

THAKEHAM PRIMARY SCHOOL
"Small School, Big Opportunities, Great Achievements"



Home Learning Policy

Thakeham Primary School

Date approved by Full Governing Body: January 31st 2022

Review Date: September 2023

Signed

Acting Headteacher: 

Chair of Governors: 

1.Introduction

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

The Secretary of State for Education has issued a continuity direction that requires schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020.

2. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school for Covid-19 related reasons.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

Home learning (not to be confused with homework) will be set when a pupil is in self-isolation due to themselves or someone in their household or someone they have had direct contact with (as advertised by PHE now called UK Health Security Agency UKHSA), experiencing one or more Covid-19 symptoms as recognised by DfE/UKHSA. This may involve themselves as an individual, or as a year group/class bubble. Home learning will also be set in the case of a local/national lockdown due to Covid-19 and when self-isolation is required upon return from a country as directed by the government.

It is our expectation that learning will be completed unless parents/carers advise us their child is unwell. This is important to ensure children do not fall behind in their learning and to help us ensure a smooth transition back to school.

Close contact to someone with Covid19

- People who are fully vaccinated, or children and young people aged between 5 and 18 years and 6 months, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result or develop symptoms at any time.
- Children under 5 are not being advised to take part in daily testing of close contacts. If a child under 5 is a contact of a confirmed case, they are not required to self-isolate and should not start daily testing. If they live in the same household as someone with COVID-19 they should limit their contact with anyone who is at higher risk of severe illness if infected with COVID-19, and arrange to take a PCR test as soon as possible. They can continue to attend an education or childcare setting while waiting for the PCR result. If the test is positive, they should follow the [stay at home: guidance for households with possible or confirmed COVID-19 infection](#).

2. Roles and responsibilities

2.1 Teachers

We recognise that children may be at home in self-isolation under a variety of conditions which in turn will affect how we may respond.

- a) If the office are informed by a parent/carer, that a pupil is in self-isolation at home, (and the rest of the class are at school), home learning will be provided as soon as possible that day. However due to the teacher being required to teach the class during the day, this may not be until the end of the school day. It is the expectation that during this period of time whilst awaiting work to be set that day, that children undertake reading and spelling practice and draw on activities from Times Tables Rockstars, Sumdog and other online learning sites that the school has subscriptions for.

It is essential that parents/carers inform the school office as soon as possible when their child is absent in this situation to allow the teacher sufficient notice to modify and upload learning.

- b) If a child is absent because a year group bubble has closed **during the school day**, the teacher will still be required to teach the remainder of the class. If teaching assistant support is available this can be drawn upon for uploading learning if the needs of the children in class will not be affected. Again, in the event of any delay, children should undertake activities outlined in 2.1a.
- c) If a class bubble is closed during the day, the teacher is required to leave site once the children have been collected. The teacher will upload learning for the rest of day remotely, once they have arrived home. Children should focus on activities outline in 2.1a whilst awaiting this. A weekly overview of learning will be provided.

For subsequent days, home learning will be uploaded daily by 8:45am. In the case of individual pupils being absent (which may involve a number of different children across a week), due to uncertainties and variances in access to testing and results, a weekly overview may not be provided, but daily learning will continue to be uploaded. This is because we recognise at best a child may be off for up to 2 days (if testing has taken place early during the weekend) thus not requiring a weekly overview.

If an individual child is in self-isolation and parent/carer advises us their child is unwell, we will not upload learning until the parent advises their child is well. The emphasis is on the parent/carer to inform the office accordingly. This is essential as provision of home learning adds additional workload for the teacher and if not required, is not a good use of teacher time.

When providing remote learning, teachers are responsible for:

➤ Setting work –

- Each class teacher / job share partnership is responsible for preparing lessons for the children registered within their class.
- This will include a daily spelling activity, English task, maths task and afternoon activity taken from the broader curriculum and will include weekly physical activities.
- The tasks will continue to follow the current medium term plans or as close as possible.

- The tasks will be a combination of computer based tasks and more open ended or creative tasks keeping in mind family access to resources and equipment at home.
- Class teachers will work closely with support staff and our InCo to plan and present work to children who receive interventions or are on ILPs.
- Teachers will draw on work they have planned and prepared themselves, including use of video clips. They will also draw on a wide range on online resources and subscriptions the school holds to support effective learning e.g. SPAG.com, Sumdog, Times Tables Rockstars. Class teachers will ensure pupils have all necessary log in details.
- The task will be uploaded and presented on Seesaw by 8.45am each day.
- Access to appropriate reading books and resources for early readers will be in place with books being loaned on a 3 day quarantine. Change over of books will be arranged by the class teacher for collection from the school. For staffing reasons we will be unable to deliver these to parents/carers personally, so a contact should be organized to do so on their behalf. In the case of most KS2 pupils (and where appropriate younger children), class teachers will also direct pupils to books to read online
- Pupils in the early stages of their education e.g. Acorn class, are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils and may require more paper based resources and so some learning will be via these resources available from the school as directed. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances. The InCo will liaise with teachers to support.

In the case of a teacher being unable to work for any reason during this time, for example due to sickness or caring for a dependent, then their class will have work provided for them by the school office by 9:30am. This will include a spelling/phonics, English and maths task for the morning and an open-ended project for the afternoon. Support staff will monitor activity on SeeSaw/Tapestry.

➤ **Monitoring and providing feedback on work:**

- Teachers will log pupils' participation and motivation levels. Where there are concerns regarding non-completion, teachers will contact parents/carers by phone to discuss reasons for this.
- When a year group bubble is in self-isolation, teachers will respond to pupils' learning during the working day wherever possible, (provided a teaching assistant is also in the class). If there is only a teacher available in the class, their priority must be with the children in front of them and any feedback on learning will be undertaken after the school day in line with their directed marking time.
- When a class bubble is closed, the teacher will respond to pupil learning during the school day 8:45am-3:15pm and after school in line with their directed marking time.
- It should be noted that teachers are required to attend weekly staff meetings/other meetings (face to face/virtually, depending on the circumstances) and so during these times will be unavailable for feedback/support.
- Teachers will respond to pupil learning:

- On Google Classroom by either 'liking' the work or by adding a positive comment or, where appropriate, direction for the children to revisit a question or idea to further improve.
- On Tapestry by adding a teacher comment.

➤ **Keeping in touch with pupils who aren't in school and their parents:**

- We will identify children for whom regular contact with school is essential for emotional/learning/safeguarding reasons. This is an important source of support for both the child and family. Contact is likely to be on a weekly/fortnightly basis depending on need and may be offered by the classteacher/InCo or Headteacher. Contact will be by phone and email.
- Parents wishing to contact the class teacher, should email the school office at office@thakehamps.co.uk and the email will be forwarded to the relevant teacher. The class teacher will then respond to the parent in line with the circumstances set out in 2.1 a-c.
- Any safeguarding concerns, should be reported to the Safeguarding Lead (HT) or the Deputy Safeguarding Lead (AHT) as soon as possible using the normal reporting form. (See Safeguarding Policy)
- In the event of non-completion of home learning, teachers will contact parents by phone to establish the circumstances and agree a way forward.
- Pupils can ask questions regarding the learning via Google Classroom and the class teacher will respond in line with the circumstances set out in 2.1 a-c.

➤ **Attending virtual meetings or uploading of a Seesaw teacher-led input video with staff, parents and pupils:**

- Staff dress code should follow normal practice.
- Locations of meetings/filmed sessions should avoid areas with background noise, nothing inappropriate or of a personal nature in the background).

➤ If a closure of a year group bubble within a class takes place, the class teacher is still responsible to provide remote learning and continue to teach in class but the work may be responded to by either the class teacher or / and the teaching assistant.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during 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.

When assisting with remote learning, teaching assistants, in discussion with the class teacher they are based with, are responsible for:

➤ **Supporting pupils who aren't in school with learning remotely:**

- Commenting on work within Google Classroom / Tapestry and supporting the class teacher, as directed, to create and provide resources.

➤ **Attending virtual meetings or uploading of a Google Classroom / Tapestry teacher-led input video with staff, parents and pupils:**

- Dress code should follow normal practice.

- Locations of meetings/filmed sessions should avoid areas with background noise, nothing inappropriate or of a personal nature in the background).

2.3 Curriculum Leaders

Alongside their teaching responsibilities, curriculum leaders are responsible for:

- Considering whether any aspects of their curriculum area needs to be amended to accommodate remote learning.
- Working with teachers to ensure all work set is appropriate and consistent.
- Working with other curriculum leaders and the leadership team, to ensure work set remotely across all curriculum areas is appropriate and consistent.
- Monitoring the remote work set by teachers in their curriculum area, such as through meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their curriculum area remotely.

2.4 Office Staff

Office staff will:

- Send parents actions to take on pupil/household self-isolation and testing in line with up to date UKHSA advice/leaflets in liaison with the headteacher.
- Inform the headteacher and relevant class teachers regarding pupil absence due to self-isolation promptly, to allow any preparations for home learning to begin (where applicable). Clarify with parents whether the child is well enough to undertake home learning should this be unclear in any case.
- Record absence/testing dates and outcomes to ensure pupils return at the correct time.
- Monitor emails from parents during office hours re home learning and distribute to teachers within their contracted hours.
- Support with process to enable parents to collect any paper resources/books etc from the school entrance area.

2.4 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 and curriculum leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

Please refer to our Safeguarding and Child Protection Policy.

2.6 Computing Leader / IT Technician

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.

2.7 Pupils and parents

Staff can expect **pupils** learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers and upload their learning on Google Classroom (Y1-6) with adult support as required (parents of Acorn class children will upload their learning on Tapestry).
- Seek help if they need it, from teachers or teaching assistants via Google Classroom (year 1-6).
- Alert teachers if they're not able to complete work.
- Be (appropriately) dressed in any photos/videos they upload (for safeguarding reasons).

Staff can expect **parents** with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Support and encourage their child to complete the allocated home learning.
- Inform the school if they do not have access to technology at home for their child to work on. We only have a limited number of laptops available to loan pupils, especially if the rest of the school are on site.
- Seek help from the school if they need it.
- **Be respectful** when making any complaints or concerns known to staff.

2.8 Governing body

The governing body 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.

3. 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 curriculum leader or InCo.

- Issues with behaviour – talk to the Assistant Head, InCo, Headteacher.
- Issues with IT – talk to Computing Leader, IT Technician (JSPC).
- Issues with their own workload or wellbeing – Headteacher or Assistant Head.
- Concerns about data protection – talk to the School Business Manager and Headteacher.
- Concerns about safeguarding – talk to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Be knowledgeable about how they can access the data, such as on a secure cloud service or a server in the school's IT network.
- Use school laptops only.

4.2 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).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

Please refer to our Safeguarding and Child Protection Policy.

6. Monitoring arrangements

This policy will be reviewed annually by the Leadership Team. At every review, it will be approved by the full governing board/committee.



Elder Class Year 5 Home Learning Week Beginning 15/6/20 – work to be uploaded to Seesaw

Our summer 2020 Topic is: 'A child's War: WWII'



Times are suggested and will vary for each member of the class.	Monday	Tuesday	Wednesday	Thursday	Friday
TIMES WILL VARY BETWEEN YEAR GROUPS	Spellings: DIFFERENT YEAR GROUPS MAY SAY PHONICS. 	Spellings: 	Spellings:	Spellings:	Spellings:
	Grammar: 	Grammar: 	Grammar: 	Grammar: 	Grammar:
	Reading: 	Reading: 	Reading: 	Reading: 	Reading:
	EXERCISE BREAK	EXERCISE BREAK	EXERCISE BREAK	EXERCISE BREAK	EXERCISE BREAK
	Maths: 	Maths: 	Maths: 	Maths: 	Maths:
LUNCH BREAK					

Afternoon Activities

Select one of the following activities each day. Upload your work to Seesaw for me to feedback to you.

--	--	--	--	--

You can find magic wherever you look. Sit back and relax, all you need is a book.



Thakeham Primary Super Learning Heroes

I will be looking for children whose learning shows they have been Super Learning Heroes and these will be awarded each week and celebrated in our weekly newsletter.

Possibilities for Exercise

Appendix: Online 'Live' Lessons / Google Meets / Videoing

Google Meet is the only online platform which teachers will use to enhance live learning through live teaching when and where appropriate. Teachers use Tapestry (for EYFS).

Aims and objectives

The aims of this appendix are to:

- Ensure consistency in the approach to Google Meets / Live lessons / Tapestry.
- Set out expectations for all members of the school community.
- Provide appropriate guidelines for data protection, child protection and safeguarding.
- Provide continuity of learning

The objectives of this appendix are to:

- Developing an effective understanding that is aligned with in-school provision and curriculum planning.
- Recognising how Google Meets / Live lessons / Tapestry fit into school policies and legislative frameworks.
- Cultivating a whole school approach to Google Meet / Live lessons / Tapestry.
- Recognising the importance of effective communication and consideration for wellbeing.

Who is this appendix applicable to?

- Every child, family member and staff member of the school community.

Timescale

This policy will come into immediate effect in the event of:

- a full lockdown involving the whole school
- a partial lockdown involving either a whole bubble or part of a bubble
- individual children being affected

The role of pupils is to:

- Use Google Classroom / Tapestry as required by the class teacher and converse respectfully and politely to all teacher comments.
- Join the Google Meet / Live lesson at the stated time and not before.
- Undertake the meeting in a communal yet quiet space in your home / against a neutral background. *This should be an appropriate setting such as kitchen, lounge, study and not in a bedroom.*
- Dress appropriately for a meeting with their teacher (no pyjamas).
- Participate in the Google Meet / Live lesson following the normal learning behaviour expectations as would be followed within the classroom (See Behaviour Policy).
- Seek help if they need it, from their teacher.
- Alert their teacher if they're not able to complete work.

The role of parents / carers is to:

- Supervise their child in using Google Classroom / Tapestry as required by the class teacher.
- Encourage their child to access remote learning and any other associated activities.
- To be respectful of the need to keep to the allocated time and be ready to join the Google Meet / Live lessons at the correct time.
- 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.

- Be mindful that other children might see or hear them and anything in the background.
- Refrain from recording any sessions
- Avoid joining in with sessions/responding to other children online as this is the role of the teacher.
- Maintain privacy and confidentiality of other children in a session avoiding discussion of any other child either in person or online.

The role of teacher is to:

- Use Google Classroom / Tapestry to set all remote learning.
- Ensure lesson input and feedback is professional at all times.
- Endeavour to ensure the privacy of all the pupils (both at home and those attending at school) from any safeguarding risks associated with remote learning and remote Google Meets (bearing mind that during lockdowns, many children on site are in attendance as these are deemed 'vulnerable' according to DfE guidance).

When videoing, all teachers are required to:

- Sit against a neutral background (no personal photos etc visible in the background), or add a background, but be aware that movement can be seen.
- Avoid recording in their bedroom where possible (if that's not possible, use a neutral/online background)
- Dress appropriately like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language.
- Not discuss other school matters during the live sessions. If there are discussion points / conversations that will take longer or require follow up, a subsequent telephone conversation / Google Meet may need to be arranged.
- Make sure they are keeping watch on time so that a session does not overrun.
- To be respectful of the need to keep to the allocated time and be ready to join the Google Meet / Live lesson at the correct time.
- Make a recording so there is something to go back to later on if you need to and for safeguarding reasons. Recordings will be saved to the organiser's Meet Recordings folder in My Drive. An email with the recording link is also sent to the meeting organiser and the person who started the recording. The link is also added to the Calendar event.
- Keep a register of video call attendance.
- Parental permission is sought for the recording of the Live Sessions which will support teacher planning and assessment.

Content

The Online 'Live' Lessons / Google Meets are designed to cover the following areas:

- Intervention group work that would normally be carried out in school.
- Weekly class meetings to support the children's well-being and feeling of belonging.

During the meeting

- If one party loses connection please just wait whilst they log in again - you should be able to resume.
- If there is a sound /display issue try clicking the microphone/camera icon off and on again.
- If there is still an issue try logging off and logging on again or try another device
- If possible have a back up device ready for you to log on and use.
- Please be understanding in case of technical hitch. We are doing our best to make contact at this difficult time.

Parental Permission for the recording of Live Lessons.

I do / do not (*delete as appropriate*) give permission for the recording of a Google Meet Live Lesson for the purpose of teacher assessments of learning and is only for use as a school record. I understand and agree to follow all the requirements of me as a parent and support those required of my child.

Name of child _____ Class _____
Signed _____ Dated _____