

Home Learning Policy - March 2020

At Cameley Church of England VC Primary School, we have always encouraged home learning, as it can improve attitudes to learning and consolidate the development of core skills, which will result in a positive impact on pupils' achievement. The previous guidance has been superseded as a result of COVID-19 and the ways in which home learning is now taking place within our school.

What are the aims of this policy?

- To ensure a consistent approach to home learning, building and developing year on year throughout the school;
- To ensure that teachers, parents and children have a clear understanding regarding expectations for home learning;
- To ensure that teachers, parents and children are fully aware of the role they play with regard to home learning;

Why is home learning important?

- It raises your child's achievement
- Research has shown that children make most progress when they consolidate their learning at home
- It helps to inform you about your children's school work and gives you the opportunity to support this work
- It is progressive through the school
- It is a valuable life skill, which can be applied in secondary school and future employment
- It helps develop creative, independent learning behaviours
- Provides an opportunity for quality time with your child, enhancing deep curriculum learning
- It continues to build learning opportunities throughout the time of school closure;
- Home learning supports use of skills already gained within school, developing and using in alternative contexts;
- It is able to be varied to suit the learner, teacher and parent.

How can I encourage my child to do their home learning?

Home learning allows you to see what your child is doing and to support their learning. This partnership between school and home is a vital part of successful education and your interest in your child's home learning is very important. This does not always mean helping with the task, but just a few simple questions before and after will indicate your interest.

Asking your child briefly about how they will start the task, often helps them clarify their thoughts beforehand. Encourage your child to get into the habit of finding a regular time and somewhere quiet to settle down to do the task. Please contact the class teacher whenever a problem arises or if you need any help, this is best carried out through Class Dojo. We always encourage you to ask for help if your child does not understand, or cannot do, the home learning.

If you are concerned at any time about the amount of time your child is spending on home learning, then please talk to your child's teacher. The guidance which is given daily is meant to be the maximum amount of time spent on home learning. We recognise that parents and carers

may also be trying to work at this time and managing other commitments so we believe flexibility and adaptability of the tasks is key.

What home learning will my child be given?

Teachers will support pupils in being successful through home learning. Daily home learning tasks will be set on Class Dojo, often posted the night before to give parents/carers the opportunity to prepare for any work set. Where teaching sessions, PSHE or reading are facilitated online then the Remote Teaching and Learning Policy will be adhered to.

All completed home learning will be seen, acknowledged and appropriately rewarded by the class teacher on a daily basis, unless they are on the in-school rota for the week. The class/ individual pupil's TA will also be giving feedback to the students, through Class Dojo.

Where appropriate, marking and feedback may take the form of self or peer assessment following the school's Feedback and Marking Policy. There is no expectation for teachers and TA's to provide lengthy feedback of any kind on pieces of work.

We recognise that learners learn and develop at different paces. Class teachers and teaching assistants will be differentiating and adapting the content set for your child.

How will home learning be structured? (KS1 and KS2)

Cameley Primary School is committed to providing a broad and balanced curriculum to our children even during periods of home learning. As such, teachers will aim to provide a selection of daily tasks drawn from every element of the National Curriculum. Where possible, teachers will try to suggest activities and ideas which require minimal resources or those that can be found in a home environment to ensure as many of our children as possible can take part.

To support families as much as possible, teachers will offer a suggested structure to a 'school day' of home learning. The aim of this is to give children the familiarity of a school routine and provide educational meaning to their time at home. It is important to note that our daily structure is only a suggested routine and we encourage families to work in the best way that suits their own schedules and daily lives. There is no expectation that the suggested work is followed and implemented in full and adaptations and deviations are encouraged to suit the individual's academic need, motivations and well-being.

Table 1: Suggested home learning timetable (KS1/KS2)

0900-1000	Active Time	Link through to PE activity (Joe Wicks or similar)
1000-1100	School Time 1	Zoom lesson time - teacher led academic session (typically core subject)
1100-1200	Creative Time	Self managed creative task - suggestion given daily by the teacher (art, DT, music, dance, drama)
1200-1300	Lunch	Time for lunch. Don't forget to help set the table and clear up afterwards.
1300-1400	Quiet Time	Focus on reading, author investigation or mindfulness tasks (encourage Book Band reading from Collins Big Cat in this time)
1400-1500	School Time 2	Self managed academic task. Wk1 would be maths or a topic task. (links and/or instructions shared on Class Dojo)
1500-1600	Afternoon Fresh Air	Encourage children to go outside - offer scavenger hunt style activities (each week rather than daily)

We suggest, English lessons are provided to families as structured units of work (for example, three activities a week - leading to a bigger piece of writing using the skills learnt in that week). This may be done through modelled writing (pre-recorded video or Zoom lesson) to help demonstrate to children and families the structure and expectation for each piece of work. This will allow better teaching and progression whilst home learning.

Maths will continue to follow the White Rose long-term implementation plan. Where possible, teachers will work through individual units of work and supply the resources and support (through links and Zoom lessons) to teach introductions to new concepts and/or resolve common misconceptions of learning based on professional experience. Maths lessons may be supplemented with age-related specific calculation practice (for example; Y1 number bonds to 10 / Y4 times tables etc). These could be supplied by additional links to free online resource or school-own licenses of recommended software.

Non-core subjects will be taught in rotation as per the teacher's discretion and where home learning is possible. Each class will follow the long-term topic implementation as they would for school learning but adapt and add as appropriate to allow all children to take part from home. Activities should be easy to understand and implement, ideally with minimal support from parents/carers at home.

How will home learning be structured? (Nursery and Reception)

In guidance with Early Years practice we believe child initiated learning is at the heart of the EYFS curriculum therefore all parents are encouraged to go with their child's interests where possible. To encourage the breadth of study and to help the children achieve what they are capable of, the class Teacher will be setting challenges (adult directed) for the children (Nursery x 1-3, Reception x 5 per day) to give ideas and stimulus for new learning. The challenges will be set the evening before to allow parents to prepare any resources needed and to ask any questions they may have about the tasks. The challenges will be across the different areas of the EYFS curriculum. Where appropriate key questions will be sent as well as important vocabulary that might need to be introduced. The class teacher ensures the activities are fun, varied and using resources that are found in the house and garden.

Class Dojo is used to communicate directly with each family about how the tasks have been received and to offer any extra extension style activities or examples of how to develop the idea further if required. When a child has found the activity difficult or is reluctant to carry it out other ideas are suggested and discussed. Each message is responded to daily and dojo points are awarded for each child's attempts at each challenge.

The class Teaching Assistant will be sending home key words and spellings and rewarding individual dojo points.

SEND and Vulnerable Pupils

Personalised home learning and opportunities will be set in line with individual need. These will be in line with pre-agreed Single Support Plans and/or EHCP, as discussed and agreed with parents and/or carers and where possible, identified by third-party support (SALT, Educational Psychologists, Occupational Therapists etc). Regular contact will be made by the school to all children on the SEND register to ensure the targets are being followed as much as possible and offer support and updates where/if required.

A summary of the type of provision and support being offered by the SENDCo and teaching staff at Cameley Primary School based on different needs is attached below. Please note this is a summary of the work being carried out and, as the nature of SEND dictates, each pupil on the register has bespoke remote provisions created and managed as per their individual needs.

Table 2: A summary of the SEND provision offered to families as part COVID-19 home learning

Area of need	Provision
General	<ul style="list-style-type: none"> - SENCO reaching out to parents once a week to check on well-being and progression (email and /or phone) - TA reaching out to parents at the time of scheduled intervention to promote its undertaking and offer assistance - SSPs are in the process of updating where possible and in collaboration with family / teacher - Working with PSA to ensure collaborative and standardised approach to our SEN / PP / vulnerable children where cross over exists
EHCP	<ul style="list-style-type: none"> - All families informed of availability of attending school and discussed appropriateness depending on the best interests of the individual - Regular phone / email contact with SENCO / teacher - Specific tasks set in addition to mainstream classroom teaching as per individual plans
S&L	<ul style="list-style-type: none"> - Regular contact with SALT regarding progressing targets where possible - Children sent resources / games to support the learning of their current targets (and also estimated progressive targets for next 6 weeks) – including sounds cards, phonics learning, sequencing cards and sound games (to be updated as required)
Cognition and Learning	<ul style="list-style-type: none"> - SENCO met with all class teachers prior to lock down to ensure appropriate level of work was sent home for individuals - SENCO and/or class teacher follows up with individual families to check if replacement work or further assistance is needed (weekly) - NESSY log ins added and sent home to all appropriate children –monitored by intervention TA (DM)
SEMH	<ul style="list-style-type: none"> - <u>Cameley's</u> 'Happy and Healthy' video and top tips created and sent to all children - <u>Cameley's</u> THRIVE suggested activities during lockdown sent to all SEMH children and regularly checked up on via phone / email (SENCO) - Creative activity magazine sent home to all children (THRIVE) to promote mindfulness and 1-2-1 time with parents - All THRIVE children are writing postcards to their THRIVE <u>practioner</u> to maintain relationship
Sensory / Physical	<ul style="list-style-type: none"> - None currently on register