



# Holmewood at Home

## A Parent & Child Guide

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## INTRODUCTION

As we move into a further period of remote learning in the New Year, we feel it is critically important to remind your children of how we intend to run our 'Holmewood @ Home' until we return to school. This guide was created to explain how our 'Holmewood at Home (H@H)' online provision will operate during any period of remote learning. It assumes that teachers are able to deliver lessons remotely and that pupils can access their learning through the school's online tools. This guide is not intended to be definitive or exhaustive. We hope that you find it helpful in supporting your daughter or son with their academic work while they are at home. If you feel that you need further support, advice or guidance, please do not hesitate to get in touch. As before, your daughter or son's tutor should be contacted in the first instance.

## HOLMEWOOD AT HOME – BRIEF OVERVIEW

We passionately believe that your children become better learners when they are fully engaged as part of our community. So, we hope this programme not only helps in your day to day routines at home, but also keeps you connected with us.

Our online 'Holmewood at Home' provision has two very clear aims:

- To provide engaging, accessible remote teaching to enable your child to fully immerse themselves in the online curriculum
- To provide opportunities for interaction, care and enrichment for all children whilst ensuring a strong sense of community is maintained.

Importantly, this includes delivering a virtual online teaching and learning programme with the following two aims:

- **The Academic Curriculum:** the teaching of a structured and appropriately supported online curriculum that sits in line with the normal academic requirements for each year group and one that enables your child to make sustained academic progress
- **Community and Enrichment:** to provide intellectual stimulation, engagement and interaction with fellow classmates and teachers, as well as reinforcing a sense of community and belonging



## GUIDANCE FOR PARENTS

As the teachers focus on delivering our education online, we look forward to working with you to help support this. Our broad and balanced daily series of activities and lessons will help allow our outstanding and distinctive academic curriculum into the homes of our children, however much like at school, the most effective learning environment will be crucially important. Therefore, we have added some suggestions below to help:

### SETTING UP THE WORKSPACE

- Children will find it much easier to work at home if they set up a workspace which is comfortable and free from unnecessary distractions such as TVs
- A safe space to work with a good airflow, strong lighting and a comfortable desk or equivalent will create a space where your son or daughter will be happy to spend their time.
- If possible, aim for a space with minimal distractions and disruptions. We realise this can be challenging if others are also working at home.
- A 'work base' where equipment and materials can remain undisturbed, is ideal especially from siblings undertaking similar remote learning
- Seldom used rooms (e.g. a dining room) might be better than a bedroom as a place to work.

### DEVICE SUGGESTIONS

Using a static desktop or laptop computer is best, but not always practically possible. For devices using a wireless connection, consider the distance from the router and obstacles in between that can affect connection quality. Loss of connectivity can be frustrating making it harder for children to stay on task.

Slow internet connections or demand from several people working in the household may also cause issues. Perhaps consider switching off non-essential streaming or similar services when your child is working.

Where possible our teachers will offer a blend of screen based and non-screen based activities to allow for work to be completed away from screen time. However, if you feel your child requires an unscheduled break during the school day, please allow them to do so as they will be able to catch up on any missed work during the 'academic drop in' sessions.

Should one of your children be unable to access the lessons during this period, please contact your child's tutor to seek further guidance.

### MINIMISING POTENTIAL DISTURBANCE

Pupils may wish to listen to music when completing tasks in their own time. This is really a matter of personal preference – for some pupils, quiet, unobtrusive music can help them maintain their concentration, particularly when completing a creative task. For others however, it is distracting and diverts their focus away from the task in hand. If your child is unsure, then we suggest that they avoid doing so. For all taught lessons, children should not be listening to external music sources and should not record their screens, take screenshots or be accessing any social media during their lessons.

All other sources of disturbance should be kept to a minimum. As would be the case in a lesson in school, mobile phones should be switched off or silent (away from the workspace) and messaging services on devices should be disabled.

### GUIDANCE FOR USING VIDEO

Experience from those undertaking prolonged periods of remote learning has shown us that live streaming lessons in a traditional sense is not always conducive to successful learning. It also poses problems when pupils reside in different time zones. Instead, teachers will be adopting a blend of pre-recorded videos, portal-based tasks and live interaction via Microsoft Teams or Zoom. For small groups, tutorials or digital drop-ins, video creates a more inclusive experience and may be adopted to help your son or daughter to feel present and engaged. It can also be helpful to see facial expressions to increase connection and understanding.

When pupils are using video they should think carefully about their surroundings and what others might be able to see. Features like 'blur my background' in Microsoft Teams and Zoom can help minimise distractions and protect privacy.

When using video, pupils should align the camera so their eyes are approximately 2/3 up the screen and their face is visible.

We would ask that all parents refrain from appearing in any online video lesson, instead please suggest any questions are raised at the appropriate pupil drop in at the end of the day.

Parents will be given the opportunity to opt out from live lessons prior to the start of the period of remote learning. Should parents choose this option, they should inform form teachers who will keep teachers and Heads of Sections informed regarding access by those pupils and families to the learning any future changes to this during remote learning.



### CONTACT WITH STAFF

All teachers will respond to emails within 24 hours where possible. However, please do not expect staff to respond directly during the day, as they will be teaching lessons. Please continue to use email to raise any parental requests/concerns with your child's tutor who will respond within 24 hours, where possible.

Parents are requested to follow normal procedures for raising any significant concerns or areas that may need addressing by either academic or pastoral staff. In the first instance, please contact your child's tutor and then the relevant Head of Section (Mr Thorley for Upper School, Mrs Spoor for Lower School and Mrs Readman for Pre-Prep).

### ACCESSING WORK FOR YOUR CHILD

All parents will continue to have access to the weekly overview of learning resources via the Parent Portal link ([click here](#)) so they may download the necessary learning activities. These will now be produced more creatively, as we seek to balance interactive support for our pupils alongside a desire to reduce the screen time.

These resources will take the format of live teaching, PowerPoints, worksheets, web links, topic based tasks and past papers alongside access to personalised learning platforms such as Century Tech, Purple Mash, MyMaths and BOFA.

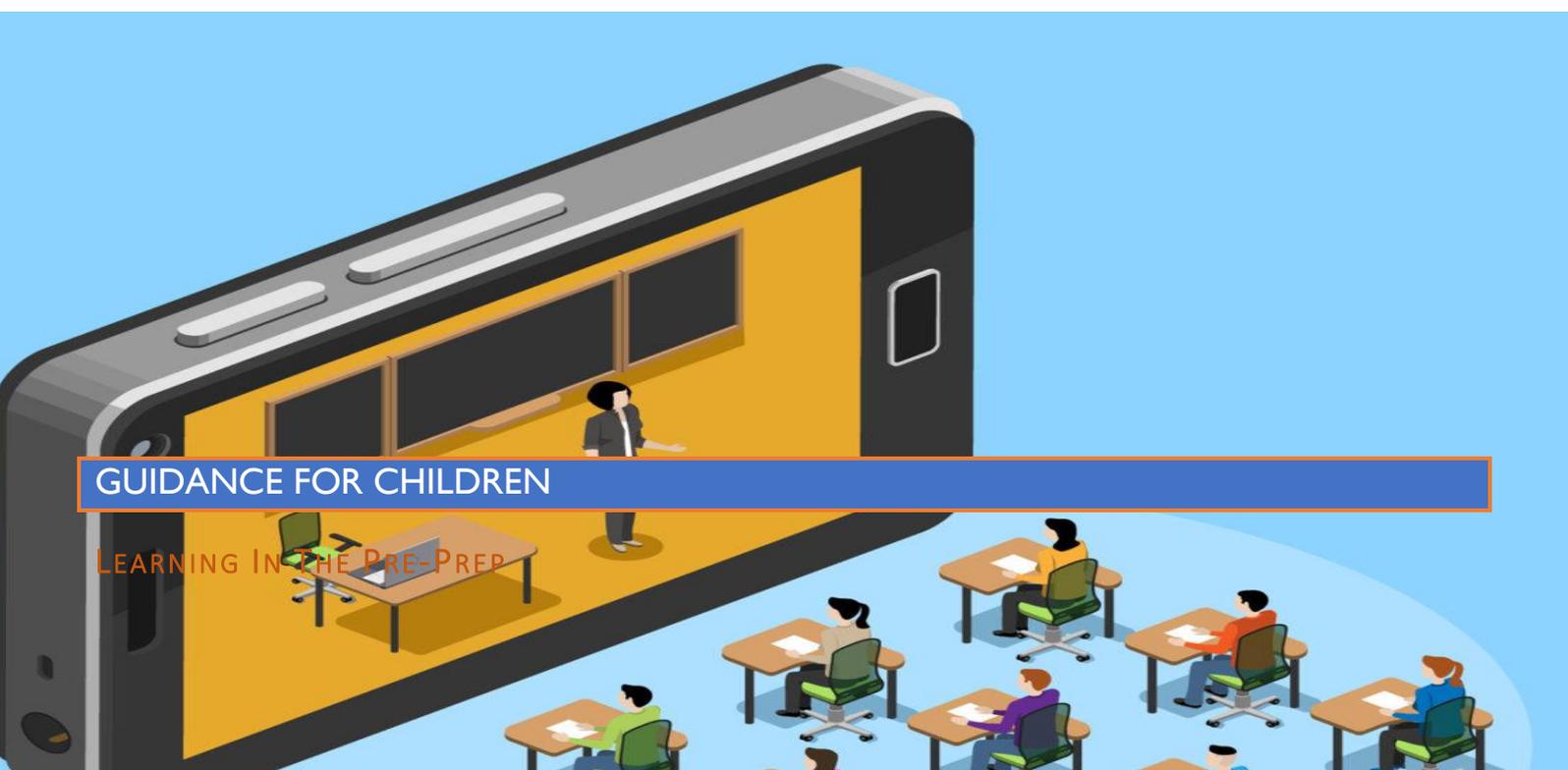
As we restart after the New Year, those in Years 3-8 will follow an online version of their **current timetable** whilst those in the Pre-Prep (Reception – Year 2) will follow an updated 'remote learning timetable'. The relevant resources in Years 3-8 will then be passed directly to your child via Microsoft Teams, whilst those parents with children in Pre-Prep will receive a daily email with linked resources. The weekly overviews will still be retained and held online.

### WELLBEING AT HOLMEWOOD

At school we promote the [5 Ways to Wellbeing](#) coordinated by Nicky Stewart our Wellbeing Lead. Research suggests if we take steps to CONNECT; BE ACTIVE; KEEP LEARNING; GIVE and TAKE NOTICE we can mentally thrive. We recognise this will be a challenging period for our school community and are confident our tutors/form teachers will continue to offer support for you and your children on-line.

Here are some useful links to support you with your emotional, physical and mental health:

- [Every Mind Matters - NHS](#)
- [UK GOV - COVID-19](#): supporting children and young people's mental health and wellbeing.
- [MIND](#) – Coronavirus Support



GUIDANCE FOR CHILDREN

LEARNING IN THE PRE-PREP

In Reception, there will be a programme of sessions, offering opportunities for the children to meet the Early Learning Goals. There will be daily drop-in sessions to provide support and more importantly, for some valuable face time with their teachers. Staff will be on hand throughout this period via the platform of Tapestry through which we will continue the essential two-way exchanges that have always been so successful.

Our Key Stage 1 teachers will continue to play the vital role that they do in the daily life of their pupils and this essential contact will be enabled through live calls via Zoom and daily video lessons and demonstrations. The Key Stage 1 timetable will resemble a typical week at Holmewood and will involve the full range of subjects on offer such as French, Music and PE in addition to the core subjects of Maths, English, Science and Topic.

### LEARNING IN THE PREP SCHOOL

All children in Years 3-8 will be able to take advantage of:

- We will deliver a weekly range of exciting and interactive lessons and activities in line with your current timetables.
- Multiple daily opportunities and live lessons to engage directly with members of the teaching team.
- LSAs will be on hand to give guidance and support to those children who require it.

A range of live, pre-recorded and activity-based lessons will be delivered to you each week to continue to build on your progress across the broad range of subjects taught at Holmewood House. In the Prep School these will be accessed through Microsoft Teams and you will be able to submit your work through a variety of approaches including photographing creative work, submitting work privately through your own 'Channel' and sharing as a small group or class.

Pastoral care is a genuine strength of our school and this will continue during the time of Remote Learning. Form periods, assemblies and house activities have been timetabled to give each of you the opportunity to remain an active participant of the Holmewood Community.

### CONTACTING YOUR TEACHERS

We are aware that several methods are available to you. However, contact with staff should always be done through Microsoft Teams or email from your school account as this can be monitored by the school through the pupils' Office 365 accounts. This is an important part of how the school ensures its safeguarding responsibility during any period of remote learning. In addition, please ensure you follow the acceptable guidelines for IT and pupil's code of conduct when engaging with online video lessons.

### HOW WILL I GET MY WORK

Tasks, assignments and prep work will be given to you by your teacher each week and/or lesson. The Weekly Overview will allow your parents to have sight of the work that is being asked of you. On any given day, you should expect to receive one task for each of your timetabled lessons on that day. Teachers will make those tasks available at the start of each timetabled lesson.

## TROUBLESHOOTING

Should you not understand the work set, please contact your teacher to arrange a time to 'drop in' at the end of the day (Pre-Prep – 3.30-4.00pm, Years 3-4 - 3.30- 4.00pm, Years 5-8 – 4.00pm-4.30pm).

If you are concerned about anything, please contact your tutor or form teacher in the first instance.

If you have any further questions, please contact your Head of Section (Upper School - Mr Thorley, Lower School - Mrs Spoor or Pre-Prep - Mrs Readman) or if it is a specific 'remote learning' enquiry, please contact Ms Thompson (Head of Teaching and Learning) at [cthompson@holmewoodhouse.co.uk](mailto:cthompson@holmewoodhouse.co.uk)

## YOUR WELLBEING

We are very aware that this change of routine may be difficult for some and will take some getting used to. Please try to manage your time effectively where possible and to hold onto some sense of routine. Keep in touch with your classmates and remember that there is help available!

It has been found that working from home can make it more difficult for you to find a balance, so you should try to create and protect space in your day to communicate with your friends, exercise, spend time with family members and, where possible, spend time in fresh air. Eating well and getting a good night's sleep will also make you more productive during the day.

## OTHERS' WELLBEING

We also encourage you to try to help one another when working remotely. Checking in with your friends and classmates is a great way for you to make up for classroom interaction, time spent at play or any other social interaction that you would normally have if you were in school.

## COMPLETING WORK REMOTELY

### HOW WILL CHILDREN GET THEIR WORK IN PRE-PREP

In the Pre-Prep, the overviews will be accessed through the Portal and a daily set of relevant links will be sent directly to you via email. We ask that work is submitted through a variety of approaches including photographing / scanning work, sending videos or sharing work on group Zoom sessions.

Tasks, assignments and activities will be given to you by your teacher each week / day. The Weekly Overview will allow parents to have sight of the work that is being asked. On any given day, you should expect to receive one task for each of the timetabled lessons on that day. Teachers will make those tasks available before the start of each timetabled lesson.

In the Pre-Prep, most lessons will begin with a video starter, to introduce and explain the learning and the activity for that day. Children are then encouraged to go and complete the set task / activity as per the timetable. We will however have live form time each morning, live phonics and a live drop in at the end of each day.

### HOW WILL CHILDREN GET THEIR WORK IN THE PREP SCHOOL

All work will be made available via Microsoft Teams.

The teacher may choose to host the lesson online using Microsoft Teams or Zoom. Teachers may opt to 'mute all' to pass across class instructions before individual activities can be completed. In line with this, it is worth each child re-reading the 'online code of conduct' that will be circulated by their form tutor at the beginning of the term.

### HOW SHOULD CHILDREN COMPLETE THEIR WORK

The teachers across the whole school will set, collect and mark work either by Portal/email or Microsoft Teams in line with the suggested timetable. All children will be able to take advantage of:

- A weekly range of exciting video-based lessons and activities.
- Daily opportunities to engage directly with members of the teaching team

In line with our previous periods of remote learning, a range of live, pre-recorded and activity-based lessons will be delivered each week to continue to build on pupil progress across the broad range of subjects taught at Holmewood House.



## THE ONLINE ROLE OF THE TEACHER

When working at home and without the direct supervision of the teacher, it is not realistic to expect pupils to work flat out on their assigned tasks for this length of time. This means that there might be, for example, a range of directed and self-directed tasks for your son or daughter to complete. During the lesson, the teacher will be available online to provide support. The teacher will monitor the conversation space within the class team in Microsoft Teams for this purpose. Pupils can post questions for the teacher to respond to, and learn from the questions being posed by others. It is not mandatory for pupils to participate this way as it may not be practical to do so due to the individual circumstances within each household.

‘Online’ lessons are planned with a variety of activities to help pupils learn and to maintain their engagement. Lessons will be partitioned with time assigned for knowledge acquisition, skills development, practice, reflection, assessment and feedback.

Where possible, teachers will structure tasks in a manner to help support all individuals and will provide a weekly sequence to help their pupils.

Online support and tutorials on how to best access our platforms will be made available to pupils on request.

## ONLINE PLATFORMS

### USING MICROSOFT OFFICE 365

All pupils have a Microsoft Office 365 account which gives them access to all the productivity tools that they are familiar with when working at school. These include the likes of Microsoft Word, Excel, PowerPoint and Teams. Their Office 365 accounts also provide pupils with significant volumes of cloud storage (OneDrive) which is accessible to them through all their internet-enabled devices.

For details of how pupils can access their Office 365 accounts,

- Access Office 365 by clicking the link: <https://www.office.com>
- Sign in with Office 365 using your Holmewood email address and standard password
- Our license includes use at home rights for the Office suite of applications.
- Click the Install Office button to download and install Office 365 Apps on your personal computer

## USING MICROSOFT TEAMS

As described above, teachers will inform pupils of the most appropriate method by which to submit work or evidence the completion of the work they have been set.

The one platform where all pupils will have a consistent means with which to submit their work / interact with their teacher and classmates is Microsoft Teams, part of the Office 365 suite of applications.



Teachers will have created a class 'team' for all the classes they teach. This provides a collaboration space for pupils to interact with their teacher and their classmates. Within the team there will be a shared class notebook (see below) which provides the teacher with a space for the class to work as a collective. Similarly, each pupil will have their own personal 'class notebook' or 'channel' through which they can work with their teacher privately to submit work and receive feedback. Workbooks are available to pupils through OneNote, their One Drive and Teams, all within the Office 365 environment.

Similarly, each teacher's tutor group will have a tutee 'team'.

For details of how pupils can access their Office 365 accounts,

- Access Teams by clicking on the link: <https://teams.microsoft.com/>
- Sign in with Office 365 using your school email address and standard password

## RETURNING COMPLETED WORK TO STAFF

Whilst away from Holmewood, in term time, pupils should complete the work set for them where possible given their home circumstances. This will be in line with the weekly overview

Within the Pre-Prep, we ask that work is submitted through a variety of approaches including emailing photographing / scanning work, sending videos via email or sharing work on group Zoom sessions.

As 'Holmewood at Home' offers a very broad curriculum which makes it impractical to prescribe a single method by which children should submit work to their teachers. For example, submitting evidence of work done in English may differ greatly from that done in art.

Teachers will therefore pass across requests on an individual basis to each class in Years 3-8.

Pupils in Years 3- 8 will have classwork set as per usual (and prep where required). This will be communicated to pupils via the teachers and be made available via the Parent Portal. If pupils would like to ask a question about their subject work, they should communicate with their teacher through the subject Microsoft Teams page or by email from their school email account. For any other questions, they should email their form tutor or class teacher.

## MARKING AND ASSESSMENT

In keeping with the tasks set in a 'normal' classroom lesson, teachers are not expected to assess every lesson task set remotely. For assignments, teachers will mark and assess pupils' work in a manner that befits the task set, in keeping with the school's and each individual department's marking policies. For classes in which pupils are being prepared for public examinations, marking and assessment will reflect the learning objectives and assessment criteria for those exams.

Where possible, teachers in the Prep School (Years 5-8) may mark and return work in digital form, for example by using inking tools, or mark-up within the Office 365 suite of applications. Other platforms may also be employed similarly.

In Reception, Pre-Prep and Years 3-4, marking will be passed back either verbally in lessons or drop-in times or via email/Teams.

Teacher feedback should be informative and developmental. All teachers will continue to record pupils' progress and report to parents within the current reporting framework.

## WHAT TO EXPECT FROM TEACHERS

The teacher will set, collect and mark work either by Portal/email or Microsoft Teams in line with the suggested timetable.

Tutors or class teachers will check in with their tutees daily. This will be completed by Zoom or via Microsoft Teams. Each tutor or class teacher will complete a registration for their groups on a daily basis, and feedback any concerns to their respective Head of Upper School, Lower School or Pre-Prep.

Each tutor should offer 'Wellbeing & Community' activities to help their respective children across the week. All Housemasters/mistresses will continue to foster our house spirit through regular house activities.

The Head of Pre-Prep, Lower School & Upper School will continue to oversee the provision in their sections.

## WHAT YOU MIGHT EXPECT FROM A TYPICAL LESSON

### RECEPTION AND PRE-PREP

A typical subject lesson may include:

#### **First 5-10 mins: Introduction**

- Live intro or Pre-Recorded video message (linked from one drive, circulated either via email or Tapestry)
- Independent Starter Activities – breadth of activities that do not always require either printed worksheets or access to screen

## Second 20 – 30 mins: Independent Activity

- Children will work independently or with support as appropriate, on the task that has been set. This can then be submitted to the Class Teacher via email.

## PREP SCHOOL

A typical Year 3-8 subject lesson may include:

### First 5-10mins - Introduction

- Live Zoom Intro / Live Chat (Teams) or Pre-Recorded message (linked from one drive, circulated either by email or Teams)
- Independent Starter Activities – breadth of activities that do not always require either printed worksheets or access to screen

### Second 20mins - Activity

- Live Chat access throughout lesson (Yr3-8) for immediate support
- Channels will be created for each pupil for any specific support to be requested
- Zoom's Breakout Rooms may be used for small group work as this will create opportunities for pupils to work collaboratively and creatively where possible

### Final 10mins or Post Lesson - Review

- Work marked may be delivered via channels or via email. Teachers will circulate marking answer sheets or provide verbal feedback at the end of the lesson.
- Any parts of a video-based lesson that can be recorded and stored will be done so individually by staff for onward use by those who missed lessons.
- Sessions may be ended by getting pupil feedback (Microsoft Teams Polls or Polly) or request pupils access drop in slots at end of day to offer further support

## SCHOOL TIMETABLE FOR PRE-PREP

**Years 3 – 8 will follow their normal school timetable.**

As we enter next term, those within Years 3-8 will continue to follow their current timetables (online).

In line with our remote learning in the summer, the Reception, Year 1 and Year 2 classes will follow an amended timetable. Please see below for further details:

**RECEPTION (EYFS) – week commencing 4/1/21 (first week back)**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9:00 – 9:30</b>	Parent Zoom contact with teacher				
<b>9:30 – 10:00</b>	Phonics	Phonics	Phonics	Phonics	Phonics
<b>10:00 – 10:15</b>	Snack, Break and Well-Being				
<b>10:15 – 11:00</b>	Choosing - indoors/outdoor-puzzles, mark making, play dough, construction	Choosing - indoors/outdoor-puzzles, mark making, play dough, construction	Choosing - indoors/outdoor-puzzles, mark making, play dough, construction	Choosing - indoors/outdoor-puzzles, mark making, play dough, construction	Choosing - indoors/outdoor-puzzles, mark making, play dough, construction
<b>11:00 – 11:30</b>	French	IT	Dough Gym	Physical Development	Music
<b>11:30 – 12:00</b>	listening to your child read, or listening to an audio story on EPIC or quiet choosing time	listening to your child read, or listening to an audio story on EPIC or quiet choosing time	listening to your child read, or listening to an audio story on EPIC or quiet choosing time	listening to your child read, or listening to an audio story on EPIC or quiet choosing time	listening to your child read, or listening to an audio story on EPIC or quiet choosing time
<b>12:00 – 12:30</b>	Maths	Maths	Maths	Maths	Maths
<b>12:30 – 2:00</b>	Lunchbreak				
<b>2:00 – 3:00</b>	Focus Activity: Dough Gym	Focus Activity: Cosmic Yoga	Focus Activity: Well Being	Focus Activity: Waterman's	Focus Activity: Art & Craft / Dough Gym

			Wednesday Activities	Wild Whacky Workout	
<b>3:00 – 3:30</b>	Zoom contact with teacher Group A	Zoom contact with teacher Group B	Zoom contact with teacher Group A	Zoom contact with teacher Group B	Zoom contact with teacher by appointment

## YR1 - YR2 TIMETABLE — week commencing 4/1/21 (first week back)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45am	SC Assembly (by video)	Daily Check in with Class Teacher	Daily Check in with Class Teacher	Daily Check in with Class Teacher	Daily Check in with Class Teacher
9:00 – 9:40	Maths	Maths	Maths	Maths	Maths
9:50 – 10:30	Topic	Topic	French	RE	Handwriting
10:30 – 11:00	Snack, Break and Well-Being				
11:00 – 11:15	Phonics	Phonics	Phonics	Phonics	Spelling
11:15 – 11:55	English	English	English	English	English
12:05 – 12:45	Science	PE	IT / Computing	Handwriting	Science
12:45 – 2:00	Lunchbreak				
2:00 – 2:45	PSHE	Creativity Tasks	Well Being Wednesday - Cosmic Yoga	Story Telling Time (by Mrs Readman)	Art & DT
2:45 – 3:30	Form Time (with class via Zoom Video)	Creativity Tasks	Well Being Wednesday Activities – PE	Music	Golden Time (if achieved) or Finish Incomplete Work



## LEARNING STRATEGIES ASSISTANCE

The aim of the Learning Strategies Department is to help enable all children in Holmewood House to have the skills to enhance their own learning, irrespective of their starting points. Should you require further assistance to help your child access any of their remote learning please do get in touch with your child's class teacher.

Some children will find working remotely very difficult and this could potentially create difficulties for the whole family. If you would like to talk through any aspects of your child's learning or any possible learning differences, please do contact Rachel Martin in the first instance.

### SUPPORTING YOUR CHILD AT HOME DURING ONLINE LESSONS

Before beginning any online lessons, it would be helpful if your child is able to arrive at the lesson fully equipped for the session. In addition to having a distraction free environment, it would be helpful for your child to have the following resources at hand in addition to their online learning device:

#### Recommended Equipment for online learning

- Pen & Pencil
- Whiteboard and pen
- Notebook / Paper
- Ruler
- Coloured pencils
- Glue
- Scissors

### CONTACT LIST FOR THE LEARNING STRATEGIES DEPARTMENT

Head of Learning Strategies	Rachel Martin	<a href="mailto:rmartin@holmewoodhouse.co.uk">rmartin@holmewoodhouse.co.uk</a>
Assistant Head of Learning Strategies	Louise Edmonds	<a href="mailto:ledmonds@holmewoodhouse.co.uk">ledmonds@holmewoodhouse.co.uk</a>

## ONLINE CODE OF CONDUCT

We would appreciate your support in ensuring we safeguard our remote learning provision, therefore in addition to the AUP for remote learning which is already in place, the following rules apply where live lessons are conducted:



### HOLMEWOOD HOUSE SCHOOL

#### **Online code of conduct: Acceptable use of IT for pupils engaging in live remote learning sessions**

In addition to the AUP for remote learning already in place, the following rules apply where live lessons are conducted:

- I will only use technology for live lessons when there is an adult in the house and they know I am using it.
- I will be responsible for my behaviour and actions when using technology (Zoom, Microsoft Teams and other interactive applications) this includes the resources I access and the language I use.
- I will make sure that all my communication with pupils, teachers or others using technology is responsible and sensible.
- I will not record or take photos of my classmates or teachers during a face-to-face session or post any school based material on to social media.
- I will not have access to mobile phones while engaging in live lessons.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across material of this kind I will immediately report it to my teacher or parent.
- I understand that lessons will be recorded for monitoring purposes and can be made available to all my teachers.
- I understand these rules are designed to keep me safe and that if they are not followed school sanctions will be applied and my parents contacted too.

#### **Guidelines for Zoom and Teams live sessions:**

This is an extension of the classroom; you should conduct yourself as you would in a classroom. This includes:

- Accessing the video conferencing lesson from a quiet, safe place that is free from distractions (no live lessons should take place in a bedroom, pets should be kept away from the lesson)

- Being on time for your interactive session
- Being dressed appropriately for learning (no pyjamas, swimwear or leotards etc.). There is no need to wear school uniform
- Remaining attentive during the sessions; listen carefully to others and your teacher
- Interacting patiently with your teachers and classmates
- Providing feedback to your teachers about your experiences and any relevant suggestions
- You MUST NOT record each other's online interactions or post any such interactions on social media
- Make sure you end the session as soon as the teacher indicates to do so

## TIPS FOR ONLINE REMOTE LEARNING

To help over this period of remote learning, here are a few tips for our parents to consider with regards to keeping their children physically and mentally secure.

### **Treat remote learning the same as classroom learning**

Despite being at home, it is important to remember the same rules apply as within the classroom, particularly regarding behaviour and conduct. Remind your child to focus on learning and suggest they do not get distracted. It may be worth reminding them of their digital footprint as any breach of school rules and expectations will be challenged in accordance with normal school policies.

### **Set routines to help your household**

As your child will be at home due to school closures, try to set up basic expectations. Just like your child's teachers do, post a daily schedule in the household that everyone can see. Predictable routines help children feel safe, reduce their stress, and prevent power struggles.

### **Use classroom / "professional" language**

When communicating through emails, online messages etc. do not use shorthand and "text-speak"; write as though you would speak in class. Remember to be respectful and polite and never post negative or abusive comments or "spam chat".

### **Take regular screen breaks**

We encourage your child to take regular breaks and maintain a healthy structure to your day which should mirror, up to a point, how it works at school. Remember to have regular screen breaks in your spare time, try to get fresh air, exercise and enjoy other (non-screen-based) activities.

### **Always conduct video learning in an open / more public space at home**

A bedroom is inappropriate unless there is a designated study-desk / neutral area. It would be inappropriate for a bed to be visible in a live video lesson. Getting the right environment around you is simply appropriate for both your child and the teachers you are working with. But your child will also be more effective if the environment you set up, is conducive to learn in. We would encourage you to set up a designated area in

your home which fulfils the need to be both appropriate and effective. Should you wish to use it, there is a background blurring function in the Teams app for laptops (but not tablets / phones).

### **Only communicate through approved school portals and platforms**

Microsoft Teams / Office 365 or Zoom will be the main software platforms. Others such as My Maths or BOFA, you are also familiar with. Encourage your child to never use personal social media accounts to communicate with staff or to comment on school-based activities. As part of the Pupil ICT AUP, your child should already know the importance of never allowing other people access to your devices or networks / platforms by giving out or sharing passwords.

### **Do not use school platforms to discuss personal matters**

It is extremely important that your child keeps their school communication channels separate to their own personal / social communication with friends or family. Please encourage your child to never be tempted to engage in casual discussions or send images, videos or links via official school apps or personal apps which are not associated with your learning.

As always, if your child experiences problems at any time whether a small thing (e.g. they are having trouble accessing or understanding taught material) to a more significant issue (e.g. they feel people are being unkind online), please get in touch with the school via your tutor (or teacher) without delay

### **Look after your mental health and well being**

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If your child appears frustrated, low or sad, it is important to discuss how they feel and use their teacher or tutor to offer support.