



Home Learning Policy

September 2020

Written by: H.Webster, Jade May, Danielle Hunter and Katie Tupling

Approved by: J.Logan

Background

On 1st September schools reopened fully after closure due to COVID-19 pandemic. The pupils in school will be accessing lessons and learning however there may be situations that we need to plan for different children to access learning at home when they are self-isolating or awaiting a test. There is also the possibility of future closures of schools and therefore we need to be prepared for full lockdown.

Purpose and principles

Our purpose for sending home learning is to ensure that pupils are engaging in appropriate age-related educational activities whilst not attending school as a result of the Covid-19 Pandemic. Our aim is that any home learning sent out:

- allows access to high-quality online/offline resources and pre-recorded teaching videos which are linked to the school's current curriculum expectations
- can be consistently used across the school in order to allow interaction, assessment and feedback and to support staff in their use
- can provide alternative resources for pupils who do not have suitable online access
- recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
- ensures that safeguarding protocols in terms of online safety are followed

The Home Learning Team

- Jenni Logan (Headteacher) will maintain an overview of whole school
- Hannah Webster (TLR for Literacy and KS2 Leader) supports and monitors the learning of Y5 and Y6
- Trish Keenan supports and monitors the learning of Y3 and Y4
- Jade May supports and monitors the learning of the Y1 and Y2
- Danielle Hunter (TLR for Mathematics and EYFS Leader) supports and monitors the learning of F1 and F2

IN THE EVENT OF A PERIOD OF SELF ISOLATION

- Children will be expected to complete the daily Mathematics, Reading and English activities and have the option of completing a further topic-themed activity that are linked (where possible) to the learning taking place in class.
- When a child is identified as self-isolating, the office staff will ascertain with the parents whether the child/ren is well enough to engage in home learning and will email the child's teacher to instruct them to begin sending home learning.
- If they are well enough to do so home learning they will be expected to start home learning from the second day of absence.
- The home learning documents will be emailed to parents at the end of the first day of absence in preparation for the learning to begin at 9:00am the following Monday. There is an expectation that examples of children's work be sent to the member of staff responsible via the school email each day.
- Examples of work will be forwarded to and viewed by the member of staff responsible who will then provide feedback on the examples through a sentence that acknowledges the effort and positive features that are present within that piece of work. Responses will be sent to the child's parent/carer using the email service supplied by "Eduspot".
- Members of staff will not use their own private/work email.
- Most learning will be web based and no learning should require worksheets that need printing.
- For children where ICT is a barrier, we will seek to supply IT using DFE channels or an alternative weekly work pack will be issued for the parent or friend of the family to collect from school.

IN THE EVENT OF FULL BUBBLE OR SCHOOL CLOSURE

- Children will be expected to complete the daily Mathematics, Reading and English activities and have the option of completing a further topic-themed activity
- The home learning documents will be emailed to parents on Friday afternoon in preparation for the learning to begin at 9:00am the following Monday.
- There is an expectation that examples of children's work be sent to the member of staff responsible via the school email by Wednesday lunchtime.
- Examples of work will be forwarded to and viewed by the member of staff responsible who will then provide feedback on the examples through a sentence that acknowledges the effort and positive features that are present within that piece of work. Responses will be sent to the child's parent/carer using the email service supplied by "Eduspot".
- Members of staff will not use their own private/work email.
- Most learning will be web based and no learning should require worksheets that need printing.
- For children where ICT is a barrier, we will seek to supply IT using DFE channels or an alternative weekly work pack will be issued for the parent or friend of the family to collect from school.
- If there are no examples of work received by Wednesday lunchtime, the member of staff responsible for children in those classes will contact parents via a text message requesting examples of work.
- Should no examples of work be sent into school by Thursday lunchtime, phone calls will be made to parents and the pupils on the Thursday afternoon and Friday to ascertain why work has not been sent in and to address and clarify any barriers that may have prevented this.
- At this point any safeguarding concerns or issues should be logged on the online system 'safeguard'.
- Questions to pose during this phone call to the pupil may include the following:
 - How are you all keeping?
 - Have you completed the learning?
 - Is there anything stopping you from completing the learning?
 - What can I / we do to help you?
 - Remind parents that school is here to help if help is required. The office is manned between 8am-3pm.

Home Learning Coverage

- The structure of the home learning will include the following:
 - A message for the children with the emphasis being on mental health and wellbeing and any updates/information they may need to know.
 - The subject and timings. The mathematics and English activities should all be timetabled in 30 minute slots totalling 1.5 hours for F2-Y6. The optional topic-themed lesson does not need a timing. In F1, the activities will be timetabled in 20 minute slots totalling 1 hour.
 - The school phone number and email address and a reminder that parents can contact school should they need support.
 - The resources that the pupils will need as part of the learning should be included on the home learning document sheet as much as possible.

Mathematics

- On Mondays, all pupils in years 2 to 6 will be expected to use T.T. Rockstars to develop their knowledge and recall of multiplication and division facts.
- From Tuesday to Friday, children will be directed via a link on their home learning document to daily online lessons produced by the NCETM and will be expected to complete the learning featured within the videos.
- In FS Pupils in Foundation Stage will be sent practical activities using resources from the online White Rose Maths materials to develop counting skills, concept knowledge and mathematical language.

Phonics

- Pupils within Foundation 2, Y1 and Y2 will be directed via a link on their home learning document to access daily online phonics sessions delivered by the Sheffield Literacy Hub.

- Pupils in F1 will work through the seven aspects of Phase 1 phonics and will be sent practical activities to support these different aspects.

Reading

- All children in Foundation 2 and Year 1 will be sent sentences to read over the week in line with the phonics stage the children are at. There will be three sentences sent per day. This is to ensure the phonics learnt during their sessions is applied into their reading.
- As well as engaging in the daily online phonics sessions, pupils in Y2 will also be expected to complete a daily reading activity.
- Children from Y3 to Y6 will be expected to complete a daily reading activity using an age-related text and focusing on one particular skill per day.
- The structure of the daily reading sessions from Y2 to Y6 is as follows:

Day	Skill
Monday	Vocabulary and clarification
Tuesday	Retrieval
Wednesday	Inference
Thursday	Summarise
Friday	Various skills

Y2 pupils will be expected to answer 3 questions per day.

Y3 and Y4 pupils will be expected to answer 4 questions per day.

Y5 and Y6 pupils will be expected to answer 5

- Children in F1 will have a focus story each week that can either be read from a book (if available) or accessed online. They will complete activities based on the stories that will include acting out the story, talking about the characters and talking about the setting.

Spelling, Punctuation and Grammar

- Each week children will engage in sequence of daily learning activities with a key focus on the statutory spellings for each year group, punctuation and grammar. This approach will be similar across school to ensure consistency and manageability at home for parents and carers. The weekly structure is as follows:

Pupils in Years 1 and 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Write a diary entry based on the previous week. Introduce and clarify 5 new spellings for the week.	Look Say Cover Write Check activity using the spellings for the week	Practise handwriting using the spellings for the week.	Put the spellings into individual sentences.	Spelling test

Pupils in Years 3 and 4				
Monday	Tuesday	Wednesday	Thursday	Friday
Write a diary entry based on the previous week that includes a particular skill Introduce and clarify 5 new spellings for the week.	Look Say Cover Write Check activity using the spellings for the week	Practise handwriting using the spellings for the week.	Put the spellings into individual sentences.	Spelling test

Pupils in Years 5 and 6				
Monday	Tuesday	Wednesday	Thursday	Friday
Write a diary entry based on the previous week that includes a particular skill Introduce and clarify 5 new spellings for the week.	Grammar and punctuation learning linked with the spellings for the week.	Practise handwriting using the spellings for the week.	Put the spellings into sentences or construct a paragraph aimed at a specific audience/purpose.	Spelling test

Topic Work

- Every day there will be an optional learning activity that children can complete. The subject of the activity will be consistent across year groups and is as follows:

Day	Subject
Monday	Art
Tuesday	Science
Wednesday	Geography/History
Thursday	Design Technology/Craft
Friday	PSHE

Foundation

- In Foundation Stage, each week there will be a selection of activities linked to the different areas of the Early Years foundation stage curriculum. Below is a table of the areas we will cover for our topic activities.

Monday	Exploring and using media and materials
Tuesday	Health and self-care The world
Wednesday	People and communities The world
Thursday	Moving and handling Being Imaginative
Friday	Making relationships Self-confidence and self-awareness Managing feelings and behaviour

Appendix 1



Home Learning guidance Oct 20

Scenario	Recommended Actions
Child is absent due to self-illness (Covid symptoms or otherwise)	<p style="text-align: center;">DO NOT SEND HOME LEARNING</p> <p>The child is not well and needs time to recover</p> <p>If a parent contacts school requesting home learning point them towards your school's suggested lockdown websites eg TTR, Spelling Shed, Bedrock</p>
Child is absent due to Covid illness in the house	<p style="text-align: center;">ASCERTAIN CAPACITY TO COMPLETE HOME LEARNING</p> <p>At this point establish to what extent there is capacity for an adult to support the child to complete some home learning (everybody has responded differently to the virus- some are very poorly, others have no symptoms)</p> <p>If parent/carer is too ill to support, point them towards your school's suggested lockdown websites eg TTR, Spelling Shed, Bedrock or send home a physical pack</p> <p>If parent/carer is available to support send home the class learning objectives for the week along with any notebook/PPT/video links or worksheets the teacher would be using in class OR point them towards https://www.thenational.academy/</p> <p style="text-align: center;">MAKE IT CLEAR THAT THE TEACHER DOES NOT HAVE THE CAPACITY TO OFFER FURTHER INDIVIDUAL GUIDANCE</p>
Child is absent while waiting for testing Child is isolating at home due to 'test and trace' system	<p style="text-align: center;">ASCERTAIN CAPACITY TO COMPLETE HOME LEARNING</p> <p>Ascertain the capacity for this to be supported at home effectively. If parent/carer is available to support send home the class learning objectives for the week along with any notebook/PPT/video links or worksheets the teacher would be using in class OR point them towards https://www.thenational.academy/</p> <p style="text-align: center;">MAKE IT CLEAR THAT THE TEACHER DOES NOT HAVE THE CAPACITY TO OFFER FURTHER INDIVIDUAL GUIDANCE</p>
Bubble is sent home to self isolate – teacher is well	The teacher will provide home learning as per school's home learning policy eg paper based pack to embed learning or remote learning via the school's previous lockdown method
Bubble is sent home – teacher is not well	The school will endeavour to provide home learning as per the school's home learning policy eg paper based pack to embed learning or remote learning via the school's previous lockdown method OR if capacity does not allow they will point parents towards https://www.thenational.academy/
Short term lockdown scenario (up to 6 weeks)	The school will continue to use contact methods as per previous lockdown and as stated in the school's home learning policy. The school will ensure that the curriculum sequence is maintained, using a range of online/offline tools to support new learning, including the use of pre-recorded video clips and feedback tools
Longer term lockdown scenario	JMAT DOES NOT RECOMMEND THE USE OF 'LIVE LESSONS' As above