touch with you and/or your child if they don't attend the live Zooms.</p>

My home learning timetable

	Session 1 <i>(About 40 minutes)</i>	Session 2 <i>(About 40 minutes)</i>	Session 3 <i>(About 40 minutes)</i>		Session 4 <i>(About 40 minutes)</i>	Session 5 <i>(About 40 minutes)</i>	Mini-sessions throughout the day <i>(Tick them off as you do them!)</i>	
Monday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2	
Tuesday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2	
Wednesday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2	
Thursday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2	
Friday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2	

My home learning timetable

	Session 1 <i>(About 40 minutes)</i>	Session 2 <i>(About 40 minutes)</i>	Session 3 <i>(About 40 minutes)</i>		Session 4 <i>(About 40 minutes)</i>	Session 5 <i>(About 40 minutes)</i>	Mini-sessions throughout the day <i>(Tick them off as you do them!)</i>
Monday	Writing	Maths	Reading	lunch	Topic	PE	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
Tuesday	Writing	Maths	Reading	lunch	Science	Extra Have a go at one of the extra lessons.	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
Wednesday	Writing	Maths	Topic	lunch	Reading	Science	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
Thursday	Writing	Maths	Reading	lunch	Topic	PE	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
Friday	Writing	Maths	Reading	lunch	Science	Tests Ask an adult to test you on the spellings and times tables you've been learning.	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2

5. Policies: policies relating to school and home



Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Video calls: policy

Date: 2020-21

This policy is for a limited period to support the home-school partnerships we have in place.

Our schools are happy and healthy places for all. Relationships between the teacher and pupils are really important. For example, effective relationships support learning, feedback, and staying safe.

If a whole class has to self-isolate (Path F), Zoom calls between school and home help to maintain this. We can also arrange a Zoom call if an individual has to self-isolate (Path E).

The following points are for pupils and parents/carers to follow.

Do not share the link, ID or pin to your child's meeting with anyone. This is for your child only. If you cannot find your link, please contact the class teacher.

Children should...

- be appropriately dressed – uniform isn't necessary, but we expect children to wear clothes that would be right for a non-uniform day at school, as a rough guide.
- be in an appropriate room in their home without background noise (eg not a bedroom or bathroom).
- remain stationary throughout the meeting (eg sitting at a table or on a chair).
- follow our school rules:
We respect everyone and everything.
We follow instructions.
We keep hands, feet and objects to ourselves.

(If there is any inappropriate language or behaviour, the child will be removed from the meeting.)

Parents/carers should...

- be present in the room during the meeting, but they do not need to join in the discussion.
- not share the link to your child's meeting with anyone – it's for your child only. (If you cannot find your link, please contact the class teacher.)

The guidelines must be adhered to in all video calls with Sphere Federation staff. If any of the guidelines are not met, the child will be removed from the video call and the parents will be contacted.

Home-school emails: policy

Date: 2020-21

This policy is for a limited period to support the home-school partnerships we have in place.

Our schools are happy and healthy places for all. We've always welcomed quick informal conversations as a useful way to build up the partnership we have with home. This policy is designed to maintain this during a period when communication between parents / carers and teachers is harder:

- ☛ teachers can't currently hang around for conversations at the start and end of the day, and we know that occasionally parents/carers will need to ask a question or let the teacher know something
- ☛ parents/carers may want to take a picture or share in some other way homework (homework books are to remain home for the time being)

However, we also recognise that our teachers work long hours, often including lunchtimes and extended hours at the start and end of the day. We also have strict policies around safeguarding which are there to protect everyone.

The following points are for parents/carers to be aware of, and for our teachers to follow.

Parents/carers should...	Teachers will...
☛ contact teachers by email with questions that are simple and quick to answer / respond to	☛ forward to the Head of School any emails which are more complicated and/or an email trail which is becoming unmanageable (typically over five emails)
☛ for more complex issues, contact school to arrange a longer telephone conversation or online discussion	☛ be available for these meetings, as is reasonably required
☛ make sure their emails relate to learning or their child's social / emotional needs	☛ not respond to emails which are of a personal or social nature; instead they will forward these to the Head of School
☛ if they want to, send pictures or other feedback about homework tasks (rather than returning homework books into school each week)	☛ share pictures or other feedback about homework tasks during homework review sessions in class, time allowing (in such a situation, this would be instead of an email response home)
☛ limit the number of emails they send to teachers to no more than three in a week	☛ ask the Head of School to intervene if the number of emails from one family becomes excessive
☛ not expect a response to emails before 8.00am or after 5.00pm	☛ aim to respond to emails within one working day (where a response is needed)
☛ call school for anything urgent (eg to report a sickness) Scholes (Elmet) Primary: 0113 264 9149 Moortown Primary: 0113 268 5915 St James' CE Primary: 01937 583 379	☛ not be able to respond to anything urgent
☛ avoid copying the emails to another person	☛ not 'reply to all' if the email has another person copied in
☛ contact the Head of School if they have more general issues or if they have any sort of concern	☛ aim to respond to emails that raise a concern, in line with our Complaints Policy, but not respond to emails that are negative or demanding in any way; instead they will forward these to the Head of School who may choose to respond appropriately

Online Safety

KS1 Acceptable Use Policy

My name is _____

To stay **SAFE online and on my devices**:

1. I only use devices or apps, sites or games if a trusted adult says so.
2. I ask for help if I'm stuck or not sure.
3. I tell a trusted adult if I'm upset, worried, scared or confused.
4. If I get a funny feeling in my tummy, I talk to an adult.
5. I look out for my friends and tell someone if they need help.
6. I know people online aren't always who they say they are.
7. Anything I do online can be shared and might stay online forever.
8. I don't keep secrets or do dares and challenges just because someone tells me I have to.
9. I don't change clothes in front of a camera.
10. I always check with an adult before sharing personal information.
11. I am kind and polite to everyone.

✓

My trusted adults at school are:	My trusted adults at home are:
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Online Safety

KS2 Acceptable Use Policy

Name:

This agreement will help keep me to stay safe and help me to be fair to others.

1. **I learn online.** I use the school's internet and devices for schoolwork and other activities to learn and have fun. School internet and devices are monitored.
2. **I ask permission.** Whether at home or school, I only use the devices, apps, sites and games I am allowed to, at the times I am allowed to.
3. **I am creative online.** I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things.
4. **I am a friend online.** I won't share anything that I know another person wouldn't want shared, or which might upset them. If I know a friend is worried or needs help, I will remind them to talk to an adult, or even do it for them.
5. **I am a secure online learner.** I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!
6. **I am careful what I click on.** I don't click on unexpected links or popups, and only download or install things when I know it's safe or has been agreed by trusted adults. Sometimes, add-ons can cost money, so it's important I always check for these, too.
7. **I ask for help if I am scared or worried.** I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
8. **I know it's not my fault if I see or someone sends me something bad.** I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
9. **I communicate and collaborate online** ...with people I already know and have met in real life or that a trusted adult knows about.
10. **I know new online friends might not be who they say they are.** I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
11. **I check with an adult before I meet an online friend** ...face to face for the first time, and I never go alone.
12. **I don't do live videos (livestreams) on my own** ...and always check if it's allowed. I check with a trusted adult before I video chat with anybody for the first time.
13. **I keep my body to myself online.** I never get changed or show what's under my clothes in front of a camera. I remember my body is mine and no-one should tell me what to do with it; I don't send any photos or videos without checking with a trusted adult.
14. **I say no online if I need to.** I don't have to do something just because a friend dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.
15. **I tell my parents/carers what I do online.** They might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.

16. **I am private online.** I only give out private information if a trusted adult says it's ok. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.
17. **I am careful what I share and protect my online reputation.** I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).
18. **I am a rule-follower online.** I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour.
19. **I am not a bully.** I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.
20. **I am part of a community.** I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult.
21. **I respect people's work.** I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
22. **I am a researcher online.** I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find.

I have read and understood this agreement.	
If I have any questions at school, I will speak to a trusted adult:	Outside school, my trusted adults are
Signed:	Date:

Online safety: Acceptable use policy for parents/carers

What is an acceptable use policy?

We ask all children, young people and adults involved in the life of Sphere Federation to adhere to an Acceptable Use Policy (AUP), which is a document that outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Why do we need an AUP?

These rules have been written to help keep everyone safe and happy when they are online or using technology. Sometimes things go wrong and people can get upset, but these rules should help us avoid it when possible, and be fair to everybody.

School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. This means anything on a school device or using school networks/platforms/internet may be viewed by one of the staff members who are here to keep your children safe.

We tell your children that they should not behave any differently when they are out of school or using their own device or home network. What we tell pupils about behaviour and respect applies to all members of the school community:

'Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face.'

Where can I find out more?

You can read Sphere Federation's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (eg Safeguarding Policy, Behaviour Policy, etc). If you have any questions about this AUP or our approach to online safety, please speak to the Head of School.

What am I agreeing to?

1. I understand that Sphere Federation uses technology as part of the daily life of the school when it is appropriate to support teaching & learning and the smooth running of the school, and to help prepare the children and young people in our care for their future lives.
2. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials. These precautions include the relationship policy and acceptable use agreements, physical and technical monitoring, education and support and web filtering. However, the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, which can sometimes be upsetting.
3. I understand that internet and device use in school is subject to filtering and monitoring.
4. I will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
5. The impact of social media use is often felt strongly in schools, which is why we expect certain behaviours from pupils when using social media. I will support the school's online safety policy in regard to social media and not encourage my child to join any platform where they are below the minimum age.
6. I will follow the school's online safety policy, which outlines when I can capture and/or share images/videos. I will not share images of other people's children on social media and understand that there may be cultural or legal reasons why this would be inappropriate or even dangerous. The school sometimes uses images/video of my child for internal purposes such as recording attainment, but it will only do so publicly if I have given my consent on the relevant form.
7. I understand that for my child to grow up safe online, they will need positive input from school and home, so I will talk to my child about online safety (NB: the recent LGfL DigiSafe survey of 40,000 primary and secondary pupils found that 73% of pupils trust their parents on online safety, but only half talk about it with them more than once a year). Understanding human behaviour is more helpful than knowing how a particular app, site or game works.
8. I understand that whilst home networks are much less secure than school ones, I can apply child safety settings to my home internet. Internet Matters provides guides to help parents do this easily for all the main internet service providers in the UK.
9. I understand that it can be hard to stop using technology sometimes, and I will talk about this to my children, and refer to the principles of the Digital 5 A Day: childrenscommissioner.gov.uk/our-work/digital/5-a-day/
10. I understand and support the commitments made by my child in the Acceptable Use Policy (AUP) and I understand that they will be subject to sanctions if they do not follow these rules.
11. I can find out more about online safety at Sphere Federation by reading the full Online Safety Policy and can talk to the Head of School if I have any concerns about my child/ren's use of technology or if I have questions about online safety or technology use in school.

Autumn for all pupils: Covid-19 safeguarding policy

Date: 2020-21

This policy is for a limited period to support the home-school partnerships we have in place.

School leaders have prepared an extensive risk assessment to make sure that our children and staff stay safe in school. Without our school community (pupils, parents / carers and staff) all adhering to the current government guidance on social distancing, the measures we take in school will be undermined.

This policy outlines how children and staff can stay safe at school by adhering to all aspects of staying safe in the context of coronavirus, such as handwashing and being alert to Covid-19 symptoms.

Although the following refers to 'child' and 'parent / carer', the content applies equally to staff members.

The policy has been produced following assessment of the risks surrounding coronavirus, many of which are set out in Leeds City Council's risk assessment template.

National restrictions: what you can and can't do

Please remember: we're still in lockdown, with strict guidelines, until at least 29 March.

The government's message about social contact is subject to reviews and updates.
We follow the current guidelines in school and expect families to do so out of school.
The latest guidance is here:

<https://www.gov.uk/guidance/national-lockdown-stay-at-home>

If a child says something that indicates they or someone in their household has not followed government guidelines (and therefore increasing the risk of spreading Covid-19), we'll do some or both of the following:

- 👂 continue a conversation with the child in an **informal, friendly** way – this will help us to gain a better understanding and (hopefully) reassure ourselves that social distancing has not been undermined (there will be no leading questions)
- 👂 contact the child's parents / carers to discuss what the child has said and to clarify the situation

Equally, if an adult says something that indicates another family may not have followed government guidelines, we'll follow this up too.

Other Covid-19 safeguarding priorities

As well as social distancing, there are other Covid-19 safeguarding priorities. For example,

- 👂 handwashing (we have scheduled at least five times during the school day for this to happen)
- 👂 being alert to symptoms (high temperature; new, continuous cough; loss or change to sense of smell or taste) and making sure parents alert school if their child shows any of the symptoms

Pupil behaviour

Pupils' behaviour in Sphere Federation schools is good. We will continue to follow our Positive Relationships Policy (see website or contact school to request a copy), making small, appropriate changes eg a pupil will not be sent to another classroom as part of a warning. The aims and positive and negative consequences set out in the policy remain important as more and more pupils return to school.

One of our school rules is 'We follow instructions'. This rule will continue to be important; for example:

- 👂 following instructions about different routines for arrival or departure
- 👂 following instructions on hygiene, such as handwashing
- 👂 following instructions on who pupils can socialise with

Serious poor behaviour in Sphere Federation schools is rare, but our Positive Relationships Policy does make reference to it; an extract is shown here:

'Serious misbehaviour (eg disrespect to staff, property or cultures, swearing, fighting) is unacceptable. Such behaviour would mean warnings are automatically by-passed to higher level warnings. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. A serious incident form...is typically completed in such cases.'

'The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.'

The risk assessment that we have in place comes from Leeds City Council's risk assessment template, which states: *'The behaviour policy should include steps to be taken if pupils fail to follow the new rules and routines or deliberately put themselves or others at risk eg deliberately coughing or spitting on another person.'*

In the context of coronavirus, we would regard behaviour such as deliberate coughing or spitting as serious misbehaviour. For the safety of other pupils and our staff, we would therefore follow our Positive Relationships Policy: in particular, we would *'contact parents to keep them in the picture and to discuss ways to respond'*. Actions taken by us following such an incident would reflect the priorities set out here in the context of safeguarding and protecting staff and pupils from Covid-19; these are set out below. This overrides what is in the Positive Relationships Policy.

Actions we will take to follow the policy

Following all the points set out in this policy will all help to stop the spread of the virus.

In these very difficult times, we do need to prioritise staying safe for all our pupils, parents and staff. We will constantly review our risk assessment to ensure our policies and practices prioritise staying safe for all.

If we have concerns, we may have to ask a parent / carer to collect their child from school, possibly to self-isolate for 10 days or until they can provide evidence of a negative test result for Covid-19. This is because we have to be confident children can attend school in a way which does not undermine the safeguarding of others.

It is possible that we have to make a decision that we can't safely have a child at school. We would make that decision reluctantly, but the safeguarding of all pupils and staff must be our priority.

'The decision as to whether a child can be or continue to be offered a place at present in school will be based on [an Individual Pupil Risk Assessment / IPRA] and will lie with a headteacher. Writing specific control measures into an IPRA for parents and pupils to follow the current government guidance outside of the school setting is perfectly acceptable. If you then felt that the child's / family's behaviour outside school was breaching those control measures and creating a significant risk to staff and other children within school, it is appropriate to take reasonable steps to manage that risk, which could include delaying or removing the offer of a placement in school.'

(Point 2, Health and Safety Bulletin 2020 no.22, Updates to the Coronavirus Risk Assessment 05.06.20)