



Home Learning Policy

Wath Victoria

September 2020

Reviewed October 2020.

Background

Since reaching the UK in late January 2020, the Coronavirus (COVI-19) has changed many aspects of our lives. One way it has done this is as a result of the infectious nature of the disease and the drive to suppress the infection rate, was a national lockdown in the UK. This meant large numbers of children were educated at home for a period of months, following programmes prescribed by their teachers, largely through remote learning. Although we hope this does not occur again, it is imperative to plan ready for any isolation of children on any scale. This policy has been written after consultation with JMAT, the school's senior leadership team and feedback given from parents around the practicalities of learning at home for them.

Purpose and principles when teaching remotely.

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 the learning opportunities are:

- From a wide range of curriculum areas, similar to what the children would be exposed to in school, in a sequenced, coherent manner.
- Personalised, where necessary, for children as a result of intelligent data gained from online systems and analysis of children's work.
- Able to provide feedback to children that allows them to secure or progress learning including adjusting the pace in which children move through work where appropriate.
- Manageable and achievable for parents/carers to implement whilst being at home, by considering ICT access including printing and the likelihood of other members of the family using and sharing technology in the home.

One of our key fundamental values is the relationships that staff build with pupils. We will supplement videos from the Oak Academy and White Rose Maths with clips from their own teachers to provide familiar faces to the children, as well as to provide more specific instructions and scaffolding for the children, from staff who know them well.

Staff will ensure that all resources are appropriate in content for children and will be responsible for reporting any safeguarding concerns through our usual procedures.

3-stage approach – see appendix 1

We feel it is important to have a staged approach that reacts specifically to three possible eventualities: family isolation, bubble closure and whole school lockdown. In the eventuality of any of these stages being required, children will leave school with revision activities based on previous learning and the class teacher, if they are well, to direct children and parents/carers further. With effect from the 23rd October 2020, the following will apply:

Stage one- family isolation.

Children/families that are required to self-isolate or awaiting the results of a test, as a result of the COVID-19 pandemic then the school will establish the level of capacity in the child's home to support learning. If the parent/carer is too ill to support, then school will point children towards familiar websites (e.g. Times Tables Rockstars and Bedrock) and send home a learning pack of consolidation materials. If the parent/carer is able to support learning, then current work will be sent home along with supportive materials with the expectation that children also access online websites such as Times Tables Rockstars and

Bedrock. Teachers will endeavour to provide basic support and feedback on work completed at home, however families can expect to have their work marked and feedback provided on their return to school, when the teacher will be able to give more individual support. In this situation, the teacher will remain responsible for the full time teaching of the class in school.

Stage two- bubble closure.

If a bubble is closed, children will receive work that is revision of learning from the current school year in the first instance, plus their online log-ins for programmes of learning which can be accessed until further communication from staff, which will take place within 24 hours (by Monday morning if the closure occurs on a Friday). Dojo will be used to set and return English based tasks and the current core subject work will be adapted for home learning and set, where the nature of it makes this possible. Videos will be used to explain tasks to children where needed, if the class teacher is well. Children will also continue to access online platforms. A member of staff from the class/phase will make contact with the children at least weekly: this is likely to be via dojo and will aim to provide feedback on work to support individual pupil progress.

Stage three- whole school closure.

In the event of a whole school closure, children will take home revision activities plus their online log-ins for programmes of learning which can be accessed until further communication from staff, which will take place within 24 hours (by Monday morning if the closure occurs on a Friday). Work will then be set via dojo with clear deadlines. The school will set maths work via MyMaths with further tasks from White Rose Maths. Children will continue to access their online platforms. Wider curriculum work will be set through the government commissioned Oak Academy and tailored to suit the needs and interests of our children. Videos will be provided to scaffold learning where appropriate, and quality, meaningful feedback will be given to help children make progress. Staff will be in weekly contact with children and chase up children that are not completing work.

Home Learning Expectations

- Children will be expected to complete and return work by a given deadline, through dojo portfolio, or complete online tasks on school's online platforms.
- Children will respond to feedback where appropriate including completing extra tasks to secure learning, and improving so it is the best they can do.
- The home learning documents will be posted on Class Dojo story on the class page on Friday afternoon in preparation for the learning to begin at 9:00am the following Monday. The post will contain clear subheadings for subjects or days, and be written in simple, short sentences.
- Learning in the core subjects will include direct teaching through careful use of White Rose, BBC Bitesize, Oak Academy or other lesson clips.
- Staff will provide feedback in maths by using the MyMaths Programme along with White Rose activities, and in English by providing direct feedback to weekly learning which will be returned to staff through the portfolios page on Class Dojo.
- Children will continue to access the online platforms that they use in school including Bedrock, Timestables Rockstars, MyMaths and others as applicable.
- Communication with children and parents will be through the class email, dojo or phone calls. If a phone call is made, staff will ensure that their number is withheld.

- Most learning will be web based, and no learning should require worksheets that need printing.
- Staff will ensure that they have contact with every family group weekly and will pursue children that are not completing tasks.

Resources

School will provide children with exercise books to complete tasks in, as well as a basic stationery pack. In the event of a family isolation, worksheets can be provided but this is not practical on a larger scale, except in extreme circumstances.

Resources for SEND pupils to personalise their learning will be provided by the class teacher and teaching assistant on a weekly basis, linked to their support plans.

Staff responsible for this policy

- **Home Learning Champion/AHT – Mr J Parker**
- Maths Team – Mr J Parker, Mr D Hawkins, Miss J Leech, Mrs N Foster
- English Leaders – Mrs D Harris and Mrs E Nutley
- School Curriculum Leader – Mrs C Miller

Web based resources

The most commonly used resources will be as follows:

Oak Academy

Bedrock Vocabulary

BBC Bitesize

White Rose Maths

MyMaths

NCETM

Numbots

TT Rock Stars

Hit the Button

There are however a number of other resources which may be useful. They are listed below.

EYF S	MATHS https://www.bloomsburyearlyyears.com/coronavirus-free-access https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths
	ENGLISH

	https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-teaching-programme/?region=uk https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1 https://www.ruthmiskin.com/en/ https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HF_n https://childrens.poetryarchive.org/ Literacy Shed
	OTHER https://www.clickview.co.uk/free/ http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx https://www.bbc.co.uk/programmes/b006mvsc https://www.nhs.uk/10-minute-shake-up/shake-ups
KS1	MATHS https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths https://www.bigmaths.com/ https://www.hamilton-trust.org.uk/blog/learning-home-packs/ https://www.ncetm.org.uk/resources/54454 https://www.themathsfactor.com/ https://www.ruthmiskin.com/en/
	ENGLISH https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-teaching-programme/?region=uk https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1 https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HF_n https://childrens.poetryarchive.org/ Literacy Shed https://www.pobble365.com/
	OTHER https://www.clickview.co.uk/free/ http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx https://www.nhs.uk/10-minute-shake-up/shake-ups https://www.bbc.co.uk/teach/supermovers https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/
KS2	MATHS https://www.bigmaths.com/ https://www.hamilton-trust.org.uk/blog/learning-home-packs/ https://www.ncetm.org.uk/resources/54454 https://www.themathsfactor.com/
	ENGLISH

	Literacy Shed https://www.pobble365.com/
	OTHER https://www.clickview.co.uk/free/ https://www.century.tech/explore-century/parents/ http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx https://www.nhs.uk/10-minute-shake-up/shake-ups https://www.bbc.co.uk/teach/supermovers https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/ https://ukactivekids.com/movecrew/

RESOURCES FOR WHOLE SCHOOL

<https://www.mathematicsmastery.org/free-resources>

<https://mathswithparents.com/teachers/>

<https://nrich.maths.org/>

<https://www.topmarks.co.uk/maths-games>

<https://whiterosemaths.com/homelearning/>

<https://stories.audible.com/start-listen>

<https://classroomsecrets.co.uk/free-home-learning-packs/>

<https://literacytrust.org.uk/family-zone/>

<https://childrens.poetryarchive.org/>

<https://www.risingstars-uk.com/series/rising-stars-reading-planet>

<https://www.royalmint.com/kids/>

<https://disneyonstage.co.uk/education/>

Wath Victoria Covid response curriculum offer 2020-2021.

