

**Personalised for Nunney First School
COVID-19 School Closure 2020: Home Learning Policy**

Review Due:	In response to changes in circumstance (annually as a minimum)
Approved:	April 2020
Applicable to:	All Trust Schools
Review Date:	April 2021

1. Introduction

The aim of this document is to set out guidance on home learning for Trust schools during partial school closure as a result of Covid-19. It is written in the knowledge that staff are being asked to carry out an important role in these times and that, the usual formal education as understood in ‘ordinary times’ has ceased. The Trust retains professional expectations of staff and high expectations of pupils. This guidance should be read in conjunction with the Trust’s Remote Working Policy.

Whilst this policy has been adopted by the Board of Trustees on behalf of all schools in The Bath and Mendip Partnership Trust, there is scope within, to adapted elements to match provision in place at individual schools. *Aspects that have been personalised for Nunney First School are shown in italics.*

2. Principles of home learning

Schools within The Bath and Mendip Partnership Trust will provide home learning opportunities for all pupils based on the following principles. Learning opportunities should be:

- **Accessible:** High clarity, specific instructions, dependable in format, encourage routine – barriers to accessing and completing learning will be minimised as far as possible.
- **Sequenced:** Ordered and progressive, should not assume high levels of inference or cultural context – random content in the wrong order does not support learning and progression.
- **Proportionate in quantity:** Achievable, meaningful, and encourages completion – too much work will encourage opt-out.
- **Engaging and compelling:** Build in hooks and engaging tasks that encourage return and continuation of learning – reducing disadvantaged propensity to self-deselect.
- **Supported by human interaction:** The more we can give a sense of human interaction and narrative, the more likely it will generate motivation. This may include peer interactions too.
- **Validated through acknowledgement or feedback:** Encourage further working by validating and acknowledging completed work through manageable and appropriate means.

Our aim is to minimise the potential learning gap for disadvantaged and vulnerable pupils as far as is reasonably possible. Additional support, through the provision of extra resources (including technology and access to internet), differentiated activities and more frequent contact will be provided for children living in vulnerable circumstances and those at greatest risk of falling behind.

As a Trust, we recognise that different approaches to remote learning suit different types of content and pupils, a view supported by EEF research.

3. Curriculum Breadth

Emergency legislation allows for the lifting of curriculum requirements for schools, giving flexibility to provide support, activities, care and education in the way schools and trusts see fit. This applies to pupils learning in school and at home during this period.

The Bath and Mendip Partnership Trust is committed to encouraging a broad and balanced curriculum even during periods of home learning. As such, teachers will aim to provide a selection of tasks drawn from the full range of the National Curriculum subjects. Where possible, teachers will suggest activities which require minimal resources, or those that can be found in a home environment, to ensure as many pupils as possible can take part.

Essential core skills of talking, phonics, reading, writing, spelling and maths will be a significant focus of home learning, in our aim to maintain high standards for all. Daily exercise and activities which support mental health and well-being will also be expected. Further opportunities to engage with foundation subjects (such as science, history, geography, computing, religious education, art, design technology, music and languages), life skills (such as cooking, gardening, household chores, working collaboratively etc.) and fun activities to be enjoyed as a family, will also feature in home learning overviews.

4. The structure of home learning

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 the 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 in the current unprecedented times. There is no expectation that the suggested work is followed or implemented in full and adaptations and deviations are encouraged to suit the individual's academic need, motivations and wellbeing.

Home learning will be set *daily* and communicated to families *by 9:00am via Class Dojo each weekday in term time*.

5. Format of home learning activities

Suggested activities will take a variety of forms including generic online platforms (*e.g. Mathletics, Purple Mash*), subject specific apps, web links, printed activity booklets, worksheets, open creative tasks and lessons streamed by Oak National Academy and BBC Bitesize. EEF research shows that teaching quality is more important than how lessons are delivered. Pupils can learn through remote teaching. Ensuring the elements of effective teaching are present for example, clear explanations, scaffolding and feedback, is more important than how or when they are provided.

There is no expectation that teachers in the Trust should create their own online lessons. However, some schools may wish to deliver lessons in this way if they feel this is the most beneficial approach for their pupils. Possible approaches to online lessons include:

- Use of resources such as Oak National Academy (<https://www.thenational.academy/>) and BBC Bitesize (<https://www.bbc.co.uk/bitesize/dailylessons>) which provide some very useful tools to support teachers and pupils.
- Staff narrating a lesson displayed on PowerPoint or Flipchart.

- Pre-recorded video lessons shared through safe learning platforms such as Class Dojo or restricted YouTube channels.
- Live lessons streamed in a manner that protects both children and staff.

Staff should refer to their school's Safeguarding and Online Safety policies for further guidance, in addition to taking account of the following protocols:

- Always follow the protocols in Trust's ICT Acceptable Use Agreement and Staff Code of Conduct.
- Always use devices supplied by your school and/or ensure that you are logged into your school/work account.
- One-to-one calling (telephone or video) between a teacher and one pupil should never take place.
- If a pupil raises a concern during an online lesson, the protocol set out in the school's Safeguarding Policy must be followed.
- Ensure that the camera is straight ahead and focussed on head and shoulders, that there is a clear background with no inappropriate or unwanted imagery and that you are set up in an appropriate area of the house e.g. not a bedroom.
- Ensure that you will not be inappropriately interrupted by other household members during transmission.
- Wear suitable clothing.

Some schools may also wish to set up safe mechanisms for pupils to socialise in small groups, with teachers online, for PSHE/assembly/wellbeing sessions. EEF research provides evidence that peer interactions can provide motivation and improve learning outcomes.

6. Expectations of staff

Teachers:

- Plan and deliver home learning for pupils.
- Communicate with parents/carers and pupils as agreed with the headteacher/senior leader.
- Mark/provide feedback to pupils on learning completed at home.
- Monitor pupils' engagement in home learning and feed this feedback to SLT.

Teaching Assistants:

- Provide support for home learning by working under the direction of the class teacher to plan and prepare home learning.

7. Expectations of families

Pupils are encouraged to complete three tasks per day or fifteen tasks across the week to fit in with family arrangements. Parents/carers are asked to upload photos/videos of completed work to their child/ren's Class Dojo portfolio as often as possible and once per week as a minimum. Where possible, teachers will provide feedback on work completed to celebrate effort, engagement and learning.

8. Review

This guidance will remain under review as these are new ways of working in an environment of changing circumstances.

Further research / evidence can be found in the following document published by EEF:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf