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The John Moore Primary School

Home Learning Plan for Parents

School Policy

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1 Introduction

On the 4th January 2021, schools were instructed to close to all pupils except vulnerable children and children of key workers. As a result of this, we have put in place a plan for remote learning so that all children can continue with their education. This meets the expectations set out in the DfE guidance 'Remote Education'

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

In order to ensure that learning is continued, irrespective of lockdown and/or self-isolation, The John Moore Primary School has developed the following plan.

This plan offers a range of remote learning opportunities whilst also acknowledging that some households may have limited access to devices and may require hard copies of work and resources. It also recognises the fact that many of our families are working parents and are trying to juggle a full-time workload as well as supporting their child or children. Remote devices (e.g. laptops/ tablets) and/or 4G connections/data SIM cards will be sought where issues concerning devices occur, particularly for disadvantaged children. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

This plan complies with the expectations and principles outlined in the DfE document [Guidance for Full Opening of Schools](#).

Staff are delivering a mix of in-class teaching for those children who are attending the key worker provision and also live Zoom lessons, pre-recorded lessons and supported study for all children accessing learning from home.

Our teaching teams working hours are being split between working with the children who are in school and leading and supporting the learning of the children who are at home – The content and provision for the children in school and at home is the same. On the days when the class teacher is working with the children in school, they will also be leading a live teaching session for their whole class, sharing pre-recorded sessions and some supported study tasks that the children can access during the day. They will also be leading a further live Zoom small group session to support individual children with any areas of difficulty and to focus on pastoral support. There will also be a story time session daily. On these days, the teaching partner will comment on children's work and the teacher will check and approve posts at the end of the day or early the following day.

2 Our curriculum

We will continue with our mastery maths approach and class teachers will either teach their maths lessons as a live Zoom lesson or will pre-record teaching videos that they can share with the class to lead and develop the children's learning.

We will also continue with our Talk for Writing approach to the teaching of English. Our children will work through a range of immersive writing experiences either through the live Zoom sessions or through the pre-recorded teaching.

Our daily Sounds Write phonics sessions (either as a live or pre-recorded session) will continue and will support the children with their reading and spelling.

We will continue to teach the same wider curriculum remotely as we do in school wherever possible and appropriate. However, we may occasionally need to make some adaptations in

some subjects. For example, we may direct families to the Oak National Academy lessons which provide a taught element (through video) but are not always taught by our teachers.

The children will have access via a pre-recorded video to a shared story time/ daily read that will be led by the class teacher or teaching partner.

As an absolute minimum we ask that the children participate in the live Zoom sessions and pre-recorded sessions every day, so they do not lose contact with their teachers and peers. This helps to keep some routine and also helps to ensure that your child continues to receive their daily lessons that are led by their class teacher and therefore their educational entitlement. We also ask that each child posts at least one piece of completed work for English and maths daily onto their Class Dojo portfolio or onto Tapestry if they are in Reception. The class teacher or teaching partner can then offer feedback to help support and develop their learning.

We understand that some families will find it difficult to balance the requirements of home learning and their own work commitments over such a long period of time. We are continually tailoring our provision to ensure it works for our school community. To help us with our planning we will conduct regular surveys (via a questionnaire) to elicit if our model is working for the majority of our families and we will adjust our future provision in light of the results.

Remember some days will feel better than others. We are all working in such unprecedented times. As the adult at home with your child you are best placed to judge how things are going and adjust your daily timetable to ensure you are getting the most out of the day – for example going out for a walk can often improve everyone’s feeling of well-being and (hopefully) will mean that on returning home your child will feel more positive about completing their home learning.

If you are concerned or worried at all about the remote learning requirements, please contact your class teacher or a member of the School Leadership Team who will discuss your concerns with you and do their very best to support.

3 Expectations for home learning during the enforced school closure.

3.1 We ask that Parents will:

- Ensure that you can provide the opportunity for your child/children to access the live Zoom lessons at home (desktop PCs, laptops/tablets are ideal). If there is an issue with providing these, please contact the school – we will endeavour to help.
- Download Zoom onto a suitable device and label the account with your child’s name or initials so that we know who we are admitting onto the Zoom sessions.
- Ensure your child/ children log-in to the live Zoom lesson daily and complete the follow-up work.

- Log onto Class Dojo each day to access the work set by the school. This will be explained on the daily overview document which will be posted on the Class Story the afternoon before.
- Log onto and encourage your child to watch the pre-recorded lesson/s daily and complete the follow up work that will be set.
- Take a photo/s of any follow up work completed. Ensure these photos of work are uploaded daily onto your child's Class Dojo portfolio (or Tapestry for Reception children). Ideally upload any work by 3:30 pm each day so that the class teacher and the teaching partner have the time to look at it and to offer feedback as soon as possible.
- Phone the school in the usual way on 01684291661 if your child is ill and unable to participate in the daily lessons.
- Facilitate your child joining the small group, weekly Zoom sessions. These sessions will allow the children to see their friends, talk to their teacher and peers and address any worries or questions the children may have. These sessions are not compulsory but will allow a more social experience which may not be possible on the whole class daily Zoom lesson.
- Contact the school (the class teacher in the first instance) if you have concerns about your child either academically or emotionally.

3.2 School staff will:

- Revise and update their planning to ensure lessons are suitable to be delivered via Zoom and accessed at home.
- Create a timetable for the live Zoom lessons across the school to avoid more than one child in a household having to access a live session at the same time.
- Post on Class Dojo a link to a Zoom meeting and a time, which will be the basis for future daily video lessons and inform parents of the times of the lesson – for job-shares there will be two zoom links, one for each of the teachers.
- Host a live lesson, via Zoom, which will take place each day (at the agreed and shared time) lasting 15-40 minutes each depending on the age of the children, these will primarily be English and Maths based.
- Take a register each lesson and follow up with parents if children are not present. This follow up will be via a message on Class Dojo in the first instance, followed by a telephone call (by an adult present in school) if there is no response to the message. We will endeavour to support with any difficulties with accessing the live lessons.
- Lead and set work for phonics/ spelling, English and Maths and the wider curriculum each day on Class Dojo. Teachers will post a daily overview plan the afternoon before, along with any additional resources needed. For lessons which are not delivered live, there will be clear instructions given and at least one of these additional lessons will have a video to accompany it so that parents can access the content at a convenient time (this may be an adult from school delivering the video or a link to Oak National Academy).

- Class teachers or teaching partners will provide comments on the work uploaded by each child. This may be praise and encouragement for their effort, praise for a particular aspect of their work, a tip for improving the work further or a target to work on in future work.
- Class teachers will offer an additional weekly Zoom session, which will take place in small groups of no more than 6 children. This will be focussed on pastoral elements of each child's home learning experience and will also provide the children the opportunity to discuss any aspects of their work that they are unsure about.
- Where a child is experiencing a difficulty in understanding an aspect of their learning the Class teacher/s or teaching partners/s will aim to support them with this through feedback, messaging or a short 1:1 or small group Zoom session that will take place after the main teaching input.

In the event that your child's class teacher is unwell and unable to deliver the live Zoom lessons, either one of the senior leadership team will deliver the lessons on their behalf or you will be directed to the relevant videos on the Oak National Academy website.

4 Vulnerable pupils support:

If a child is entitled to benefit-related FSM the school will ensure that food hampers are made available through Caterlink or food vouchers via the Edenred FSM voucher scheme.

If a child is vulnerable in any way, the Designated Safeguarding lead (DSL) will ensure that the child attends school. She will also ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL and the Social worker or Family support worker where appropriate (record on CPOMS).

If a child or family does not engage, a member of the Senior leadership team (SLT) will call the family to identify obstacles and offer support.

5 SEND support

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support pupils in the following ways:

- All of our children who have an EHCP or who usually receive SEND support whilst in school have been invited into school for at least part of each week and interventions are being carried out with them to ensure that they continue to work on and achieve their MY Plan or EHCP outcomes.
- Our children will be provided with differentiated learning activities as well as links to differentiated learning videos.
- Class teachers or teaching partners will explain to parents how to break down the teaching/ learning into smaller steps to support their child with their progress.
- Teachers and teaching partners will provide additional support (where required) through messages or 1:1 sessions via Zoom to help the children to break their learning down further and to support their progress.

- Our Inclusion Manager will be in regular contact with families of children with EHCPs and will be available to be contacted, via the office, for other children on the SEND register.
- For those children with SEND accessing the learning from home for part of the week, class teams will ensure that they continue to set work appropriate for the child to meet their individual needs – this will be provided via their individual portfolios on Class Dojo where necessary.
- Class teams will utilise some 1:1 time or small group sessions in school or via Zoom to assist any children that need additional support.
- Where possible, specific interventions may still be carried out remotely.
- 1:1 staff will keep in regular contact with the children to maintain relationships.
- Additional resources such as sensory objects, wobble cushions, visual timetables, word lists, coloured overlays and individual writing equipment, pencil grips, will be supplied to those at home if required.
- Contact with outside agencies will continue remotely and the Inclusion Manager will continue to co-ordinate this.

6 Questions that parents may have about the remote learning offer

Q. How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) could take pupils broadly the following number of hours each day if they engage in all aspects of the work provided:

Key Stage 1 3 - 4 hours per day

Key Stage 2 4 - 4.5 hours per day

Q. If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

Each week we will provide any families that cannot access the resources/ activities posted with printed out worksheets, timetables and other resources for the learning to be carried out at home. These can be collected via the school gate at a time organised with the class teacher.

Following a previous letter to parents in early January, we have been able to identify families who are in need of a device (laptop or tablet). These families have been contacted by school and issued with a device to support learning.

Families have also been given the opportunity to request a device if their situation has changed. If this is the case and a family is in need of support they should contact the class teacher or Mrs Laing via admin@johnmoore.gloucs.sch.uk

Q. *How will my child be taught remotely?*

We use a combination of the following approaches to teach pupils remotely:

For our remote learning the range of approaches will include:

- A live Zoom lesson every day for the whole class
- Pre- recorded teaching (e.g. video/audio of daily Phonics sessions, maths or English made by teachers)
- Links to the Oak National Academy teaching videos and resources to support with aspects of the wider curriculum provision.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Pre-recorded or live story-time sessions (Reading for pleasure)
- Live weekly Zoom contact /meetings with teachers at school to focus on well-being and on supporting any areas of misunderstanding or difficulty.
- A daily opportunity for each child to stay on the live Zoom session and to work with the class teacher or teaching partner to go through any aspects of the live lesson that they did not understand.
- 1:1 or small group sessions where needed to support children with any additional needs.

Q. *What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?*

- We ask that your child engages with their teachers every day via their live Zoom lessons and via Class Dojo and that they complete the follow up work that is set.
- We ask that you post at least one piece of your child's maths work and one piece of their English work onto their Class Dojo portfolio daily so that the teacher can offer feedback and further support.

Q. *How will you check whether my child is engaging with their work and how will I be informed if there are concerns?*

- Daily registers are taken and collated to track and monitor engagement.
- Should there be concerns about the amount of engagement in the remote learning then teachers will contact parents and children to establish where the barriers are and to see if they can offer support.
- Should weekly contact not have been made with a child/ family then a member of the senior leadership team will contact the family and if necessary complete a home doorstep visit to check that everything is okay.

Q. *How will you assess my child's work and progress?*

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class or group feedback may be provided during the live lessons. Individual pieces of work may be annotated, or the teachers or teaching partners may send a message asking the children to consider or develop certain aspects.

Our approach to feeding back on pupil work is as follows:

- Once the children have uploaded their learning then class teachers will acknowledge this and make feedback comments on the work via Class Dojo.
- Teachers or teaching partners will pick up on and develop aspects that your child has not understood during their weekly afternoon Zoom session or through the 1:1 or small group session that may be offered after the main teaching input of the live lesson each day.
- For EYFS children they may share their learning via Tapestry.

7 Additonal Information

Safeguarding

Please refer to Child Protection and Safeguarding Policy.

Data protection

When accessing personal data, all staff members will:

Only use their official school email account and connect to the school network using their school laptop only.

Monitoring arrangements

This policy will be reviewed by the SLT regularly after we complete our parent questionnaires and as and when updates to home learning are provided by the Department of Education (DfE)

Further support for Teachers can be found at:

[Examples of teaching practice during Coronavirus \(DfE\)](#): An opportunity for schools to learn from each other's emerging practice as they develop their approaches to providing remote education.

[Teaching during Coronavirus \(DfE\)](#): Information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak.