



Wath CofE Primary School

Home Learning Policy

September 2020

Date for review September 2021

Background

Since reaching the UK in late January 2020, the Corona Virus has changed many aspects of our lives. One way it has done this is as a result of the infectious nature of the disease and the drive to suppress the infection rate, a national lockdown in the UK meant large numbers of children were educated at home for a period of months, following programmes prescribed by their teachers, largely through remote learning. Although we hope this does not occur again, it is sensible to plan ready for the eventuality as well as supporting learning during periods of self-isolation so that all children are provided with high quality learning which is based around what would have happened had they have been learning in their classroom.

Purpose and principles

Our purpose for sending home learning is to ensure that pupils are engaging in appropriate age-related educational activities whilst not attending school as a result of the Covid-19 Pandemic. Our aim is that the learning opportunities be:

- Focused on the core learning like phonics, reading, writing and mathematics, including number recall.
- Is personalised for SEND pupils by the teacher and through the support of teaching assistants.
- Includes foundation subjects in-line with plans for these subjects in school.
- Manageable and achievable for parents/carers to implement whilst being at home.

The Home Learning Staff

- Rebecca Aston – Phonics Leader
- Emma Wilby – English Leader
- Julie Ryan – Maths Leader
- Lindsey Sandberg – SEND Leader

Home Learning Expectations

- Class teachers will provide four hours of home learning in KS2, three hours in KS1 and between one and three hours in Foundation Stage in line with Department for Education guidance.
- Home learning to be completed in school exercise books sent home from Y2 to Y6 whether this is for bubble closure or self-isolation. The completed work is still sent in to Class Dojo portfolios.
- Children will be expected to complete the daily Mathematics, Reading and English activities and have the option of completing a further topic-themed activity which all follow plans for a sequence of lessons in medium term plans.
- The learning children will be directed to complete at home will also be linked/be similar to the learning undertaken by the children if they were in school.
- The home learning task list is posted Class Dojo story on the class page each morning, Monday to Friday before 9am. The post will follow a chronological order of a normal day containing clear subheadings for subjects and be written in simple, short sentences. The learning activities will be posted in Class Dojo portfolios with any supporting materials such videos or explanations unless these can only be posted in class story. Any PowerPoints for the whole class will need to be shared in Class Story daily updates as they can't be shared easily to the whole class in portfolios. Files which aren't PDFs, to be sent to families as PDFs so they can be viewed on any device. Usually there should be high quality video support materials to explain the learning to parents and their children and some of these will be produced by year group staff.
- Once or twice per week depending on pupil participation in learning through portfolios, the class teacher in bubble closure to send a video message saying how pleased you are with specific pieces of learning so far and learning you are looking forward to seeing later that week. This should be before the learning begins that day at 9am to motivate the pupils or at the end of the day to celebrate success.
- Learning in the core subjects will include teaching through careful use of White Rose, BBC Bitesize, Oaks Academy, other lesson clip, self-made short explanation videos or high quality resources.
- Staff will provide feedback in maths by using the MyMath Programme in line with White Rose activities and in other subjects through comments on learning returned by families through Class

Dojo portfolios linked to learning. Every pupil returning learning will have specific feedback in each core subject and one foundation subject once per week through Class Dojo portfolios.

- Members of staff will not use their own private/work email or reply to all/send to all as this will display email addresses to other parents.
- Most learning will be web based and no learning should require worksheets that need printing.
- For children where ICT is a barrier, an alternative weekly work pack will be issued for the parent to collect from school.

Support Messaging Via Class Dojo

- Class teachers will send a Dojo message to any family who don't return any learning on a given day. This will be a supportive message to see how we can help.
- If nothing is returned after this, on day two, the class teacher will telephone the family to see how we can help the family through a discussion.
- If no learning has been sent by day three, class teachers to inform PB/LS/DW/ThW through a Safeguard log and one of these staff members will follow this up to provide support through whole school systems.

Circumstances when home learning will and will not be provided

Home learning provision	Adapted home learning
The bubble is sent home – teacher is well. The teacher will provide home learning based on this policy starting on the first day of absence as DFE stipulate will must provide home learning immediately.	<p>Child is absent due to self-illness which could be Covid symptoms or not.</p> <p>If a parent contacts school requesting home learning point them in direction of the school suggested lockdown websites such as TTRs, MyMaths, Bedrock etc.</p>
The bubble is sent home – teacher is not well. The school will provide home learning based on its staffing capacity which will be decided by the Headteacher or if they are unable to do this, the Deputy Headteacher. Home learning starting on the first day of absence as DFE stipulate will must provide home learning immediately.	<p>The child is absent due to Covid illness in the house.</p> <p>If the adult in the house is well enough to support, send home through Class Dojo portfolios the worksheets for core subjects for the week with class Notebooks [saved as PowerPoints] to support. These will need to be added through add post in Dojo portfolios as this can be linked to the child. For guided reading use comprehension activities or Oaks Academy. For younger children [Y1 & below] or other children who need sheets in front of them, physical packs can be sent.</p> <p>If the parent/carer is not well enough to support, point them towards websites such as Numbots, TTRS, Bedrock, My Maths or a simple physical pack. It would be worth preparing this physical pack as a master so that it is ready if needed.</p> <p>In both cases, send an outline of learning for the parent on Class Dojo for each week. Home learning starting on the first day of absence as DFE stipulate will must provide home learning immediately. The HT will notify class teachers prior to lunchtime on the first day.</p>
Short term lockdown [up to 6 weeks]. The teacher will provide home learning based on this policy. Home learning starting on the first day of absence	The child is isolating at home due to 'test and trace' system.

as DFE stipulate will must provide home learning immediately.	Support would be the same as Covid illness in the house.
Longer term lockdown [over 6 weeks]. The teacher will provide home learning based on this policy. Home learning starting on the first day of absence as DFE stipulate will must provide home learning immediately.	If a child is absent while waiting for a test. Support would be the same as Covid illness in the house.
	Child has to self-isolate due to a holiday with no air bridge/air bridge closes. Support would be the same as Covid illness in the house.

Home Learning Coverage

Core learning

The use of any web-based resources must be monitored with regular feedback to children.

Subject	Requirement
Phonics	Daily phonics with a video taught element when available [F1 to Y2].
Reading	A focus text with a VIPERs focus below: Monday – Vocabulary and clarification Tuesday – Retrieval Wednesday – Inference Thursday – Summarise Each day should have 3-5 questions to answer using that skill. F1 and F2 children will have a focused story each week. They will complete activities based on the stories that will include acting out the story, talking about the characters and talking about the setting. Bedrock for Year 5 and Year 6 to develop their vocabulary.
Writing	Units of work developed over a sequence of lessons with teacher input so that children are engaging with writing each day. This should naturally include applied SPaG.
Spelling	Jumping orange words to practise as well as spelling rule words to practise each week. Tricky word spellings for Foundation stage and Year 1
Maths	White Rose structured learning or using similar resources from the NCETM with maths learning for each day. MyMaths will be used so that the children can practise further the knowledge they have learned in the White Rose or NCETM lessons. MyMaths has a function to provide specific feedback once per week.
Mental maths	Numbots and Hit the Button in FS and KS1 with specific direction as to what areas the children will practise. Rockstars and Hit the Button in KS2 using both part so that children build up number sense with addition and subtraction as well as with multiplication and division.

Foundation subjects

Day	Subject
Monday	Art using skills to develop a piece of art.
Tuesday	Science based on the planned curriculum
Wednesday	Geography or History based on the planned curriculum
Thursday	RE based on the planned curriculum.
Friday	PHSE and PE

In Foundation Stage, each week there will be a selection of activities linked to the different areas of the Early Years foundation stage curriculum. Below is a table of the areas we will cover for our topic activities through the week.

Being Imaginative and Expressive
Creating with Materials
The Natural World
Past and Present
People, Culture and Communities
Gross and Fine motor skills
Learning characteristics - playing and exploring, active learning, creating and thinking critically

Resources

School will order enough books so that each child has a writing book for any written activity and a maths book which are appropriate for their age and stage.

Over a short period of self-isolation, some of the resources will be printed by school if this is possible under the individual circumstances. If this is not or for longer periods of school closure a greater amount of learning will be remote but providing some access to printed resources if this is helpful or appropriate. If families have physical packs, they will receive feedback via telephone or through Class Dojo messages after the learning is physically submitted or a message sent in relation to it on Dojo stories.

School will order devices for those free school meal children who qualify and require these from the Department of Education. Before these arrive, school will be in regular contact with these families to provide learning support.

Resources for SEND pupils to personalise their learning will be provided by the class teacher and teaching assistant on a weekly basis linked to their support plans.

Web based resources

Any website or video resource must viewed by staff before it is sent to families.

The most commonly used resources will be as follows:

Oaks Academy

Lovereading4kids

BBC Bitesize

White Rose Maths

MyMaths

NCETM

Numbots

TT Rock Stars

Hit the Button

There are however a number of other resources which may be useful. They are listed below.

EYF S	MATHS https://www.bloomsburyearlyyears.com/coronavirus-free-access https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths
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	<p>ENGLISH https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx https://www.lovereadings4kids.co.uk/ https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-teaching-programme/?region=uk https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1 https://www.ruthmiskin.com/en/ https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HF_n https://childrens.poetryarchive.org/ Literacy Shed</p>
	<p>OTHER https://www.clickview.co.uk/free/ http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx https://www.bbc.co.uk/programmes/b006mvsc https://www.nhs.uk/10-minute-shake-up/shake-ups</p>
KS1	<p>MATHS https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths https://www.bigmaths.com/ https://www.hamilton-trust.org.uk/blog/learning-home-packs/ https://www.ncetm.org.uk/resources/54454 https://www.themathsfactor.com/ https://www.ruthmiskin.com/en/</p>
	<p>ENGLISH https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-teaching-programme/?region=uk https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1 https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HF_n https://childrens.poetryarchive.org/ Literacy Shed https://www.pobble365.com/</p>
	<p>OTHER https://www.clickview.co.uk/free/ http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx https://www.nhs.uk/10-minute-shake-up/shake-ups https://www.bbc.co.uk/teach/supermovers https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/</p>
KS2	<p>MATHS https://www.bigmaths.com/ https://www.hamilton-trust.org.uk/blog/learning-home-packs/ https://www.ncetm.org.uk/resources/54454 https://www.themathsfactor.com/</p> <p>ENGLISH Literacy Shed https://www.pobble365.com/</p> <p>OTHER</p>

<p>https://www.clickview.co.uk/free/ https://www.century.tech/explore-century/parents/ http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx https://www.nhs.uk/10-minute-shake-up/shake-ups https://www.bbc.co.uk/teach/superheroes https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/ https://ukactivekids.com/movecrew/</p>
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RESOURCES FOR WHOLE SCHOOL

<https://www.mathematicsmastery.org/free-resources>

<https://mathswithparents.com/teachers/>

<https://nrich.maths.org/>

<https://www.topmarks.co.uk/maths-games>

<https://whiterosemaths.com/homelearning/>

<https://stories.audible.com/start-listen>

<https://classroomsecrets.co.uk/free-home-learning-packs/>

<https://literacytrust.org.uk/family-zone/>

<https://childrens.poetryarchive.org/>

<https://www.risingstars-uk.com/series/rising-stars-reading-planet>

<https://www.royalmint.com/kids/>

<https://disneyonstage.co.uk/education/>

[Classroom secrets – free resources](#)