

**Home Learning Policy**

**January 2021**

**Resources and Equipment:**

For each year groups resources, books and packs will be shared to support with home learning. Contents will vary depending on the year group the child is in.

**In Reception children will be provided with:**

* 3 exercise books for recording work in: Literacy/phonics, squared for Maths and blank for Topic work.
* Pencil
* Number and letter flashcards

**Year 1:**

* 2 exercise books; 1 lined for topic and English work, 1 squared for Maths
* Pencil
* Whiteboard and pen to support during online sessions e.g. phonics
* Hundred square, number line to 20, 2d and 3d shape mat
* Phase 2 and 3 sound mat, alphabet mat

**Year 2:**

* 2 exercise books; 1 lined for topic and English work, 1 squared for Maths
* Pencil
* Whiteboard and pen t support during online sessions e.g. phonics.
* Hundred square, 2d and 3d shape mat
* Phonics and common exceptions word mat
* Word/knowledge maps, appropriate to units being taught.

**Years 3, 4, 5 and 6:**

* 2 exercise books; 1 lined for topic and English work, 1 squared for Maths
* Pencil

Where there are issues around access to technology or the internet, school will endeavour to provide support with this if available.

### **Curriculum Delivery:**

During the first 24 hours of closure, teachers will be preparing resources for home delivery and ensuring all pupils have what they need to be able to engage in the lessons. Parents are encouraged to use this time to ensure you have a suitable work space. There are links on the school website ([www.roefarm.co.uk](http://www.roefarm.co.uk)) to learning resources that can be accessed independently.

We will endeavor to teach the same curriculum as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects due to access to resources at home. Where this is the case, the objective might remain the same but how it is delivered could change.

Where a curriculum objective cannot be covered, for example aspects of music, science and PE, then these will be covered on return back to school with other more appropriate objectives taught.

### **Expectations for home learning:**

We expect that home learning (including home teaching and independent work) will take pupils broadly the following number of hours each day:

|  |  |
| --- | --- |
| Nursery | 1 x daily input: Monday to Wednesday  Interactive game or story and an introduction to activities being set.  Daily challenges set on Class Dojo |
| Reception  Approx. 2h directed work | 2 x daily online input for 30 minutes with class teacher:  Practical session to support parents when working with children at home.  Topic focus for the afternoon session. Weekly PE, PSHE and RE sessions. The remaining areas of learning are rotated.  Phonics and Maths |
| KS1  Approx. 3h 15m directed work | 2 x daily online input for 30 minutes with class teacher:  8.45am – 9.15am: Literacy input  Independent work until at least 10.00am  10.30am – 11.00am: Feedback and Numeracy input  Independent work until 11.45am  Topic: 45 minutes |
| KS2  Year 3+4  Approx. 4h 15m directed work | 9.15am – 9.45am: Maths input  9.45am – 10.30am: Independent work/TT Rockstars  11.00am – 11.30am: Maths re - cap/feedback and English input  11.30am – 12.00pm: Independent work  12.00pm – 12.15pm: follow – up/feedback on Zoom for English (Year 4 only)  1.15pm – 3.00pm: Topic work  Reminder around regular reading for children |
| KS2  Year 5+6  Approx. 5h directed work | 8.45am – 9.15am: English input with teacher  9.15am – 10:30am: English independent work  10.30am – 11.00am: English feedback and maths input with teacher  11:15am – 12:15pm: Maths independent work  1.15pm – 3.00pm: Topic work |

**Staff are available throughout the day should families need support and can be contacted through dojo or Zoom.**

**How will home learning be accessed?**

**Zoom:**

There will be 2 daily sessions for children to login in to for direct teaching input: Maths, English and Topic. This will be an opportunity for pupil and parents to get an idea of what is being taught to begin the session and for any questions to be asked. There will also be opportunities for feedback for work that has been submitted.

**Class Dojo:**

* All work will be made available by the class teacher on here. Children will be asked to share their work with the teacher using the portfolios.
* Parents’ guides have been developed and are available for families on how to use these programmes (See appendix 1: Remote Learning Parents)
* Should families require any support with setting up or accessing this, staff are available throughout the day.

**Support for families where children who do not have online access:**

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

Parents have been contacted by class teachers to identify accessibility to technology at home for children, including whether they have an internet connection. This has been used to identify pupils who might struggle due to limited access.

DfE provided devices, supplemented by school iPads and laptops where necessary to be shared with families for use at home with home learning: devices will be signed out to ensure they can be monitored for return.

Where a pupil does not have access to the internet, alternative arrangements may be made which could include being provided with a dongle, paper - based resources or offered a place in school.

Devices are set up with quick access to Dojo and Zoom. School staff are available to assist with technical issues as they arise. If support is needed, school can be contacted on 01332 346310 or emailing admin@roefarm.derby.sch.uk

**Teaching strategies:**

We use a combination of the following approaches to teach pupils. Some examples of home teaching approaches:

* Live teaching (online lessons): daily inputs from class teachers.

2 sessions each morning to allow for input, questions and feedback: English, Phonics, Maths, Topic to be covered.

* Worksheets and supporting documents made available via class dojo for completion
* Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
* lnternet research activities linked to topic work

Pupils may still have practical tasks to complete such as physical education challenges, DT and art projects.

**Engagement and feedback:**

* Attendance on Zoom sessions will support families in understanding the expectations for each session. However, we do understand for some families they are juggling work therefore attendance at them all may be difficult. Where this is the case. Parents are asked to let the class teacher know as they will be able to support with instructions if needed.

It will be an opportunity for any questions to be asked if needed.

* All work will be made available for children on ‘Class Dojo’ to complete in the work books provided.
* Once completed, we ask the child’s work is sent back via ‘Class dojo’ using the child’s portfolio. Help guides have been provided for this.
* We ask that parents, support and encourage children to develop a routine each day as they would whilst at school by ensuring that children are up in the morning for breakfast to fuel their brains ready for the day ahead and their first Zoom session.
* They are encouraged to find an appropriate workspace that is not still in bed but in an area where they have an appropriate workspace to complete tasks.
* Where possible, parents are asked to be present at the session in order for them to support if children need help when working independently.
* Parents are asked to support children when sending work back to the teacher for feedback.
* Staff are available via Zoom throughout the school day until 3.00pm.

**Monitoring engagement in Home Learning:**

* There will be daily checks to identify where children are engaging in home learning.
* Teachers will be reviewing work submitted on Dojo portfolios and providing feedback where necessary.
* Where there is no evidence of attendance on Zoom sessions or returning work, families will be contacted to check if there is any support that may be needed and to check all is ok at home during these difficult times.
* Phone calls will be made to families to discuss reasons for non - attendance and strategies for support will be identified.
* Where a member of staff has concerns about a child our usual safeguarding procedure will be followed. See safeguarding policy.

**Assessment and feedback:**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

There will be a range if methods for feedback dependent on the work set and year groups:

* Teachers will provide feedback via Class dojo either on your child’s portfolio or using the messaging section.
* Specific feedback given in relation to year group, task set etc.
* Individual comments may be returned on children’s work if areas may need checking or editing for development.
* Mark sheets will be provided to check answers for example Maths, Reading Comprehension.
* There will be opportunities for whole class feedback during Zoom sessions.
* There will be daily opportunities for feedback being given.

**Additional support for pupils with particular needs:**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access home 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 those pupils in the following ways:

* Where possible, children with SEND will be in school. All parents will be contacted to offer a place.
* A risk assessment will be in place for all children with EHCPs to identify how needs are being met in relation to the place and where this is difficult, there will be a reason why.
* For parents who opt to keep their children at home, additional work will be provided that works towards meeting targets outlined on EHCP or targets set in school.
* If appropriate, additional Zoom sessions for SEND children, pitched at their level, may take place with their class teacher or teaching assistant.
* Use of outside agencies will continue where possible (i.e. home meetings/assessment with Educational Psychologists).
* For pupils who may struggle to access conventional home learning, either because of their age or because of another additional need, further support will be available from school. This could be in the form of virtual parent workshops and demonstrations to empower families with delivering at home or specific resources and activities that allow for additionality.

**Home education for self-isolating pupils:**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, home learning will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

* Teachers will use Dojo to send work to individuals who are isolating. As much as possible, this will reflect the work being done in school; where this is not possible, suitable alternative work will be sent.
* Each term, teachers are providing a set of challenges that link to the topics being covered that pupils can use to extend their learning at home if they are having to isolate. These can be done in addition to the work provided on Dojo.
* Completed work is expected to be uploaded to the pupils’ portfolio and feedback will be given.
* There will be project sheets available for each year group available on the school website linked to the topic being covered.