

Home Learning Provision

Government Expectations

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.

This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise 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

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of 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
- enable teachers to 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

This is a challenging set of expectations. Other government guidance stresses the need for the development of home learning plans that reflects the size, pupils and context of the school.

Our view is that we should aim to provide learning that is of a high quality and accessible to all but also manageable for staff who may be teaching children in school or teaching their own children at home.

The provision should ensure that pupil, parent and staff welfare is not overwhelmed by the system that is set up and the expectations that evolve from it.

Flushing C of E Primary School Home Learning

Platform

Class Dojo (Class story delivers assignments, Portfolio collects pupils work and facilitates teacher feedback. Messages provides a parent-teacher contact point). A digital education platform is currently being set up for the school using a government grant. Once this is operational, it will enable the development of whole online class teaching/tutorials.

Curriculum Sequence

Assignments will be listed on the weekly Home Learning Plan derived from each class's topic web and medium-term plan at that time. All of this is taken from the school's curriculum planner. This ensures progression and breadth across all plans in every class and avoids repetition that can occur with one off assignments.

Core teaching length

Teachers must set at least 4 hours of activities per day (3 hours KS1) plus PE & PSHE activities on top of that. On the whole, pupils will complete activities at a faster rate at home, either in 1 to 1's, pairings or self-led, than in school. Priority will be given to the core subjects with daily Literacy skill input (handwriting and spelling) and daily Literacy and maths assignments. A daily lesson from a foundation subject should be included as well. Wherever possible, staff should create lessons that are cross curricular.

Quality resources

Home Learning Plans should contain objectives, assignment descriptions and links to resources to support the learning. Teachers may locate their own resources for this but the recommended list to draw upon is as follows:

- National Oak Academy (for teaching videos, lesson plans, worksheets and assemblies). The website is now organised so that teachers can readily access individual resources across the curriculum and then match them to what they are teaching at the time.
- White Rose Maths (for teaching videos, lesson plans and worksheets).
- Twinkl (for lesson plans and worksheets).
- Power Maths (for teaching videos, lesson plans, worksheets).
- BBC Bitesize Daily (for teaching videos, lesson plans, worksheets).
- School online resources (TT Rockstars and My Maths).

The above, plus teacher's own ideas, worksheets and videos should provide a wealth of material to help create stimulating, quality home learning.

Teacher contact

Delivery flexibility is important to enable parents to choose where, how and when the learning should take place to reduce stress and anxiety. Daily Zoom style lessons requiring attendance at a specific time can hinder this, but on the other hand some form of regular contact with the teacher will enhance pupil motivation and engagement. Therefore, teachers wherever possible should provide either personal or commercial recordings (Oak Academy/White Rose) explaining the learning. In addition, teachers should hold at least a weekly tutorial with their pupils to review and share the learning. The addition of the new digital platform will enable this to be done in a secure and organised way. Where pupils are not engaging with Class Dojo or tutorials, in the first instance the class teacher should discuss this informally with the parents to support future engagement. If engagement is still an issue the head teacher will make contact with the parents.

Access to digital learning

As before, I pads will be sent home if parents request them for their child. Any Ipad going home must be first checked to ensure the school Apple account is switched off and the restriction settings are on. A loan agreement document will also be sent out to be signed and returned to the school.

Printed resources

Power Maths workbooks for Year 1 to 6 will be sent home and completed as directed by the teacher. The school has also purchased Literacy workbooks for Year 1 to 6.

EYFS

Home Learning Plan's will be adapted to be meet the teaching and learning style for this age group.

Activation of Home Learning Provision

Individual Isolation

Before test result – Home learning should include using the class homework grid, TT Rockstars, My Maths, reading, learning the weekly spelling list and using the class topic web on the school website to extend activities should the above be exhausted.

After a positive test result (or after 4 school days) – Completion of anything outstanding from above plus learning, activities and worksheets from their class posted by the teacher on Class Dojo. Workbooks, extra reading books (including shared reading books) would be sent home as well as an Ipad if requested.

Group Isolation

Class Closure - Home Learning Plans delivered by Class Dojo supported by all the features listed on page 2.

Bubble Closure - Home Learning Plans delivered by Class Dojo supported by all the features listed on page 2.

School closure – Home Learning Plans delivered by Class Dojo supported by all the features listed on page 2.

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