

Moorside Community Primary School – Home Learning Strategy Academic Year 2020-21

Aims

This Home Learning Strategy aims to:

- Ensure consistency in the approach to remote learning so pupils who are not in school receive the planned curriculum
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Roles and responsibilities

Everyone within the school community has a responsibility to support the remote learning of our pupils, should they be required to learn from home. We will be relying on a collaborative approach to supporting children in these circumstances

Causation for remote learning

There are three potential reasons why children be required to complete remote learning

Scenario 1	Scenario 2	Scenario 3
Independent learning	Parallel learning	Full remote learning
A child has to go for a test and/or is waiting for a result. This will usually be between 48 and 72 hours.	A child has to self-isolate due to being a contact of a positive case or is in quarantine. This will be for 14 days after the contact.	Lockdown procedure in place dictate that remote learning is necessary A children has to self-isolate due to being a positive case and bubble has to isolate

Principles behind our HL Strategy

1. Teaching quality is more important than how lessons are delivered
2. Ensuring access to technology is key, particularly for disadvantaged pupils
3. Ensure pupils have peer interactions to improve confidence, wellbeing and learning outcomes
4. Enable pupils to be able to work independently
5. Use a variety of approaches to vary remote learning to maintain attendance

Teacher responsibility

When providing remote learning, teachers must be available between their normal working hours. If they are 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. Work will then be set by a member of the SLT or parallel teacher.

When providing remote learning, teachers are responsible for setting work in line with the National Curriculum expectations. They should follow the agreed planning for each subject as closely as possible and ensure that there is appropriate curriculum coverage in line with the subject medium-term plans. Lesson taught online should be interactive and ensure appropriate pre-recorded teacher modelling is included. Lessons provided remotely should mirror that of what is/ would have been occurring in school.

If remote learning is required, teachers will adapt teaching and learning to reflect outlined scenarios in the following way

Strategy

We are going to focus on quality of education as opposed to quantity. Meaning that to promote remote attendance we will deliver a minimum of 3 hours for EYFS and KS1 and 4 hours for KS2 of quality education per day. All lessons will include pre recorded teaching and modelling regardless of phase. These lessons will include:

EYFS	KS1	UKS2
Nursery Daily <ul style="list-style-type: none"> Communication and Language/ phase 1 phonics activity Maths Shared story Weekly <ul style="list-style-type: none"> Fine motor Understanding of the World or Expressive Arts and Design activity 1x week Wellcomm activities set for those identified (from Oct half term). Reception Daily <ul style="list-style-type: none"> Phonics Maths Literacy (Writing/fine motor activities) 	Daily <ul style="list-style-type: none"> Mathematics lesson English (writing) lesson Reading lesson Phonics One science or foundation subject lesson Weekly <ul style="list-style-type: none"> Spellings 	Daily <ul style="list-style-type: none"> Mathematics lesson English (writing) lesson Reading lesson Phonics (only for any KS2 who require it) SPAG (KS2) lesson One science or foundation subject lesson Weekly <ul style="list-style-type: none"> Spellings

<ul style="list-style-type: none">• Shared story Weekly <ul style="list-style-type: none">• Reading 2x a week• Understanding of the World 1x week• Expressive Arts and Design activity 1x week		
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In addition to this, all children will be given a weekly home reading book using Oxford Owl. This will be differentiated based upon book band. KS2 free readers will be assigned a 'dark red' book banded book, in the event that they have their own book at home that they would prefer to read, this is acceptable. Children should record themselves reading a few pages each week.

All online learning will reflect the high standard and expectations of learning in school.

Based on our parental survey it was clear that the balance of running the home/having more than one child/working from home and sharing IT equipment within a household it was difficult for parents to support their child's learning. The biggest issue we have is that children of primary age need adult intervention/support/nurture to be able to learn effectively, so, we need to facilitate realistic expectations for parents to support this strategy.

Teaching and Learning will purely be based on new learning as opposed to revision learning based content as was the case during the full lockdown occurring in March 2020.

Paper packs will continually be readily available for parents on request and/or to support the online materials being delivered by our staff.

INDEPENDENT LEARNING – Child or a member of the household is symptomatic and waiting for a test

Academic Support:

- A4 sheet provided to parents / carers when picking up child detailing supporting websites / online assessments that can keep the child usefully learning whilst at home
- Work is independent and does not require any handing in of resources.

Feedback / Assessment:

- Work will not require feedback directly as it will feed directly into the assessment processes of the catch-up curriculum.

Online Contact:

- There is no requirement to arrange online meetings with children at this point.
- Parents are expected to inform the school of any test result at the earliest possible moment through any of the school communication channels
- Teachers are not expected to answer emails/SeeSaw communication from parents and pupils instantly or outside normal working hours

Expectations:

- **Tasks are there to support parents, there is no expectation of completion.**
- **Parents are expected to inform the school of any test result at the earliest possible moment through any of the school communication channels**
- **Teachers are not expected to answer emails from parents and pupils instantly or outside normal working hours**

PARALLEL LEARNING - Child identified as a contact and is self-isolating or in quarantine for 14 days

Academic Support:

- Work will be set that is parallel to the work that is taking place in school. Activities may mirror directly the work that is taking place in the classroom.
- These activities will cover the full range of the curriculum taking into account parent's availability whilst working from home and access to resources.

Feedback / Assessment:

- Work may be set using online platforms such as SeeSaw or Microsoft Teams that is required to be submitted and marked.
- Teachers will review tasks that need to be submitted and provide feedback.

Online/phone Contact:

- Weekly catch meeting with the child to meet with either the teacher or TA to discuss the work that has been set and review any difficulties / challenges. This will be agreed and timetabled with the parent/ carer.

Expectations:

- Engagement in online meeting daily during normal school hours
- Tasks / Activities provided should support learning for approximately 3hrs per day
- Completion and submission of tasks set in all core subjects
- Teachers are not expected to answer emails from parents and pupils instantly or outside normal working hours

REMOTE LEARNING – Lockdown/ Bubble has been asked to isolate as a whole.

Academic Support:

- Work will be set for the whole bubble that continues to teach the national curriculum as it would be in school.
- These activities will cover the full range of the curriculum, including pre-recorded lessons or paper packs on request. This including differentiation.
- Video / recorded lessons will scaffold learning more fully and provide clear direction and support.

Feedback / Assessment:

- Work will be set using online platforms via SeeSaw.
- Teachers will review tasks that need to be submitted and provide feedback.
- Activities such as online spelling tests etc will take place

Online Contact:

- Microsoft Teams shall be used to touch base with the class weekly. Opportunity for a 15min for the children to virtually meet with the teacher and TA for a well-being check. Once RM technicians finalise this process and staff have received appropriate training, this aspect can commence. Until this point, wellbeing check ins will continue as phone calls.
- Parents are always encouraged to contact the class teacher via SeeSaw with any questions/concerns about their child's learning and progress. Teachers will respond within 24 hours during the working week

Expectations:

- Engagement in online meetings daily during normal school hours
- Engagement in online pre-recorded lessons
- Appropriate behaviour during 'live' meetings
- Tasks / Activities provided should support learning for approximately 3hrs per day
- Completion and submission of tasks set in all core subjects
- Collaborative working with other children online where appropriate.
- Teachers are not expected to answer emails from parents and pupils instantly or outside normal working hours

Teaching Assistants

When assisting with remote learning, teaching assistants must be available during the normal timetabled hours. 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Supporting the teacher in setting up and monitoring online meetings
- Completing tasks assigned to them by the teacher during their working hours
 - Eg - reviewing work / assessments
 - Being responsible for monitoring messages from parents
 - Attend Microsoft Teams meeting as required
 - Administer daily registers of the Microsoft Teams meetings and SeeSaw presence
 - Engaging in additional support for specific pupils as directed by substantive teacher
 - Contacting children/parents not accessing home learning daily
 - Contacting all children/parents at home at some point during each week for a wellbeing check in and offer of support with home learning.
 - Recording absenteeism and rationale of why children are not engaging – this is to be reported back to both AHT initially and then onto DHT/HT (Appendix 1)

Subject Leads

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 – to support improvements/resources available
- 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 remote learning
 - through regular meetings with teachers/TA (Microsoft teams, weekly during management time)
 - reviewing work set
 - feedback from pupils and parents (AHT to review attendance and evidence sheets)
 - DHT to have a clear understanding of the reasons why children are not accessing on-line learning – feeding back to the HT weekly.
 - Monitoring the security of remote learning systems, including data protection and safeguarding consideration

Designated Safeguarding Lead

The DSL is responsible for:

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, in relation to remote learning especially new and part time staff.
- New staff and supply teachers will receive school-based safeguarding and child protection training at induction.
- Decide upon the appropriate level of response to specific concerns about a child that may arise from remote learning e.g. discuss with parents, or refer to the Bridge Partnership.
- Continue to liaise with other school staff especially pastoral support staff, school nurses, IT Technicians, SENCOs and Mental Health Leads.
- Ensure that accurate safeguarding records relating to individual children are kept
- Monitor the well-being, academic achievement and progress of all pupils who have a social worker.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or working online at home
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.
- Work closely with staff to review the register of engagement and telephone calls home and arrange further action when required e.g. home visits

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer
- Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Ensure that their child has the encouragement and opportunities to complete work / tasks
- 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 complaints or concerns known to staff

Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work – talk to the relevant MLT/AHT/DHT or SENDCO

Issues with behaviour – talk to Mr Hossen or Mrs Kearsley

Issues with IT – talk to Miss Gunn or Miss Atherton

Issues with their own workload or wellbeing – Mr Lawler-Smith

Concerns about data protection – talk to Mr Hossen or Mrs Kearsley

Concerns about safeguarding – talk to Mr Lawler-Smith or Miss Howarth

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing logons among family or friends
- Keeping operating systems up to date – always install the latest updates

IT vehicle to delivery Home-School learning

We are going to be delivering home school learning through two distinct mediums;

- Microsoft Teams
- SeeSaw (Parents and pupils are familiar with this and for contents delivery is proved to be effective – user familiarity is also now established)

Actions

Review the current need for training and support for all staff.

SeeSaw and Microsoft Teams	
<p>These shall be our core online learning packages. This is so parents are able to become familiar to promote efficiency to the end user.</p> <p>Teams shall be used to facilitate peer to peer communication during lockdown to ensure all children are able to still maintain their friendship groups during a lockdown or period of isolation. Once RM technicians finalise this process and staff have received appropriate training, this aspect can commence. Until this point, wellbeing check ins will continue as phone calls.</p> <p>SeeSaw to be used to deliver the active aspect of a lesson. Teaching staff are expected to use both mediums to deliver the following;</p> <ul style="list-style-type: none"> • Clear explanations • Scaffolding • Good quality feedback <p>This will ensure that all children are able to communicate/see/hear their teacher daily and to ensure that both DHT and HT are able to communicate to all children during lockdown.</p> <ul style="list-style-type: none"> • Daily pre-recorded voice over lessons will be provided via SeeSaw • Follow up differentiated activity for all children • Expectation of physical marking (edit the items to mark specifically) • Follow up feedback comments – expectation that child completes next steps <p>(a reminder that there is a focus on quality of delivery as opposed to quantity) (3 lessons – Maths, English, Science/Foundation and daily Phonics/Reading)</p> <p>Specifically, we will use Teams for wellbeing and social check ins. This shall be completed weekly. Once RM technicians finalise this process and staff have received appropriate training, this aspect can commence. Until this point, wellbeing check ins will continue as phone calls. Although it is our aim that every child has access to Teams. Any child not accessing Teams/SeeSaw will be contacted by their TA weekly.</p> <p>SeeSaw is not to be used generically drawing upon the community page of activity library. Any resources must be edited to include personalised pre recorded teacher explanation appropriate for your class. The delivery of the curriculum shall be continued as if the children were in school. We cannot afford to lose any more teaching time.</p>	<ul style="list-style-type: none"> • Establish emails for all children – HK/NL/CG • To teach them how to use it whilst in school - TS • To communicate this to all parents Train ALL staff how to access this medium – SLS/AH/HK • Ensure that all content will not be used on social media or in any derogatory manner - SLS • CPD training for staff – HK • Strategy given to all staff – AHT's • Strategy given to all GB and parents - SLS
Feedback	Actions
<p>Feedback needs to be specific to the piece of work being marked (as we would normally provide feedback)</p> <p>Where applicable, teachers to provide verbal feedback – this can be achieved via both SeeSaw and MT.</p> <p>Teachers will be available to offer parents support throughout the working day and will respond within a 24 hour window.</p>	<p>DHT to monitor</p>

IT access for all - process	Actions
<p>When a year group bubble closes or the school is asked to close then an offer of IT equipment will be made available for children to access online provision for that year group</p> <p>IT equipment on offer;</p> <ul style="list-style-type: none"> • BT Wi-Fi service • Chrome books <p>Regardless of whole school lock down or bubble closure, the child/ren will have use of the equipment for the duration and returned to school once they are able to enter back into the building.</p>	<ul style="list-style-type: none"> • Lease contract (HB to liaise with RV) • BT Wi-Fi (NA discussing this with BT) • Gov't offer of IT equipment (AH) • £15,000 placed aside for the purchase of IT equipment (AH/SLS) • Guidance of how to access SeeSaw and MT for parents – on-line training for parents/children (CG) • Letter out to parents inform them of this offer, process of accessing loaned IT equipment and receiving Wi-Fi access
Expectations	Actions
<p>All children to complete all on-line learning for every day that they are absent from school. Any child that does not log on then a member of staff shall contact each child to ascertain rationale. This shall be completed daily by support staff.</p>	<ul style="list-style-type: none"> • Letter to go out to all parents (SLS/NL)

Appendix 1Register of Engagement In Home Learning

Year Group:

Class:

Week beginning:

Key:

0 – Absent from Teams and/or no SeeSaw activity

/ - Present for Teams and/or completed some work

Name	Monday		Tuesday		Wednesday		Thursday		Friday		Telephone Contact Notes	Action Required	Concerns
	SeeSaw	Teams	SeeSaw	Teams	SeeSaw	Teams	SeeSaw	Teams	SeeSaw	Teams			
Example Student 1	0	0	0	0	0	0	0	0	0	0	Called on Tuesday. Paper pack required. Called Thursday, all going well and Example child working through paper pack	Paper pack left in foyer	-
Example Student 2	0	0	0	0	/	/	/	/	/	0	Called Tuesday, difficulties accessing Seesaw – needs code	Code sent by Emma Turner	-
Example Student 3	0	0	0	0	0	0	0	0	0	0	Called Tuesday – no answer so voicemail left Called Wednesday n answer – email sent to class teacher and DH.	Class teacher to chase and liaise with DH	No contact made

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Please ensure that this completed sheet is sent to you class teacher and AHT each morning to show engagement from the previous day.

The completed document must then be sent to the DHT of your phase on Friday at 3pm.

Guidance for phone conversations:

Not Doing Seesaw Work:

Hi how are you? I'm just calling to see how you're getting on, I notice you didn't manage to get onto seesaw yesterday is there anything I can help with? I'm really looking forward to seeing your work!

- Ensure that you have all seesaw codes ready
- If it is technical difficulties that cannot be sorted i.e. no access, then offer a paper pack, but first try and sort seesaw as this allow us contact with the children.

Still Not Doing Seesaw Work:

Hi just checking in to see if you managed to get sorted with Seesaw? Do you need any more support?

Has a paper pack:

Hi how are you? I wanted to call and see how you were and how the work you are doing was going? Have you been working hard? Is there anything tricky that I can help with?

- If they only have a smart phone encourage them to upload photographs of the paper work they have completed so the adults can see.

Home Learning Strategy

Academic Year 2020-21

Mr S. Lawler-Smith
