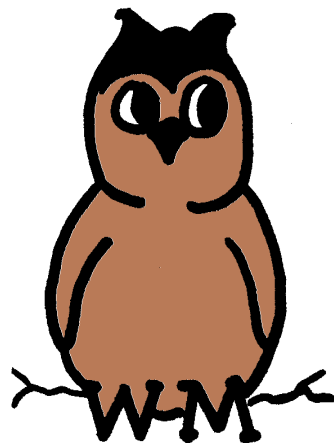


# **White Mere Community Primary School**



**Home Learning Policy  
October 2020**

This document details our anticipated response to home learning requirements.

As the plan is implemented, we will monitor it closely and make necessary adjustments where required.

Responses to our home learning survey were varied and showed the wide range of experiences of home learning that children had earlier this year. We have taken these responses into consideration when planning for our future home learning provision. Our home learning plan sets out our approach to curriculum delivery and implementation of home learning weekly tasks and remote education in event of children not being able to attend school.

### **Through this plan we aim to:**

- Maintain high levels of communication and contact with pupils and their families.
- Continue to support the mental health and wellbeing of the whole school community.
  - Set assignments so that pupils have meaningful work each day in different subjects.
  - Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
  - Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources or videos.
  - Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
    - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

### **Weekly Home Learning**

Weekly home learning tasks will be set by class teachers using Class Dojo. These will replace traditional home learning tasks. Each class will have a Maths task, Spelling/Phonics task and a Reading task. These will be communicated on the 'portfolio' section of Class Dojo. Occasionally, there may be additional home learning tasks. In addition the home learning page on the website will be updated with additional resources parents/carers can access at their convenience.

### **What can I expect in terms of Home Learning in the event of isolation or closure?**

*This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. We aim to*

#### **Circumstance      Remote learning**

*implement remote learning from your child's second day of absence at the latest. There are 2 general scenarios outlined below; the first scenario where your child is not permitted to attend school and the second outlines the actions in the case of a whole bubble not being permitted to attend school.*

<p>My child is absent because they are required to self-isolate for a specified period of time.</p> <p>The rest of their school bubble are attending school and being taught as normal.</p>	<p><b>Maths lessons</b> links sent to mirror the maths being covered in the classroom at that time. This will be the White Rose maths videos (the scheme used in school), and resources/worksheets used in the classroom. Answers will be provided for self-marking at home.</p> <p><b>English lessons</b> sent by email. These activities will mirror the text based approach we have to English in the classroom The quantity will be dependent on age/stage of your child.</p> <p><b>Phonics lessons for EYFS/KS1</b> to work on the content your child will be missing and again sent by email.</p> <p><b>Non-core task(s)</b> teachers have developed a menu of 10 non-core activities that are linked to the topics being covered in class. Some activities will make use of Government's 'Oak Academy' lessons so there will be teaching videos.</p> <p style="text-align: center;"><b><i>Teachers cannot provide daily feedback, as they will be teaching the rest of the class. However work should be submitted so that teachers can monitor progress and feedback will be provided at the mid-point and end-point of the isolation period.</i></b></p>
<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</p>	<p>Teachers will post at least one short video message per day with a very specific focus for one of their lessons that day and then include some questions for children to work on.</p> <p><b>Maths lessons uploaded to Class Dojo daily</b> following on the maths that would have been covered in the classroom at that time. This will be the White Rose maths videos (the scheme used in school), and resources/worksheets used in the classroom. Answers will be provided for self-marking at home.</p> <p><b>English lessons will be uploaded to Class Dojo daily</b> these will be based around the skills planned lessons that would have been covered in the classroom at that time.</p> <p><b>Non-core task(s)</b> teachers have developed a menu of 10 non-core activities that are linked to the topics being covered in class. Some activities will make use of Government's 'Oak Academy' lessons so there will be teaching videos.</p> <p style="text-align: center;"><b><i>Parents can submit work to class dojo and teachers will provide feedback between 8:45am-3:15pm(details below).</i></b></p> <p style="text-align: center;"><b><i>Teachers will post a short video message to their class at the end of each week, on Dojo, to greet the children, offer encouragement and highlight any particularly good work that was shared</i></b></p>

**Roles and Responsibilities**

## **Teachers**

When providing remote learning, teachers are responsible for setting work (as detailed above)

## **Adjustments for Children with SEND**

Teachers will use their knowledge of the individual special educational needs of children in their class to ensure that work is adjusted appropriately for them to be able to access it.

## **Resources for Home Learning Lessons**

These will include a range of activities. Many of these should be completed in children's home learning exercise books, which school will provide. Although some activities will require access to a screen (for example the White Rose Maths videos), we will try to include a balance of activities.

## **Subject Leads/SENDCo**

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers and reviewing remote learning content
  - Alerting teachers to resources they can use to teach their subject remotely

## **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of home learning through regular meetings with teachers and subject leaders, reviewing work set and monitoring feedback from pupils and parents
  - Monitoring safeguarding considerations
- Making regular telephone contact with isolating children and families who may be vulnerable

## **Governors**

Governors are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

## **Keeping in Touch**

Class email addresses should be used for parents to contact teachers in regards to any pastoral concerns. Teachers will aim respond to emails in a

timely manner, but we ask parents to be mindful that staff have many other responsibilities and may not be able to provide an immediate response.

## **Pupils and Parents**

### **Staff will expect pupils accessing home learning to:**

- Engage with home learning to the best of their ability
- Complete work to the high standard expected of them

### **Staff will expect parents with children learning remotely to:**

- Support children with accessing home learning where possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff

**We do acknowledge however that every family has their own unique circumstances and that there will be factors that affect home learning. These may include parents working from home or limited access to technology amongst other factors. If there are circumstances that mean a child cannot engage to some extent with home learning, parents should communicate with teachers to reach a solution to ensure children are able to learn at home.**

**It is important that children engage with home learning so that they do not fall behind with their learning.**