



Hoole St. Michael Church of England Primary School

Home Learning Policy

Member of staff responsible: T Pitcher

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Mission Statement

Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

Home Learning Policy

September 2020, all our classes returned to full-time education following the Covid-19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education. Remote learning will be shared with families when they are absent due to authorised Covid related absence.

This meets the expectations set out in the DfE guidance 'Remote Education Support'.

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

The school will use the Learning at Home tab on its website for remote learning. On this page will be important information regarding remote learning during absence from school. If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and if necessary, provide paper packs of learning. Where funding can be accessed, remote devices (eg, laptops) and/or 4G connections will sought. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

Overview

In the first instance, individual children will be directed to the relevant year group page of the Remote Learning page on the school website which contains a variety of information and "how to guides".

From the first day of self-isolation class teachers will provide two core activities each day; English (either writing or reading, based on planning in school) and Maths (based on the

White Rose materials and planning in school). In addition to this, children will be expected to complete various topic and other parts of the wider curriculum.

Aims of the policy

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Flexibility of learning

- We realise that the circumstances that cause our school to close will affect families in a number of ways.
- In our planning and expectations, we are aware of the need for flexibility from all sides.
- Parents may be trying to work from home so access to technology as a family may be limited.
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.
- Teachers may be trying to manage their home situation and the learning of their own children.
- Systems may not always function as they should.
- An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

We will endeavour to support pupils, parents and staff throughout periods of closure in the best way that will enable pupils to continue their learning and reduce negative impact of home schooling.

Manage expectations

We believe that it is in the best interests of our children that we continue to provide structured support so that children do not miss teaching and learning opportunities. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot

be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:-

- Share teaching and activities with their class through the Google Classroom; where appropriate this will include direct teaching of a lesson by video link such as Google Meet, Zoom or White Rose teaching videos. Codes for Google Meet will be sent to the child's Gmail account set up by school and matches their login details.
- Continue teaching in line with current, extensive planning that is already in place throughout the school.
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this.
- Keep in contact with children through Google Classroom/Dojo and phone calls if needed.
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am – 3.15 pm
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways.
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Subject Leadership roles.
- If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on the Class Dojo during this time will not be undertaken until the teacher is fit to work.

Children will:-

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Be on Google Classroom at 8:45am ready for the beginning of the school day.
- Complete the work during the allocated lesson time as far as it is possible, although school recognises that there may be reasons why work can't be completed until later.
- Complete work to the standard that they would do in the classroom.
- Let a member of staff know if they need help with anything.

- Post complete work on Google Classroom using the view assignment button to lead on to add or create a task. Work can also be posted using the Dojo Portfolio.
- Read daily, either independently or with an adult.

Parents will:-

- Support their child's learning to the best of their ability; ensure that their children engage in learning for all lessons provided.
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Google Classroom/Dojo
- Know they can continue to contact their class teacher as normal through the Dojo or email Mrs Price/Ms Barlow if they require support of any kind; let school know if there are any reasons why their child is unable to access work and ask school for support.
- Check their child has completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax; monitor the amount of time children are spending on screen and follow guidance provided.

The Remote/Blended learning day

The KS1/KS2 daily timetable will include:

- Maths – planned by the teacher using White Rose Maths/Emile/TT Rockstars/Google Classroom to support teaching and learning.
- Reading – planned by the teacher using Read Theory/Learning by Questions/Google Classroom to support teaching and learning.
- Writing – planned by the teacher using Google Classroom to support teaching and learning.
- Phonics – Children will continue their learning as planned by their teacher using Letters and Sounds and Phonics Play
- Foundation subjects will continue using the Lancashire creative curriculum.

Support with Remote Learning

Class teachers will endeavour to provide age-appropriate activities that the majority of the children should be able to access with minimal support from adults at home. If the children require support with their learning, class teachers will be available on Google Classroom/ Dojo throughout the school day to provide further assistance.

Subject	Web Link	Detail
Maths	https://whiterosemaths.com/homelearning/ https://www.topmarks.co.uk/ https://trockstars.com/ https://emile-education.com/ https://www.lbq.org/ NCETM Spines Ready to Progress Criteria Resources Mastery Assessment Challenges Nrich	We are becoming such Magical Mathematicians when it comes to mathematics, so let's keep up with the daily Maths learning. Using White Rose Maths and Emile Education, children will be guided to the appropriate year group they are in and to one of the topics available. Topmarks education is a great resource to support the children with their Maths learning interactively. Who will be the next Times Tables Grand Champion? Children have their own TT Rock Stars login details to practise and rehearse their times-tables at the appropriate level (Year 2-6).
Reading	https://home.oxfordowl.co.uk/reading/free-ebooks/ https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/ https://readtheory.org/auth/login https://www.lbq.org/	Reading is everything. Read as much as you can! Read Theory is an excellent tool that KS2 have been using in school You can download and read a free e-Book from Oxford Owls-

		parents will need to register to access the free e-Books. On this site you can find your child's reading book band level for further texts. Enjoy reading for pleasure with the Book Trust read-along stories.
Writing	https://www.pobble365.com/ https://www.literacyshed.com/home.html	Pobble is a great resource to get children writing. The visual stimulus allow children's imaginations to run wild. Literacy Shed has teaching videos and suggested writing tasks to match. These are age appropriate and match to genre too.
Phonics	https://www.phonicsplay.co.uk/	Phonic activities based on the Phase your child is working at will be uploaded to Google Classroom on a daily basis. You can also access Phonics Play for additional interactive resources.
Foundation Subjects		Your teacher will guide you with your foundation subject teaching and learning through google classroom. This learning can be supported by using BBC bitesize.

Zoom/Google Classroom/Loom

The 'teaching content' will be provided to children through age-appropriate video content, visual resources and activities set by their class teacher, linked to the curriculum for their year group. Where possible, this will be a continuation of the learning that has taken place within the classroom. The teachers will use a combination of the above to aid with remote/blended learning. Loom will be used to provide quality teaching by recording teacher input alongside quality lesson resources, this will then be uploaded to Google Classroom to be shared and used with children.

Hoole St Michael

At Hoole St Michael, if a child or class need to work remotely at home, we will be providing high quality lesson/s which will be led by the class teacher. This teacher led learning will be scaffolded so that the children can complete the task independently or with little help from parents or guardians. This scaffolding will either take place live on Zoom/Google Classroom or using a pre-recorded video on Loom from your child's teacher. After the input from your child's teacher, we expect the children to complete the task independently and then submit their work via Google Classroom/dojo.

Safeguarding

Please refer to Child Protection and Safeguarding Policy.

Data protection

When accessing personal data, all staff members will: Only use their official school email account and connect to the school network using their school laptop only.

Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

Blended Learning

1. Aims

This blended learning policy for staff aims to:

Ensure consistency in the approach to blended learning for pupils who aren't in school.

Set out expectations for all members of the school community with regards to blended learning.

Provide appropriate guidelines for data protection.

2. Roles and responsibilities

2.1 Teachers

When providing blended learning, teachers must be available between 8:45am and 3:15pm.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing blended learning, teachers are responsible for: Setting work for children to complete each day.

- Work will need to be provided for all children in the class. In the event that the other member of staff in the year group is unable attend, work should also be provided to children in the class.
- 3 independent activities need to be provided to children each day. These will be 1 piece of Maths work; 1 piece of English work and 1 piece of topic work.
- Work will need to be available for children to complete immediately after the live teaching session for that subject.
- All work will be uploaded to Google Classroom. All activities need to be uploaded to the classwork area of a child's class. Work needs to be organised into daily folders. Folders will need to correspond to the day and date. E.g. Monday 23.11.2020.
- Members of staff should use email as their primary form of communication with colleagues. MTP's for Maths, English and Foundation lessons need to be continued should children be required to learn at home. Year group partners need to liaise with each other regularly in order to maintain consistency across year groups.
- Work which focuses on the same objectives will also be provided to disadvantaged/vulnerable children and children of key workers, should they still be required to attend school.

Providing feedback on children's work

- Teaching staff will have access Google Classroom. Staff must mark work submitted by children via Google Classroom daily.

Staying in contact with pupils who are learning from home and their parents

- Should extra feedback be required, personalised comments can be attached to children's work. Staff need to return these comments to children once work has been marked and assessed.
- As per guidance in the marking policy, all work should be marked, assessed and returned to children before the next lesson commences. (work submitted after 3:15pm will not be returned until after the next working day).

Contact with pupils who are learning from home and their parents

- Staff will use Google Classroom to stay in contact with pupils and parents. Staff and children will use the 'Stream' area of Google Classroom to share important messages and communicate as group communication for the day. Staff will set reminders for live lessons and notifications of work to be completed.
- Pupils are able to communicate with teachers via private messaging on Google Classroom. This form of communication should be used when information cannot be shared publicly with the other pupils in the class.
- Class dojo will also be used to maintain contact with parents via the messaging area of the app.

- Staff are required to respond to communication from children within working hours. Any communication received outside working hours can be addressed when they commence the following day.
- Any complaints from parents should be dealt with as per school policy. Escalation to SLT can be done via email or phone call (if within working hours).
- If children are failing to complete work on a regular basis, a conversation should be had with parents to establish the reasons for this.
- Any child who is not able to complete work due to limited access to the internet should be referred to a member of SLT who will be able to provide additional support.
- Any children who are posting inappropriate comments which could cause offence to others or comments which are not appropriate to the context of the discussion can be muted by the class teacher. Children should not be unmuted until a discussion has taken place with the pupil. This should then be escalated to discussion with parents should inappropriate comments continue.

Streaming live lessons

- When delivering live lessons, teachers will use the Google Meet link via Google Classroom or Zoom. Using this link will include safeguarding measures provided by Google Classroom.
- During live lessons, staff should ensure that the location of the video is appropriate, including what is visible to children in the lesson. Backgrounds to videos should be as neutral/plain as possible. Staff will also need to ensure that background noise is reduced as much as possible.
- Staff will ensure that other programs and browsers which could potentially contain sensitive information (emails etc) are closed.
- During the first live session of the day, staff will complete a record of children who attend. This information will be shared with the SLT member who is making phone calls to parents for that day. The register in school will be marked with a # to show that children are not required to attend the school site.