



# Home Learning Policy

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## **Background**

On 1<sup>st</sup> 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.

On 4<sup>th</sup> January Schools were asked to move to remote learning and therefore this policy was implemented across all year groups in our school.

## **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
- Danielle Hunter (AHT for Learning and Teaching and SENCo) supports and monitors the learning of Y3 and Y4
- Jade May supports and monitors the learning of the Y1 and Y2
- Sue Gregg (AHT for Inclusion and EYFS) 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 a topic-themed activity that are linked 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**

- 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.
- Learning will total 3 hours for FS and KS1 and 4 hours for KS2.
- Children will be asked to log into a zoom at either 9am or 9:30am daily. By logging into the zoom parents are giving their permission for the child to take part in the zoom. If parents do not want their child to take part in the zoom, they can opt out by contacting school so that other arrangements can be made to support the child's home learning.
- During this meeting, the teacher/TA will take a register as to who has logged into the meeting, will have a brief discussion about how the children are feeling linking to the ROAR response approach and will explain the learning tasks that children will be expected to complete for the day. It is expected that these Zoom registrations should last approximately 15-25 minutes.
- Following, the Zoom registration, children will be expected to complete the daily mathematics, reading, English and topic learning activities every day.
- Any children who did not attend the Zoom meeting on the Monday will be contacted by a member of the class team (teacher or TA) to ascertain the children's wellbeing and to ensure they understand the learning expectations for the day.
- Where possible, staff should call using the school phone. However, if staff have to use their own mobile phones, their numbers must be withheld before making any calls. During these conversations, a member of staff should speak with both the parent and child to ascertain their wellbeing and encourage engagement with the learning tasks.
- There is an expectation that examples of children's work be sent to the school email address twice a week, on a Tuesday and a Thursday, to ensure engagement with the learning tasks. However, some parents may wish to send in work more frequently and this is fine with school.
- Teachers will track the home learning that is sent in using the school template.
- Examples of work will be forwarded to and viewed by the member of staff responsible who will then provide feedback that will support children to make progress as the home learning moves forward. 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 to communicate with parents.
- 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 sent to the teachers on the Tuesday or the Thursday, 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 that day, phone calls will be made to parents and the pupils the following day 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.
- If no contact is made with the parent or child, this needs to be logged on the 'safeguard' system.

## **Safeguarding Procedures Surrounding Zoom**

- All teachers will set up a Zoom registration meeting that will take place daily at 9am or 9:30am. The link/passwords for the meeting will be emailed to parents and will be set as a reoccurring meeting.
- Parents/carers will be asked to ensure that when the children are logging into their Zoom meeting, they are using the children's name to ensure teachers know who they are admitting to the session. If the child is under another name, they will not be allowed entry.
- The waiting room must be enabled so that staff can see who is trying to enter the meeting.
- All attendees must enter on mute.
- By logging into the zoom, parents are giving their permission for the child to take part in the zoom.
- The chat function will be altered to enable conversations with the host only, so that children cannot private message each other.
- The meeting room will be locked by the host 3 minutes after the start time.
- Two members of staff (This may be two teachers or a teacher and TA depending on the circumstances) must be the first people in the meeting to ensure safeguarding procedures are being maintained.
- One of the staff members will have the responsibility of being the 'room manager' and will entirely focus on this role and safeguarding whilst the other member of staff leads the session.
- Anyone who is not adhering to safeguarding procedures, will be removed immediately from the meeting immediately.
- All children must be fully dressed and no other children or adults must be present in the background.
- Children should be positioned with a plain background, ideally a plain section of wall.
- When closing the Zoom session, all the children must leave the session before the teacher/TA do. Alternatively, the host of the meeting must close the meeting for all simultaneously.
- If any breach of safeguarding occurs, the host will immediately end the meeting and school will contact parents to arrange a new meeting with a new password.
- Meeting links that are sent to parents are for the private use of their child and must not be shared with anyone else.

## **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. All home learning should total 3 hours as a minimum for Foundation and KS1 and 4 hours for KS2.
    - Foundation  
F1and F2 children should access the following learning: daily phonics, reading, maths and a topic-based activity
    - Key Stage One  
Children should access the following learning: daily maths, reading, phonics, English and topic based activities.
    - Key Stage Two  
Children should access the following learning: daily maths, reading, English and topic based activities.
  - 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 (and Monday for Y1 children), children will be directed via a link on their home learning document to online lessons produced by the White Rose Maths Hub. These lessons will be in line with what they would be learning if school was open. Children 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 in F1 will work through the seven aspects of Phase 1 phonics and will be sent practical activities to support these different aspects.
- 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.

## Reading

- 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.
- 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 Y2 to Y6 will be expected to complete a daily reading activity using an age-related text and focusing on one particular skill per day which follows the progression of the reading cycle used within school.
- Should the school/whole class bubble be closed during the "Assessment Week" portion of the reading cycle, the reading for the week will be structured as follows for children in Y2 to Y6:

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

## English

- This work should closely reflect the genres and the associated skills that children would be learning if school/the bubble was open as normal. There should be clear progression in the skills and learning that is undertaken as the week progresses.
- Links to online resources/teaching to help with subject/age specific knowledge should be included.
- There should be a day in which children are provided with 10 spellings to learn (5 following a rule and 5 from the Statutory Spelling Lists for each year group)

### Topic Work

- Every day there will be a learning activity that children can complete linked to a wider curriculum subject.  
For example:

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 <b>self-illness</b> (Covid symptoms or otherwise)	<p style="text-align: center;"><b>DO NOT SEND HOME LEARNING</b></p> <p><b>The child is not well and needs time to recover</b></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 <b>Covid illness in the house</b>	<p style="text-align: center;"><b>ASCERTAIN CAPACITY TO COMPLETE HOME LEARNING</b></p> <p><b>At this point establish to what extent there is capacity for an adult to support the child to complete some home learning</b> (everybody has responded differently to the virus- some are very poorly, others have no symptoms)</p> <p><b>If parent/carer is too ill</b> to support, point them towards your school's suggested lockdown websites eg TTR, Spelling Shed, Bedrock or send home a physical pack</p> <p><b>If parent/carer is available to support</b> 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 <b>OR</b> point them towards <a href="https://www.thenational.academy/">https://www.thenational.academy/</a></p> <p style="text-align: center;"><b>MAKE IT CLEAR THAT THE TEACHER DOES NOT HAVE THE CAPACITY TO OFFER FURTHER INDIVIDUAL GUIDANCE</b></p>
Child is absent while waiting for testing  Child is isolating at home due to 'test and trace' system	<p style="text-align: center;"><b>ASCERTAIN CAPACITY TO COMPLETE HOME LEARNING</b></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 <b>OR</b> point them towards <a href="https://www.thenational.academy/">https://www.thenational.academy/</a></p> <p style="text-align: center;"><b>MAKE IT CLEAR THAT THE TEACHER DOES NOT HAVE THE CAPACITY TO OFFER FURTHER INDIVIDUAL GUIDANCE</b></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 <b>OR</b> if capacity does not allow they will point parents towards <a href="https://www.thenational.academy/">https://www.thenational.academy/</a>
Short term lockdown scenario (up to 6 weeks)	<p>The school will use daily Zoom registration sessions to maintain contact with the children, to ascertain children's wellbeing and encourage engagement in their home learning. Children not engaging with Zoom registrations will be contacted via telephone. 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. Children with no access to the internet will receive a home learning pack.</p> <p style="text-align: center;"><b>JMAT DOES NOT RECOMMEND THE USE OF 'LIVE LESSONS'</b></p>
Longer term lockdown scenario	As above