



Wath Central Primary Home Learning Policy

September 2021

Date for review: July 2022*

*Adaptations will be made if necessary following further government guidance or further actions placed nationally to combat the spread of COVID-19



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.

Since the return to school following the Summer Holidays 2021, the government have adapted the advice for close contacts and children at a primary school age. Wath Central have taken this into account and acted on the advice to support any cases of future needs for remote learning.

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 - phonics, reading, writing and mathematics.
- 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

- James Barker – Strategic Lead
- Jo Cousins – Pastoral Lead

Home Learning Expectations – Setting Work

In the instance of a school closure or child isolating and not feeling unwell:

- As stated by the Department for Education in January 2021, remote education should be ‘equivalent in length to the core teaching pupils would receive in school.’ With this in mind, the amount of remote learning provided for children at Wath Central will consist of:
 - Key Stage Two (Years 3 – 6): 4 hours a day minimum
 - Key Stage One (Years 1 – 2): 3 hours a day minimum
 - Foundation Stage (including Nursery): 2 hours a day minimum
- Children will be provided with a weekly timetable of activities. The activities planned will allow for a 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 so that pupils can progress through the school’s curriculum. The timetable is suggested outline for the school day and will include:
 - English sessions (including resources for an input and activities)
 - Mathematics sessions (including resources for an input and activities)
 - Phonics and/or a SPAG (Spelling, Punctuation and Grammar) resources
 - Access to online consolidation resources (e.g. TimesTables RockStars, Spelling Bug, Numbots etc).
 - Reading activities (including Bug Club for KS1 and FS2)
 - Wider curriculum areas
- The same curriculum is taught remotely as it is taught in school wherever possible and appropriate. However, adaptations are made in some subjects if this is not achievable. For example, when covering wider areas of the curriculum, the format and sequence of lessons may differ. Some year groups may choose to complete a ‘Science week’ or a ‘History week’ whereas other may change subjects throughout the week. The lessons will also take into account the resources available at home.

- The home learning documents will be sent home by the end of Monday in preparation for the rest of the week:
 - In the case of a national lockdown, home learning packs will be sent home weekly on Monday morning. These will be posted in a variety of formats to ensure access for those at home. These include:
 - A link to online drives such as OneDrive or Google Drive
 - Use of ClassDojo portfolios and/or class story on ClassDojo
 - An email containing the pack of home learning.
 - In the case of whole or partial bubble closure, home learning packs will be posted on Class Dojo portfolio and if necessary supported by a copy sent via email.
 - In the case of a small number of children isolating, home learning packs will be sent via email or through dojo portfolio, following a discussion with the adult at home.
- The home learning packs will contain a clear daily timetable with an overview of each day and the subjects to cover. This will then be broken down further into subheadings for subjects and be written in simple, short sentences. If it is a period of self-isolation where the child is able to work, the learning for this period to mirror class learning will be posted as a message to this family on a weekly basis as soon as it is clear they need to work from home.
- Home learning will be delivered using a variety of platforms. The platforms used have been planned for use to ensure a well-sequenced curriculum is delivered with a good level of clarity for each subject. These include:
 - Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
 - Online modelling and/or consolidation for children to refer to throughout the week.
 - Online work, including interactive activities which children can complete, edit and submit on ClassDojo portfolios.
 - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
 - Longer-term project work and/or internet research activities
 - Online live reflection assemblies and story time using live sessions.
 - Upper Key Stage Two will provide one or two online sessions weekly. These will be led in a variety of ways dependent on the home learning set. This includes live inputs for children to begin an activity, a game or quiz or a support session where children can attend for a question and answer style session.

Home Learning Expectations – Providing Feedback

- The home learning packs and platforms being used have been chosen to allow the school to provide consistent feedback, interaction and assessment. Staff training has been implemented to support effective feedback during the remote period.
- Following completion of an activity, children or parent/carers can share work through a number of platforms to allow for staff to feedback:

Platform	Feedback Provided
Class Dojo Portfolios	Children and parent/carers can post their completed work on ClassDojo. Staff members from each year group will approve and provide feedback on each piece of work. This may be a comment of celebration or constructive challenge. Where various posts are made for one activity, comments will be made where appropriate.
Class Dojo Message	Parent/carers can message photos through ClassDojo for class teachers to reply too. These will be responded to regularly and look at celebrating or providing constructive challenge.
Email	Parent/carers can send emails to class email addresses to share completed work. This will be picked up by year group teams and responded to accordingly. 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. The class email will be used to communicate with parents at home.
Zoom	Zoom will be used for various different purposes when learning remotely. Feedback will be provided within these sessions where appropriate. Upper Key Stage 2 (Years 5 and 6) will provide one or two inputs weekly and feedback within these based on the ideas of the pupil who have joined. In addition, assemblies and focused story times will provide opportunity for feedback from staff, including allowing reflection time for children who can present their work to the class.

Home Learning Expectations – Supporting Home Access

- The school has a clear system for checking, daily, whether pupils are engaging with their work. This is primarily through ClassDojo but class emails and communication via telephone is also made where necessary. When children are working from home due to isolation, bubble closure or a national lockdown, the wellbeing of our children remain paramount. We will engage with all families regularly. ClassDojo messages will be made for any families who have not made contact. Following this, telephone calls and/or home visits will be made accordingly to ensure support is available for any families raising concerns.
- The following barriers have been carefully considered and will be overcome with the following actions:
 - No device at home – The school have a small number of laptops that can be distributed to families who are unable to access the learning in another form. These will be requested and/or deployed through the safeguarding manager.
 - No access to a printer – Home learning packs can be printed on a weekly basis upon request. The packs will be placed in the school office for collection and/or be dropped off by a staff member if necessary.
 - Difficulty engaging in home learning – If a children is finding home learning difficult to engage with, a modification of provision will be reviewed by a class teacher and a varied pack or alternative arrangements will be made to support.
 - Technical support – Access to government resources will be enquired about and accessed if needing further support. Technical support will also be available from school, including guides on how to set up devices to smart TV and gaming consoles.

Home Learning Expectations - Coverage

Core learning

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

Subject	Requirement
English	There will be daily English sessions set with the input and completion of activity to accommodate for one hour of learning. English lessons will consist of units of work and well-sequenced lessons to allow for pupils to make progress when working remotely. Lessons will be based around a key text that can be accessed online.
Phonics	Daily phonics with a video links to Letters and Sounds when available [F1 to Y2].

	Phonics worked really well with the video links through Letters & Sounds. Extending to Phonics Bug hopefully by Autumn 2
SPAG (Spelling, Punctuation and Grammar)	Grammar rules set each week based around national expectations for each year group. Online sites will be utilised with links to inputs for children to access throughout the week. Spelling rule words to practise linked to an online site to support learning and application of the spelling rule. Key spellings for year groups to also be incorporated for all year groups. FS to link to tricky words to phonics phase.
Reading	Reading sessions linked to key skills to be incorporated where appropriate. These may include comprehension texts that focus on developing the children's skills across the content domains and the use of Big Picture style activities to be used FS/KS1 as required. Vocabulary - Use of vocabulary Ninja word of the day to support vocabulary development. F1 and F2 children 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. We will link White Rose maths through these stories to give a more cohesive feel to the planning. This let us link the maths concepts and literacy skills through the same picture book.
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. Numberblocks in FS and KS1 with specific direction as to what areas the children will practise. It kept our familiar daily routine with the activities based on a link to the episode on you tube. 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.

Wider Curriculum

The wider curriculum will be set within the weekly timetable and link to the curriculum taught in school. This will include the study of philosophical concepts, in line with school policy.

Some projects set may take a science theme around Explorify (see link below) or a seasonal approach where children will explore plants over the year and their change through the seasons. This could tie into the 'grow your own' culture which started last lockdown.

In Foundation Stage, all areas of learning are covered through the Rainbow Challenge. This worked as established in class linked to planning and just moved online. We were also able to maintain this between the home and school learners. We gave online certificates through portfolio. Challenges had 7 activities to cover the areas and changed fortnightly – all had a response required.

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

In the event of a whole school closure, school will order enough books so that each child has access to a book to record in, appropriate for their age and stage. They will also have stationary.

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.

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

- The most commonly used resources will be as follows:
- Oaks Academy
- BBC Bitesize
- White Rose Maths
- NCETM
- Numberblocks
- TT Rock Stars
- Hit the Button and My Maths
- 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
	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.ruthmiskin.com/en/ https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HF_n https://childrens.poetryarchive.org/ Literacy Shed
	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 https://explorify.wellcome.ac.uk
KS1	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/
	ENGLISH https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx

	<p>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=PLDe74j1F52zQ51fqNpKV07E71knNI8HFEn 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/ https://explorify.wellcome.ac.uk</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 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/supermovers https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/ https://ukactivekids.com/movecrew/</p>

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](#)