

Ashbury Meadow Primary School- Home Learning Policy



Date Written: October, 2020 by Lucy Thomas

This policy has been reviewed and updated by Neil Long on 2nd February, 2021

Review date: October, 2024

This policy has been designed to support school and parents during a self-isolation period and /or a class/school closure period to reduce the impact of loss on learning from school. In the event that your child needs to self-isolate or lessons are suspended for any period of time, we aim to establish a rigorous home-learning protocol to enable children to continue their education away from the school site with appropriate support structures to ensure equity for all children.

This policy aims to set out:

- Procedures and expectations for the wellbeing and safety of children and staff
- Provide a framework for learning and associated resources to support children's learning
- Ensures a consistent approach for all, with expectations for children, parents, and staff

Should your child be subject to self-isolation or schools be forced to close or go through sustained periods of extended closure due to Public Health advice, all children will be provided with a range of remote learning resources. The school expects teachers to support families to access these resources through a combination of online recorded and website-based learning, with paper resources provided where necessary. The school will provide a suggested structure for families to follow and there will be a degree of expectation by the government that families follow these suggestions.

The school will ensure teachers are able to interact with children and families through the platforms noted below. We acknowledge and realise the difficulty that some families face due to the lack of digital devices and will provide access to a digital device such as a laptop whenever possible and paper-based copies of work as a last resort.

- Mobile Phone Contact (through mutually agreed timings)
- Email (with limited response timings for replies)
- Google classroom for Years 1-6
- Tapestry for EYFS

We will provide learning through other online applications as noted below. Learning will usually take the format of an 'explicit teaching' content block - with the teacher delivering a pre-recorded learning input such as an introduction through an animated powerpoint or video (around a maximum of 20 mins) with lots of opportunities for children to practise what they have learnt using both traditional methods and digital applications. Additionally, some learning materials (around 15-20 minutes) will be dedicated for practise on fluency and recall.

The learning content can be accessed through a variety of means: -

- Tapestry
- Google classroom
- Hard paper copies

Some examples of the supplementary applications that may be used are shown below:

- Maths : Timestable Rock Stars, Numbots, Mathletics
- English : Lexia, Myon eBooks, PurpleMash
- Music : YUMU Charanga

It is important to remember that school fully understands the challenges of Home Education whilst handling other work and family commitments. Our school will provide support with technical issues where possible and hard copies of work where technical issues cannot be resolved. We also recognise that some families will need long term support to develop the capacity within their home for their children to access all the learning resources. As a school, we will work with families to offer support and training where necessary.

Please note that all learning materials produced by a school can be shared widely. However, pupil logins to website subscriptions that the school has purchased must not be shared externally.

Structure of the School Day

The intention of this policy is to provide guidance for parents to ensure children can experience a range of educational learning experiences. It is not designed to provide a replacement structure for formalised learning. However, routines and structures are important, and to that end, we have provided an example of what an effective learning day might look like. It is not a formalised structure for families to follow but it is recommended, and we do advise that you try to adhere to the schedule as much as possible. Pupils' work will be available from 8.45 am each morning.

Each lesson will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments via Google classroom or Tapestry. Feedback will be given, for example in the form of private comments, but will not be instantaneous and will vary due to the nature of remote learning. A whole class feedback document will be posted weekly for English and maths and your child will receive individual feedback on two pieces of work in each subject by the end of the working school week. The teacher may use a live session to discuss feedback about the children's work. All work completed remotely online will be monitored. Parents should return paper-based work completed by children each Friday for marking and feedback the following week. Your child's class teacher will post a list of lessons and tasks for the day each morning by 8.45am and/or any events specific to your child.

Additionally, we recognise the value of physical activity as part of the normal school day. Links to a daily video with some tips for staying active at home will be posted. Reading at home is very important and as well as reading from the work set, we urge adults to read with their children, all pupils have access to free online books.

A typical day in years 1-6:

Children in Key Stage 1 will be set a minimum of 3 hours work each day and a minimum of 4 hours work for children in Key Stage 2 in line with Department for Education expectations.

8.45am: registration

Morning sessions: Maths, English including Spelling, Punctuation and Grammar and Reading

Afternoon sessions: As per our long term plan on the website, there will be lessons provided from one of the following subjects: Geography, History, Art, PE, Science, Religious Education, Personal, Social, Health Education (PSHE), Design Technology and Spanish at KS2. Lessons will be tailored to support home learning. Regular breaks should be planned in between every session and children should take some exercise for example, in the form of a quick five minute session. Ideas to help are contained on the school website in the Remote Learning Support for Parents & Carers section.

Typical Learning Activity & Lesson Structure

1. Video or powerpoint introduction by class teacher - lesson objective and success criteria shared. (20 minutes)

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| 2. Children have an opportunity to practise what they have learnt. Parents will be given some questions/common misconceptions to help support learning (20 minutes) |
| There will be a range of opportunities to record work over the lessons between online docs and handwritten work in their exercise book where applicable. |
| 3. Application and creative activity |
| 4. - An opportunity for the child to connect back with the class teacher and ask questions |

What the 'Home Learning' experience will look like in the Early Years Foundation Stage

In Early years the children/parents will be required to access 'Home Learning' using Tapestry, our online learning journal. This is a platform that is already in place and being accessed by our parents and their pupils to share both home and school learning experiences. Parents will receive notifications of daily memo's posted from the staff that guide them through individual lessons and activities. Lessons posted will encourage the use of resources found around the home and where possible will include readily available resources and site links to support the children such as 'Phonics play', 'Purple mash' and 'Twinkle'.

Our offer will include the following each week to promote full coverage of the 7 Areas of Learning;

- Daily Phonics lessons which link directly to 'Expressive Arts and Design'
- Daily Mathematics lessons
- 4 x Literacy lessons which will often be cross curricular and link to the prime areas of learning (PSED, Physical development and Communication and Language)
- 1 x Investigation lesson which will specifically focus around 'understanding of the world' but will also include implementation of the prime areas.
- Daily story time which will be delivered by a different class teacher from Early years each day

What the Home Learning experience will look like in Y1-6

Years 1-6

- Years 1-6 will be using Google classroom online learning platforms during Home Learning.
- Daily, age appropriate learning activities will be uploaded onto Google classroom for children to access.
- Daily live sessions via Zoom or GoogleMeet will be provided for class assemblies, reading class novel, PSHE sessions, feedback about learning or other learning focused activities or support as planned
- Google classroom enables teachers to give feedback to children on their learning, and children will be expected to return their learning on Google classroom to allow the class teacher to do so.
- For English and maths, a whole class feedback document will be posted or presented to children each Monday outlining class strengths and next steps for improvement
- KS2 children will be using Google classroom as a means to discuss learning misconceptions as well as ask any questions children may have.
- Children will be expected to practice their times tables through times tables rockstars.
- Spellings will be given weekly and it is expected that an adult is to test the child at the end of the week.
- Children will be expected to engage with the class novel which will be read to them by the teacher.

- Exercise books will be sent home for children to complete their learning, these must be kept at home for the duration of the school year and used when your child is isolating, work should be screenshot and uploaded for teachers to assess, some work might be completed straight onto Google Classroom.
- All procedures are fluid and will be evaluated and reviewed accordingly.

Parents of pupils not submitting work will be emailed or phoned by the class teacher to discuss why work has not been returned and where there is no response, this will be escalated to the Designated Safeguarding Officer for further enquiry.

Inclusion Support

Children will continue to be supported by our SENDCO throughout the period of the shutdown. This may take the form of 1:1 mentoring/contact (Teachers and TAs) or specific learning activities set by the pupil's one to one. Where your child receives additional support pupils will have work set to meet the objectives of their EHCPs as well as differentiated work based on their class's learning.

- Children will access their specific learning activities through Google Classroom or Tapestry, Paper copies can be provided.
- Teachers will provide feedback to children and parents with regards to the work they have submitted.
- The one to one teaching assistant will work closely with the class teachers to ensure that misconceptions from classroom work can be addressed and additional activities and guidance can be provided.

Roles and Responsibilities (Children) Years 1-6

Maintain your excellent progress at school :

- Dedicating appropriate time to learning, your teacher will give you guidance to time expectations
- Check Google classroom to understand your teachers' expectations of what you are learning and what you need to produce
- When you are working at home make sure you choose a quiet space free from distractions (such as TV)
- Remember you should still do your own work! Parents/helpers can **help** but not do the work for you
- Keep healthy habits and take breaks away from devices between scheduled lessons
- You should have a drink at the table and only eat at a sensible snack time or lunchtime
- Be dressed in your clothes not your pyjamas
- Be at the table where possible
- Take regular exercise

If you have any questions contact your teacher through their class email. If you are concerned about anything related to working online or using the internet, or if anything else is bothering you, you can post a private comment in the My Concerns section on Google Classroom.

Roles and Responsibilities (Parents)

Support your child/ren in their learning :

- Consider the age of the child – adjust home learning environment to suit their educational needs.
- Provide an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engage in conversations on posted materials, assignments.
- Respect that teachers will respond in a reasonable time frame but will not be instantly available.
- Monitor time spent engaging in online and offline learning and aim for a balance between the two
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Monitor their access
- Encourage regular exercise

- Ensure they fully engage and follow expectations
- Read with your child daily
- Ensure your child follows the Pupils Acceptable User Policy and adhere to the protocols in the Parents Acceptable User Policy, in particular: **lessons will not be recorded at home or stills captured from the lessons. Lessons must not be re-broadcast by parents/carers including to social media platforms**

If you have any questions or issues contact the class teacher via the class email. Also, see the Remote Learning Support for Parents and Carers section on the School website for help with planning the day, behaviour, physical exercise, technical issues and useful websites.

Related policies and documents which can be found on the School Website:

- Remote Learning Contingency Plan
- Remote Education Provision: Information for Parents & Carers
- Pupils Acceptable User Policy for Remote Learning
- Parents Acceptable User Policy for Remote Learning
- Safeguarding Policy (in particular Appendix G)
- E-Safety Policy
- Equality Policy
- SEND Policy
- Behaviour Policy