



Brant Broughton CE Methodist Primary School - Home Learning Protocol

Updated January 2021

Context to Revision of Home Learning Protocol:

We have learnt a huge number of lessons regarding our provision of learning since the last lockdown. After the last lockdown the staff discussed together what our three main concerns were which may help explain our new strategy:

Concern	Impact	Actions for lockdown this January
<p>We felt that we lost touch with a number of families during the last lockdown through lack of contact</p>	<p>Some children took longer to settle back into school. Teachers had to reassess children on their return to establish new starting points in their learning holding up progress for everyone.</p> <p>Some children required considerable emotional support on school return.</p> <p>Some children 'did their own thing' at home which meant that they struggled to retain progress and lost ground in many vital areas. Teachers again had to re-assess and revise lots of previously taught aspects of learning.</p>	<p>Daily opportunities for contact with school set up via Zoom. Home Learning is much more specific to the planned learning for the class. Specific tasks to be completed so that feedback is more meaningful and future tasks can be planned to move learning on more effectively.</p> <p>Opportunities to access laptops etc, provided to ensure that everyone is able to join us on Zoom. Where this is not possible, these children fall under the 'vulnerable' category and are invited to attend school.</p>
<p>On returning to school, staff had to work hard to regain our ethos of being part of a family /team/'all' feeling again in the whole school and in their classes. This is a key part of our school and does have an impact on children's attitudes to all aspects of school life</p>	<p>Children found it hard to settle into school routines and had forgotten our expectations of learning, behaviour etc. Learning had to be re-planned to focus on these key aspects of school life again. Children had to discover how to learn</p>	<p>Class and whole school Zooms are intended to maintain the 'all' ethos. Collective Worship is intended to continue embedding our vision and values. Class Zooms are to maintain contact between classes; help ensure educational progress and provide feedback as well as continuing all important relationships.</p>

including educational progress.	and work together again.	
Some children struggled to work independently on return to school	Some children 'lost ground' educationally and needed support to catch up. Some children lost confidence in their abilities and struggled to work by themselves on return to school as they were used to having an adult next to them all the time.	Teachers will be encouraging children to complete tasks on their own where they can, particularly writing tasks. Teachers are not expecting writing to be perfect but to be in line with what they normally produce i.e. it will have errors in it.

Legally, school must provide Home Learning to all pupils in the event that they cannot attend for reasons associated with coronavirus i.e. they have been told to self-isolate by Track and Trace or by school or due to a member of their household displaying symptoms. This may be for a couple of days while waiting for a test result or may be for a full ten days.

We have been working hard to ensure that our Home Learning offer meets the requirements of the DfE and is manageable for you at home and for school. The requirements mean that we must ensure that children are following a similar path of learning as they would by being in school so that they are not disadvantaged. This means that the Home Learning we offer now will be very different to that offered during the full lockdown in the spring.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- *Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
- *Key Stage 2: 4 hours a day*

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf January 2021)

We fully understand the challenges of Home Education whilst handling other work and family commitments. We will provide a range of learning materials for support but will also provide a range of solutions for parents to access online facilities where schools can respond to parents' enquiries. This protocol has been designed to support school and parents during a self-isolation period and /or a class/school closure period to reduce the impact of loss on learning from school. In the event that your child needs to self-isolate or lessons are suspended for any period of time, we aim to establish a rigorous home-learning protocol to enable children to continue their education away from the school site with appropriate support structures to ensure equity for all children

This protocol aims to set out:

- Procedures and expectations for the wellbeing and safety of children and staff

- Provide a framework for learning and associated resources to support children's learning

Should your child be subject to self-isolation or schools be forced to close or go through sustained periods of extended closure due to the virus children will be provided with a range of learning resources. School will support families to access these resources through a combination of online and web based learning with some paper-based learning especially for families who have limited or no internet access. Schools will provide a suggested structure for families to follow and there will be a degree of expectation by the government that families follow these suggestions. There is an expectation that children attend the live sessions such as Collective Worship when scheduled. We will be taking an attendance register for these sessions and the office will be contacting families who do not attend. We will ensure teachers are able to interact with children and families as much as possible. We acknowledge and realise the difficulty that some families face due to the lack of digital devices. It would help if you could let us know as soon as possible if this is an issue for you and we will do our best to support with this.

You can contact school to discuss Home Learning in the event that your child needs to use this in the following ways:

- Telephone Phone Contact (through mutually agreed timings)
- Email via enquiries@brant-broughton.lincs.sch.uk (with limited response timings for replies)
- Class email addresses which will be opened up in the event that a whole bubble is closed (polarbears@brant-broughton.lincs.sch.uk; leopards@brant-broughton.lincs.sch.uk; whitetigers@brant-broughton.lincs.sch.uk; pandas@brant-broughton.lincs.sch.uk)
- Tapestry (the main learning platform for EYFS children)

Please note that staff will not be available for contact out of school hours (8.40am-3.20pm Monday to Friday). They will not respond to messages out of these hours.

Structure of the Virtual School Day in the event of a bubble closing or school closure.

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments via Zoom, email or Tapestry for Polar Bears. Feedback will be given but will not be instantaneous and will vary due to the nature of remote learning, some feedback will be via the class Zoom session. Your child's teacher will post a timetable of activities or events for the week specific to your child, which may be different from their siblings attending the same school.

A typical structure is shown below.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Collective Worship for all 9am					
Session 1	English/Phonics				
	Break				
Session 2	Maths				
	Lunchtime and PE				
Session 3	Foundation Subject				
Each day (different time for each class)	Class Connect Time via Zoom, ID and password to be sent via Parentmail An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning/share a story				

Additionally, we recognise the value of physical activity as part of the normal school day.

Where it is possible, an exercise book will be given for the completion of written tasks. Work from the book can be scanned and emailed to school once a week or the book put in the box by the gate with a new book taken to replace it. Parents and children will need to choose which system to use – not both. Where feedback on a task has been given in another way i.e. via the class Zoom, it will not be given more than once.

A weekly timetable will be posted on the school website class page along with any relevant attachments. Paper copies will be made available where absolutely necessary. This timetable will link to Oak National Academy and will include hyperlinks to the relevant lesson. Work will need to be emailed using the class email address or enquiries (for the attention of the classteacher, if the whole bubble is not closed) or Tapestry where appropriate.

What the Home Learning experience during a bubble closure or school closure will look like in Early

Years

For early years children we will be predominantly using Tapestry to interact with parents and children, ensuring that there will be limited screen-time and as much practical activity opportunities as possible. Each day there will be an English, maths and phonics session with practical activities with resources that can be found around the house.

- Each day there will also be another activity to carry out which will support other areas of the EYFS Curriculum,
- Children will be expected to join Collective Worship via Zoom.
- Staff will be taking a daily attendance register during each morning and afternoon.

What the Home Learning experience during a bubble closure or school closure will look like in Years 1-6

- Years 1-6 will have a weekly timetable similar to the normal school timetable.
- Children will be expected to practice their tables through Timestables Rockstars and Numbots.
- Spellings will be given weekly and it is expected that children will practise these on Spelling Shed
- Exercise books will be sent home for children to complete their learning if required. This can then be photographed and uploaded and emailed.
- All procedures are fluid and will be evaluated and reviewed accordingly.
- Staff will be taking a daily attendance register during each morning and afternoon.

Roles and Responsibilities (Children)

Maintain your excellent progress at school by:

- Dedicating appropriate time to learning, your teacher will give you guidance to help with these expectations
- When you are working at home make sure you choose a quiet space free from distractions (such as TV)
- Remember you should still do your own work! Parents/helpers can **help** but not do the work for you
- Keep healthy habits and take breaks away from devices between scheduled lessons
- No eating. You may have a drink at the table
- Be dressed in your clothes not your pyjamas
- Be at the table where possible
- Use any chat facilities sensibly and only linked to your lessons.

Roles and Responsibilities (Parents)

Support your child/ren in their learning by:

- Ensuring that children access the learning daily and are present at the Live sessions (when these are timetabled to take place). The registers will be taken during these sessions
- Consider the age of their child- adjust home learning environment to suit their educational needs.
- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Respect that teachers will respond in a reasonable time frame but will not be instantly available and this will only be during school hours
- Act in a respectful way during the Live lessons
- Be respectful of the school adult leading the Live lesson
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play. Monitor their access
- Ensure they fully engage and follow expectations • Provide a learning space

Evidence of remote learning engagement
Individuals not engaging or submitting work weekly

How are these pupils being tracked?

3 Tiered Approach

Daily monitoring

1. Teachers – monitoring lists for each class in live Zoom sessions/work submitted
2. HT – whole school Collective Worship via Zoom – register taken

What are the next steps?

Note:
Actions taken with parents/carers should be recorded

STEP 1

Ask parents to contact school if they have a problem connecting via Zoom or accessing class website for Home Learning.

Consideration must be given to certain circumstances where the child may be unable to work which are considered acceptable by the Headteacher. Devices distributed to families where this is necessary.

STEP 2

Phone call or Parentmail – class teacher, or Headteacher

Phone call initially used to touch base and act as a signpost to Home Learning Classroom materials, Zoom sessions, etc.

Questions such as the following should be used:

Do you have the technology at your disposal?

Do you understand what is being set?

Do you need support with a particular aspect?

What do you agree to get completed tomorrow?

Make a note of date/phone call and notes of meeting as record of engagement. If no improvement next day OR after agreed action timescales, move to step 3.

STEP 3

It may be that this pupil becomes vulnerable by not engaging with the work and therefore must come into school according to guidance. This should be communicated to the parent and a response recorded.

STEP 4

Inform the parent that a Fixed Penalty Notice for failure to engage with the school work would typically be imposed under section 444A and 444B of Education Act 1996 so an action plan would be implemented in order to improve level of engagement with SMART targets for parents to complete. Parents would be told that lack of engagement not only widens the gap of attainment but damages their future chances in life and will also make it more difficult for us to bridge the gap in coming weeks, months and years. In some circumstances this may become a safeguarding issue and step 5 would be implemented.

STEP 5

Raise concerns in line with safeguarding procedures.

