

Home Learning Protocol

Introduction

During the COVID pandemic, schools are required to ensure that they have in place clear processes and procedures for the management of home learning in the event of 'tiered' lockdowns. We wish to ensure that children continue to receive appropriate learning opportunities if they are required to self-isolate and work from home, but also to have due regard for teacher workload and the practicalities of operating in different situations (e.g. if the teacher is working from home and isolating with young family etc.). Please note, all scenarios below assume the teacher is symptom free and able to operate fully, and may have to be adapted if they are, themselves, ill.

A tiered approach has therefore been adopted for home learning provision depending on situation and circumstance. All tiers assume a child is well enough to access learning. If the pupil is too ill, or parents are too ill to support them, this will be accommodated.

DfE Requirements

"Settings 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. In developing these contingency plans, education settings should ensure that pupils and students can continue to engage in learning as far as is possible. Providers should engage proactively with parents and carers to explain the support that their children are receiving." (Guidance for the Full Opening of Schools: Section 5: Remote Learning)

Level 1 – short term absence

This is an absence of **1-4 days** whilst anyone in the household has symptoms and are awaiting a test. Daily schedule (note all 'durations' in following tables may not include completing follow up tasks – i.e. a lesson may take 20minutes to watch, and then some written work may follow):

| Subject | EYFS | Duration | Y1-2 | Duration | Y3-6 | Duration |
|-----------------------|--|------------------|--|------------------|--|------------------|
| Reading | Read Reading Book Reading Eggs, Fast Phonics | 10mins 20mins | Read Reading Book Reading Eggs | 15mins 20mins | Read Reading / Other Books Reading Eggspress | 30mins 20mins |
| Writing | Play at home – follow child's interests, promote talk, exploration, number, physical development and language. Guidance and ideas available via Tapestry e.g. for number development | N/A | Oak Academy English Lesson, own choice | 20mins | Oak Academy English Lesson, own choice | 30mins |
| Maths | | | IDL or White Rose Home activity | 20- 30mins | IDL / White Rose Home activity Times Tables Rockstars | 30- 45mins |
| Other Subjects | | | Oak Academy Lesson, x1 per day, own choice | 20mins | Oak Academy Lesson, x1 per day, own choice | 30mins |

The majority of this learning involves online activities / lessons. To ensure curriculum content is appropriate, most of the platforms used are directly linked to pupils' stage and ability via placement tests (e.g. Reading Eggs). For a small number of the activities, pupils are invited to select, from nationally available material, units and lessons which interest them. Parents should help with this process if required. Where written work is undertaken during this period it will be overseen / reviewed by parents. If parents require support from the class teacher, this can be managed via email / Teams.

Level 2 – medium term absence

This is an absence of **5-14 days** whilst self-isolating following instructions by test and trace / following a positive test for anyone in household. Also to be used if teacher is positive for COVID (as far as possible). Daily schedule:

| Subject | EYFS | Duration | Y1-2 | Duration | Y3-6 | Duration |
|-----------------------|--|----------------------------|---|----------------------------|---|------------------|
| Reading | Read Reading Book (school / home) Reading Eggs, Fast Phonics Phonics Video Lesson (Youtube), set on Tapestry | 10mins 10mins 15mins | Read Reading Book (school / home) Reading Eggs Phonics Video Lesson (Youtube), set on Teams | 15mins 15mins 20mins | Read Reading / Other Books Reading Eggspress | 30mins 20mins |
| Writing | Challenges, x2 per day 1 Maths (White Rose) and 1 other, set on Tapestry | 15mins x2 | Oak Academy English Lesson, set on Teams | 20mins | Oak Academy English Lesson, set on Teams | 30mins |
| Maths | | | IDL, set on Teams White Rose / Power Maths linked to current learning, set on Teams | 15mins 20-30mins | IDL and TT Rockstars White Rose / Power Maths linked to current learning, set on Teams | 30mins 30mins |
| Other Subjects | | | Oak Academy Lesson, x1 per day, set on Teams OR: Recommended activity, sent on Teams | 30-45mins | Oak Academy Lessons, x2 per day, set on Teams OR: Recommended activity, sent on Teams | 30-45mins x2 |

For an absence which extends beyond the short term, greater involvement by the teacher will ensure a more targeted approach which maps home learning closely to that going on in school. Of course, it is impossible to replicate content perfectly in all subjects, as online material (e.g. Oak Academy) will be structured slightly differently to the school's curriculum. However, the teacher will send links to appropriate content (e.g. if covering the Stone Age in History, links to 'Prehistoric Britain' lessons will be sent etc.).

In EYFS, Tapestry will be the primary method of communication. In KS1/2, Teams will be used as the platform for this, with teachers sending recommended learning links to pupils.

Especially in KS1, parents will need to support pupils to complete tasks and access learning. All parents are asked, where possible, to support children by giving 'instant feedback' (marking maths sums etc.). In addition, hand written work produced during this period can be photographed by parents and sent to teachers via Teams, along with any online word documents produced, via the 'Assignments' feature. If parents require support from the class teacher, this can be managed via email / Teams; teachers will check this a minimum of twice a week, and will offer feedback to assignments uploaded at the end of the week (or sooner).

Level 3 – lockdown / school or class closure

This is for a more prolonged absence where a bubble or, indeed, the whole school is required to go into isolation. Daily schedule:

| Subject | Bumblebees | Duration | Ladybirds, Nightingales, Skylarks | Duration | Owls, Falcons, Ravens | Duration |
|-----------------------|--|----------|---|---------------|---|---------------|
| English | Read Home Books / Reading Eggs e-books | 10mins | Read Home Books / Reading Eggs e-books | 15mins | Read Home Books / Reading Eggs e-books | 30mins |
| | Reading Eggs, Fast Phonics | 10mins | Reading Eggs activities | 20mins | Reading Eggspress activities | 20mins |
| | Phonics Video Lesson, pre-recorded by teacher, via Tapestry | 15mins | Live Phonics Lesson, via Teams | 20mins | Live Whole Class English Lesson via Teams | 20mins |
| | | | Oak Academy English Lesson, set on Teams via Assignments | 20mins + Task | Oak Academy English Lesson, set on Teams via Assignments | 30mins + Task |
| Maths | Maths Challenge via Teams (pre-recorded or written) | 15mins | Live Whole Class Maths Lesson via Teams | 15mins + Task | Live Whole Class Maths Lesson via Teams | 30mins + Task |
| Other Subjects | Live Morning Briefing via Zoom, outlining learning for day ahead | 20mins | Oak Academy Lessons, x1 per day, set on Teams OR: Recommended activity, sent on Teams | 30-45mins | Oak Academy Lessons, x2 per day, set on Teams OR: Recommended activity, via Teams | 30-45mins x2 |
| | PD, structured play and interaction ideas | Ongoing | | | | |
| | Additional Challenge via Teams (pre-recorded/ written) | 15mins | | | | |
| | Plus additional live Zoom per week story / circle time. | 20mins | | | | |

When a whole group of pupils is absent, the move to full online learning will be made. Teachers will be asked to deliver a mixture of live, pre-recorded, and nationally available online learning, and to oversee this. Please note that teachers' schedules will all be different and they will have to work around what is feasible for their own personal circumstances (e.g. if self-isolating with young children of their own) – not all staff may be able to deliver live lessons and alternatives will be found if this is the case. Staff will liaise via Teams to share timings etc. of learning. EY/KS1 Tasks will mainly be handwritten at home, and overseen / marked by parents – uploading photographs via Teams/Tapestry as appropriate. KS2 English and Maths Tasks will be submitted online as Teams Assignments and marked by the teacher; Other Subject Tasks will be marked by parents. Teachers will be online daily (though may not be able to instantly respond to parent / pupil enquiries).

In terms of practicalities for live lessons via Teams / Zoom, we are aware that parents, particularly of younger children, will need to support these. I hope you will be able to do so. We request that:

- Pupils are in a communal space with adults present/ aware throughout the live sessions
- Pupils are appropriately clothed throughout (uniform isn't necessary, but pyjamas etc. are not acceptable)
- Pupils abide by the normal standards of behaviour expected in terms of respect, courtesy etc. – if they do not, the teacher will end their connection to the session

If the teacher has any concerns regarding safeguarding or appropriate conduct, we reserve the right to end the whole session or an individual's connection to the lesson.