

# COVID'19 Home Learning Policy 2020 – 2021



<b>Governor Committee Responsible:</b>	C & S	<b>Staff Lead</b>	Mr. G. Mills
<b>Status</b>	Non - Statutory	<b>Review Cycle</b>	Annual
<b>Last Review</b>	September 2020	<b>Next Review Date</b>	September 2021

<b>Designation</b>	<b>Name</b>	<b>Date</b>	<b>Signature</b>
Chair of C S	Mrs S. Hulbert		
Chair of Governors	Mr. R. Ellis		
Head Teacher	Mr. G. Mills		

## Government Expectations of School's Remote Learning:

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

## In developing these contingency plans, the government expect schools to:

- give access to **high quality remote education resources**
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- select the online tools that will be consistently used across the school in order to **allow interaction, assessment and feedback**, and make sure staff are trained in their use
- **provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access**
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum

## When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work **each day in a number of different subjects**
- teach a planned and 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
- **provide frequent, clear explanations of new content, delivered by a teacher** in the school or through high quality curriculum resources and/or videos
- gauge how well **pupils are progressing** through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- **plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers**
- schools to avoid an over-reliance on long-term projects or internet research activities

## SVPS Primary School's Rationale – Our hope is to:

- Stay connected with families – particularly at a time of uncertainty and worry.
- Provide a daily schedule that sticks as closely as possible to our agreed curriculum (including non-core subjects).
- Provide a daily schedule that is as 'user friendly' as possible from a parents' and/or child's perspective.
- Help children to learn new content by an increase in teaching videos and taught material.
- Provide a routine/some structure to help parents and children to focus.
- Have daily contact with our children through emails and class charts (positives awarded).
- Where appropriate, give feedback to our children that will enable them to progress.

As a school we recognise that there will be times when your child will be off school due to a COVID'19 reason. Below are 5 scenarios with an explanation on what your child should do to continue their learning at home.

**Scenario 1:** Child x is clinically extremely vulnerable and/or has been advised not to attend school. For this scenario the child should use the Government's recommended online learning platform: [Oak National Academy's daily schedule](#) - It is important to access the appropriate year group and therefore a discussion with your class teacher may be required. All work should be recorded in their **Learning From Home** book. On a fortnightly basis child x's teacher will briefly phone the parents for a 'learning conversation check-in' and to make sure the daily schedules are being followed. This learning conversation will be recorded and kept within school.

**Scenario 2:** Child x has been displaying symptoms and is awaiting test results *but between awaiting results and coming back is now feeling 'normal and is well enough to complete tasks'*. For this scenario child x should use the Government's recommended online learning platform:- [Oak National Academy's daily schedule](#) - It is important to access the appropriate year group and therefore a discussion with your class teacher may be required. All work should be recorded in their **Learning From Home** book. On return, your child will spend, either a period of time 1:1 or in a small group, discussing their work from their Learning From Home Book. This learning conversation will be recorded and kept in the child's home learning book and emailed to the class teacher (see appendix 1)

**Scenario 3:** Someone in the household is displaying symptoms which therefore means the whole household should self-isolate but child x is fit and healthy. For this scenario child x should use the Government's recommended online learning platform:- [Oak National Academy's daily schedule](#) - It is important to access the appropriate year group and therefore a discussion with your class teacher may be required. All work should be recorded in their **Learning From Home** book. On return, your child will spend, either a period of time 1:1 or in a small group, discussing their work from their Learning From Home Book. This learning conversation will be recorded and kept in the child's home learning book and emailed to the class teacher (see appendix 1)

**Scenario 4:** There is a confirmed case of COVID'19 **by a child** which means your child's bubble will be closed for a period of time. For this scenario your child will access The **SVPS Daily Schedule** through [Class Charts](#) homework section. All work should be recorded in their **Learning From Home** book. On return, your child will spend, either a period of time 1:1 or in a small group, discussing their work from their Learning From Home Book. This learning conversation will be recorded and kept in the child's home learning book and emailed to the class teacher (see appendix 1)

**Scenario 5:** There is a confirmed case of COVID'19 **by your child's Teacher** which means your child's bubble will be closed for a period of time. For this scenario child x should use the Government's recommended online learning platform:- [Oak National Academy's daily schedule](#) - It is important to access the appropriate year group and therefore a discussion with your class teacher may be required. All work should be recorded in their **Learning From Home** book. On return, your child will spend, either a period of time 1:1 or in a small group, discussing their work from their Learning From Home Book. This learning conversation will be recorded and kept in the child's home learning book and emailed to the class teacher (see appendix 1)

**APPENDIX 1**

**Home Learning Structured Conversation**

*To be completed on your return from absence due to COVID reasons*

**Child's Name:**

**Class No.**

**Date of discussion:**

**Staff Member holding the structured conversation:**

**What learning activities went well?**

**What learning, if any, did you find tricky? Why?**

**Signed**

**This copy should be scanned and emailed to the child's class teacher and then stuck in their Learning From Home Book.**