

# Home learning guide



**Date:** updated on 22.06.21

## 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](#)
- they just don't feel quite right
- they're waiting for a test-result
- they've been instructed to self-isolate

## 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.stjameswetherby.leeds.sch.uk/learn-more/home-learning/>

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

Key Stage 1:	Key Stage 2:
<b>Numbots</b> Practise number facts on <a href="#">Numbots</a> . Email the teacher if you need your child's login details. Suggested time: 15 minutes daily.	<b>Times Tables Rock Stars</b> Practise times tables on <a href="#">Times Tables Rock Stars</a> . Email us if you need your child's login details. Suggested time: 15 minutes daily.
<b>Phonics</b> Log on to <a href="#">Phonics Play</a> 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.	<b>Reading</b> We'll provide a link to a series of lessons from <a href="#">Oak National Academy</a> for you to work through sequentially. Suggested time: 30 minutes daily.
<b>...and for both Key Stage 1 and 2:</b>	
<b>Maths</b> Five lessons from <a href="#">White Rose maths</a> that link to what we're covering in school. Suggested time: 30 minutes daily.	
<b>Reading fluency</b> 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.	
<b>Reading skills</b> We'll provide any RICs we are using in school that week - one RIC = one day of learning. We'll link to <a href="#">Oak National Academy</a> too. Suggested time: 15 minutes daily.	
<b>Writing</b> We'll provide a series of lessons from Oak National Academy for you to work through sequentially. Suggested time: 30-40 minutes for each.	
<b>Spelling</b> We'll provide a weekly spelling list via the spelling page on our website alongside five daily activities. Suggested time: 15-20 minutes daily.	
<b>Science</b> A series of Science lessons from <a href="#">Oak National Academy</a> for your child to work through sequentially. Suggested time: 30-40 minutes for each.	
<b>Topic</b> Like Science, a link to <a href="#">Oak National Academy</a> – a series of lessons for your child to work through. Suggested time: 30-40 minutes for each.	
<b>PE</b> 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.

### What if my child's class bubble bursts?

If the whole class bubble bursts, we'll aim to provide three live Zoom lessons each school day. For a full day of home learning, these should be combined with the home learning activities in the table (page 1).

The following plan is an example (the plan below is for a class in Key Stage 1). We'll email you a plan for your child.

#### Morning

- **09.00:** Phonics live Zoom
- **09.30:** quiet independent reading or the RIC activity (see Reading section of the home learning page)
- **10.00:** Number fact fluency live Zoom
- **10.30:** break (some physical activity outdoors would be great)
- **10.45:** Maths activities (see Maths section of the home learning page, for example starting at Lesson 1 and working through)
- **11.30:** do one of the six Science lessons (see Science section of the home learning page, working your way through from lesson 1 to lesson 6 - one a day for the time your child is at home)

#### Afternoon

- **13.15:** Reading fluency live Zoom
- **13.45:** Writing (see Writing section of the home learning page, working your way through from lesson 1 onwards)
- **14.30:** do one or two of the ten Design & Technology lessons (see Topic section of the home learning page, working your way through from lesson 1 to lesson 10 - it would be great if your child managed to complete the whole unit of learning!)

On our home learning page (in the 'Extra stuff' section), we've included some Drama and Living & Learning sessions. You could use these sessions instead of the Science or Design & Technology sessions if your child's more interested in these.

There's also a link to some PE activities.

### 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...

- 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 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.



# My home learning timetable

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

# Policies:

## policies relating to school and home



**SPHERE**  
FEDERATION

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.*

#### 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.)

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

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...

- ☛ contact teachers by email with questions that are simple and quick to answer / respond to
- ☛ for more complex issues, contact school to arrange a longer telephone conversation or online discussion
- ☛ make sure their emails relate to learning or their child's social / emotional needs
- ☛ if they want to, send pictures or other feedback about homework tasks (rather than returning homework books into school each week)
- ☛ limit the number of emails they send to teachers to no more than three in a week
- ☛ not expect a response to emails before 8.00am or after 5.00pm
- ☛ 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
- ☛ avoid copying the emails to another person
- ☛ contact the Head of School if they have more general issues or if they have any sort of concern

### Teachers will...

- ☛ 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)
- ☛ be available for these meetings, as is reasonably required
- ☛ not respond to emails which are of a personal or social nature; instead they will forward these to the Head of School
- ☛ 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)
- ☛ ask the Head of School to intervene if the number of emails from one family becomes excessive
- ☛ aim to respond to emails within one working day (where a response is needed)
- ☛ not be able to respond to anything urgent
- ☛ not 'reply to all' if the email has another person copied in
- ☛ 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 <b>school</b> are:	My trusted adults at <b>home</b> 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.

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



## **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/](https://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)