



## Glenmere Community Primary School - Home Learning Protocol



This protocol has been designed to support our 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 policy 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
- Ensures a consistent approach across the school, with expectations for children, parents, and staff

Should your child be subject to self-isolation or the school be forced to close or go through sustained periods of extended closure due to the virus all children will be provided with a range of learning resources. The school will support families to access these resources through either full online recorded or live teaching, or through a combination of online and website-based learning. The school 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. The school will ensure teachers are able to interact with children and families through the following platform(s). We acknowledge and realise the difficulty that some families face due to the lack of digital devices. We are applying for help from the Government support schemes, offering to support families to be able to purchase cheaper devices via the LGfL Device Scheme.

- Phone Contact (through mutually agreed timings) if local or National lockdown occurs
- Class Dojo (with limited response timings for replies)
- Google classroom (the main learning platform for KS1 and KS2 children)
- Tapestry (the main learning platform for EYFS children)

Glenmere will provide learning through other online applications to seamlessly provide learning content within Google meet, Zoom and alongside Google classroom and Tapestry. Learning will usually take the format of an 'explicit teaching' content block - with the teacher delivering a pre-recorded or live short learning input such as an introduction through an animated power point or video (around a maximum of 20 mins) with lots of opportunity for children to practise what they have learnt using traditional methods. Additionally, some learning materials (around 15-20 minutes) will be dedicated for practise on fluency and recall.

The learning content can be accessed through a variety of means: -

- Twitter feed with links
- Google Classroom
- Tapestry

It is important to remember that Glenmere fully understand the challenges of Home Education whilst handling other work and family commitments. Our school will provide a range of learning materials for support but will also provide a range of solutions for parents to access online facilities where the school can respond to parents' enquiries.

We also recognise that some families will need long term support to develop the capacity within their home for their children to access all the learning resources. As a school we will be working hard to develop solutions to improve access to digital technology and training for families.

**Please note that all learning materials produced by a school can be shared widely. However, pupil logins to website subscriptions that the school has purchased must not be shared externally.**

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## **Structure of home learning**

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments with Google classroom or Tapestry. Feedback will be given but will not be instantaneous and will vary due to the nature of remote learning. Your child will receive feedback by the end of the working school week though. Your child's teacher will provide a minimum of 3 lessons a day specific to your child, which will be different from their siblings attending school. A typical structure is shown below.

Additionally, if there is a local or National lockdown we recognise the value of physical activity as part of the normal school day. Our PE Leader will share video links with some tips for staying active at home. Our school reading leaders will also share activities to support reading, including stories read aloud.

## **What the Home Learning experience 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.

- There will be a daily morning welcome and hello from the class teacher explaining what they will be doing for the day.
- A small collection of school resources that could be useful and to support learning will be sent home with the children during the closure.
- Each day there will be a maths and phonics session with practical activities with resources that can be found around the house.
- Each day there will also be another practical activity to carry out which will support other areas of the EYFS Curriculum,
- There will also be daily story time session.

## **What the Home Learning experience will look like in Y1-6**

### **Year 1**

- Year 1 will be using the Google classroom for Home Learning.
- Each day the Year 1 Class Teacher will be assigning one English, one Vipers (comprehension) and one Maths activity to the year group.
- For most of the activities you see a video recorded instructions from the Year 1 teacher.
- Daily, learning activities will be uploaded onto Google classroom for children to access.
- Year 1 will be assigned weekly spellings through the Spelling Shed to practise and the children will be expected to be tested on these words by an adult at the end of the week.
- Phonics sound mats and a hundred square will be sent home with the children prior to closure.
- Extra home learning exercise books for English and Maths will be provided for those who request them.
- You will also be sent a story time every Thursday.
- Parents can use the Google classroom or the ClassDojo to ask questions about the activities. (within agreed hours of contact – **8am-6pm**)

### **Year 2**

- Year 2 will be using the Google classroom for Home Learning.
- Each day the Year 2 Class Teacher will be assigning one English, one Vipers (comprehension) and one Maths activity to the year group.
- For most of the activities you see a video recorded instructions from the Year 2 teacher.

- Daily, learning activities will be uploaded onto Google classroom for children to access.
- Year 2 will be assigned weekly spellings through the Spelling Shed to practise and the children will be expected to be tested on these words by an adult at the end of the week.
- Phonics sound mats and a hundred square will be sent home with the children prior to closure.
- Extra home learning exercise books for English and Maths will be provided for those who request them.
- You will also be sent a story time every Thursday.
- Parents can use the Google classroom or the ClassDojo to ask questions about the activities. (within agreed hours of contact – **8am-6pm**)

### **Years 3-6**

- Years 3-6 will be using the Google classroom for Home Learning.
- Each day the Year 3 Class Teacher will be assigning one English, one Vipers (comprehension) and one Maths activity to the year group.
- Daily, learning activities will be uploaded onto Google classroom for children to access.
- Google classroom enables teachers to give feedback to children on their learning, and children will be expected to share their learning on Google classroom to allow the class teacher to do so.
- Children will be expected to practice their tables through links or activities given by the class teacher
- Spellings will be assigned weekly spellings through the Spelling Shed to practise and the children will be expected to be tested on these words by an adult at the end of the week.
- Extra home learning exercise books for English and Maths will be provided for those who request them.
- All procedures are fluid and will be evaluated and reviewed accordingly.

### **Pupil Premium Support**

Children will continue to be supported by our support staff throughout the period of the isolation or shutdown. This may take the form of 1:1 contact, or specific learning activities. Where your child receives additional support, please be mindful of your child's workload and consider that they may not be able to access all the lesson content in any given day.

- Children will access their specific learning activities through Google classroom
- Interventions will be made available through 'Zoom'
- Support staff will work closely with the class teachers to ensure that misconceptions from classroom work can be addressed and additional activities and guidance can be provided.

## Roles and Responsibilities (Children)

*Maintain your excellent progress at school by:*

- Dedicating appropriate time to learning, your teacher will give you guidance to time expectations
- Check Google classroom to understand your teachers' expectations of what you are learning and what you need to produce
- 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
- Be dressed in your clothes not your pyjamas
- Be at a table where possible

Questions related to:	Contact:	Typical Response Time
Your learning	Class teacher – use Google classroom or ClassDojo	
Any other issue related to distance learning	Headteacher	

## Roles and Responsibilities (Parents)

*Support your child/ren in their learning by:*

- 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.
- 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
- Provide a learning space

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Ensure they fully engage and follow expectation

Questions related to:	Contact:	Typical Response Time
Your child's learning	Class teacher – use Google classroom or ClassDojo	
Technology	School office	
Any other issue related to distance learning	Headteacher	