



Home-School Agreement – COVID-19

Schools are most successful where a good partnership exists between children, parents, Governors and staff. Our school vision is to ensure 'a nurturing, caring community where everyone can flourish by being a supportive school that develops well-rounded, courageous, skilled children that know their opinions will be heard through active pupil voice forums and who value the community of Lewes and beyond'.

Our school will:

- Provide a continuous connection with your child, via our online learning platforms Tapestry (EYFS) and Seesaw (Years 1 - 6) to offer them interactive access to the curriculum covered in their year group, routine, care and support;
- continue to nurture your child through frequent Teams check-ins, to ensure that they are happy, safe and well during these unsettling times;
- make phone contact to offer additional support and assistance as required. This may be from class teachers or SLT, or both;
- endeavour to support you with any technical difficulties that you may be experiencing;
- respond to any concerns you may have in a timely manner, within school hours. All emails will go through SLT, who will communicate with class teachers on your behalf as needed.

Using Tapestry/Seesaw, we will make the following daily provision:

- A maths lesson, following our Power Maths programme, which consists of a video introduction (all year groups) and follow-up tasks to be completed independently in your child's text book (Years 1-6);
- an English lesson, which ensures age-appropriate reading and writing opportunities are provided and which also ensures appropriate coverage of punctuation and grammar as per the National Curriculum requirements for all year groups. This lesson will consist of a video introduction and a follow-up task to be completed by every child. Where appropriate, templates will be provided for the follow-up tasks to be completed online. However, there will also be opportunities for children to complete work long-hand in their exercise books to reduce screen time. These are opportunities to encourage the continuation of good handwriting practices and maintain children's stamina to complete extended pieces of written work appropriate to their age;

- an age-appropriate phonics/spelling activity, with instructional video if needed;
- a foundation subject lesson which is in-line with the class's topic or science lesson. Where appropriate, these foundation/science lessons may be blocked over consecutive days to ensure children can access them more easily at home;
- two suggested PE activities a week to promote health and fitness during this time;
- each activity set will have clear instructions, including approximate timings that should be followed, for example 20 minutes to complete a written task;
- staff will endeavour to mark work that is submitted during the school day on the same day when it is possible to do this in addition to teaching the small groups that are in school. All work will be marked in a timely fashion;
- in addition to the daily provision, children who normally receive targeted, small-group interventions in school for phonics or maths will also be set activities and video inputs to allow them to continue to participate.

I, as a parent/carer will:

- Encourage and support my child in engaging with their online learning daily in order to scaffold their routine, learning, care and support;
- ensure that my child complies with our Code of Conduct when participating in Teams check-ins:
 - *Participants will sit in a communal/family room - not their bedrooms - during the check-ins;*
 - *Participants will be suitably dressed for the check-ins;*
 - *Participants will mute themselves at the beginning of the check-in and wait until they are invited to speak by the host;*
 - *Participants will be always kind and polite to all other participants.*
- ensure that any queries I have regarding my child's academic tasks are directed to the class teacher within school hours either via Tapestry or Seesaw or via an email to the school office or SLT;
- Ensure that any feedback I may have regarding my child's academic tasks/ general home learning provision is fed back to teachers in a constructive way via an email to the school office or SLT, and not via the online learning platforms that are visible to my child to avoid lowering their confidence, morale or motivation;

- Offer understanding and support to teachers who, as key workers, are continuing to provide care and routine for my child in these difficult circumstances;

Support

In order to ensure the curriculum coverage is accessible for your child, we ask that you support your child in accessing the following and set the expectation that these lessons and activities are to be completed as directed:

- the daily maths lesson, following our Power Maths programme, which consists of a video introduction (all year groups) and follow-up tasks to be completed independently in your child's text book (Years 1 - 6). Any tasks should be submitted via Seesaw/Tapestry for feedback as soon as possible;
- the daily English lesson (video followed by task), which ensures age-appropriate reading and writing opportunities are provided, and which also ensures appropriate coverage of punctuation and grammar as per the National Curriculum requirements for all year groups. Any tasks should be submitted via Seesaw/Tapestry for feedback as soon as possible;
- the daily age-appropriate phonics/spelling activity. Any tasks should be submitted via Seesaw/Tapestry for feedback as soon as possible;
- as far as possible, the set foundation subject/ science lessons should also be completed daily. Where time is limited, it is recognised that the core lessons (English, maths and phonics/spelling) may be prioritised. Any tasks should be submitted via Seesaw/Tapestry for feedback as soon as possible.

I, as a Pupil of Western Road Community Primary School will:

- Engage fully with the daily online learning provision for the core subjects: English, phonics/spelling and maths, as would be the requirement on a normal school day;
- Try my best with every task set, and use Tapestry/Seesaw to ask for help when needed;
- Follow the Code of Conduct when participating in my class Teams check-ins;
- Use the 'chat' function to ask my teacher a question that is related to my work;
- Engage with my teachers either via Teams check-ins or on the telephone regularly so that they know I am happy, safe and well.
- End my home learning day by 3:30pm, or ensure that the hours I am working do not exceed those that would be covered during a normal school day.

We all agree to live by our school values to foster a nurturing, creative community where everyone can flourish.

A signature is not required for this document, the terms herein are confirmed by all parties upon receipt.