



Home Learning Policy



Know more
Remember more

1. Vision:

Our Mission statement is the backbone and nourishment for everything we do in school. Without it we would not be the close-knit community that we are.

We embrace the Beatitudes which tells us that we are BLESSED when we live our lives with Christ at the centre of all we do.

Home Learning is an essential part of our children's on-going learning experience. It is a partnership between: school, children and parents, and home/blended learning will only exist effectively if there is good communication, dedicated & consistent hard work and a determination from all partners to give the appropriate amount of time to the children's learning.

It will be our mantra that:

To be blended, learning at school and home, should be virtually the same. The same APPs, the same style of teaching, the same style books and resources, the same style of assessment (live marking).

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- **Teaching quality is more important than how lessons are delivered**
- **Ensuring access to technology is key, especially for disadvantaged pupils**
- **Peer interactions can provide motivation and improve learning outcomes**
- **Supporting pupils to work independently can improve learning outcomes**
- **Different approaches to remote learning suit different types of content and pupils**

(Education Endowment Foundation)

We believe home-learning consolidates and reinforces skills and understanding in Maths, English and other curriculum areas. Home-learning aims to support children's progress, as well as providing the opportunity for parents and children to work together. A strong working relationship between school, parents and children is VITAL if the children are going to have an effective education.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing

them time to pursue outside interests and develop socially with peers, and spend quality time with their families.

2. Aims and Objectives:

This remote learning policy for staff aims to:

- Ensure consistency in the approach to On-Line learning for pupils when not in school, linked to the learning taking place in school.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for Online Safety
- Ensure that parents are clear about what their child is expected to do when working at home
- Use Home Learning as a tool to help to continue to raise attainment
- Improve the quality of the learning experiences offered to pupils and extend the learning experience, outside the classroom
- Provide opportunities for parents and children to work in partnership
- Reinforce work covered in class by providing further opportunities for research and study
- Practise or consolidate basic skills and knowledge especially in Maths and English

3. Expectations and Responsibilities of our Learners:

- Pupils should recognise the value of home learning in supporting their classroom learning and the impact ALL learning can have on their lives. They should ensure they make time to complete homework to the highest standard possible.
- Pupils should expect help from school and home.
 - **From school:** teachers should put on-line, support and advice for the pupils covering any potential areas of misunderstanding, key vocabulary and meanings, key messages etc. Essentially, for St Rose, this is the Knowledge Organisers. However, teachers should ensure the KOs do everything expected of them.
 - **From home:** parents should engage with the children's learning and seek advice if there is anything they don't understand. The class pages will have all the advice and help parents should need, and will be backed up by constant communication with the class teacher throughout the normal hours of the school day.
- Practise and build on what you have learned in School, using your learning conversation targets and/or Feedback from work/tests/quizzes to plan your Home Learning.
- Make sure they are aware of all deadlines for homework, tests and assignments using guidance given from their teacher, to allow them to effectively manage their time.

4. Expectations and Responsibilities of the School and Staff:

1. All staff (led by the SMT) should be constantly aware of Online Safety, Safeguarding and Data Protection. In particular, since the "cloud" will be heavily used in all aspects of Home Learning. Children's full names and any other personal details should not be used.

2. Staff should be available during the normal school day between the hours of 8.30am and 3.00pm. They should be contacted through the "class Email" and the class BLOG. Conversations between teachers and parents should be ONLY be about teaching and learning.
3. If any safeguarding concerns are raised during Email conversations (from parents or pupils) they should be passed on to the SMT immediately through MyConcern.
4. Staff should create home learning tasks which link to, and support classroom learning.
5. Knowledge Organisers should be kept up-to-date and relevant and displayed in most accessible places. ie. Class pages, homework areas, school BLOGs etc.
6. All teaching staff should communicate tasks and deadlines clearly to both pupils and parents. There must be CLEAR instructions which are: easy to follow, detailed, signpost places to get further help and support, eg. Knowledge Organiser, video support, etc.
7. Children (and parents) can use the "class Email" if clarification or conversation is needed.
8. To encourage children to be FULLY involved in their home/blended learning, registration will take place each morning of the self-isolation at 9.00am. Any child not registered by 9.30am will be contacted by the office.
9. Staff will provide appropriate materials and online resources to complete home/blended learning. These resources will be held on the class page and the class BLOG.
10. Staff will ensure support is available for pupils who need space, time or further advice to complete home learning tasks. Using the BGFL APPs, eg. JiT5, and the class BLOG, teachers/TAs can easily have two way conversations with the children in the same way they do at school. Feedback should be delivered promptly, either to individuals, groups or the whole class to aid progression and develop an understanding of next steps.
 - TAs should be available during school hours to offer help and support to children, parents and teachers. TAs can be given small groups of children to "live mark" in the same way they would at work
 - If virtual meetings are held TAs must attend

5. Subject Leaders:

- SENDco should keep in touch with the SEND children and assess their progress, eg. Are they able to access the online provision, do they feel supported by the school, are the parents of SEND children a "partner" in their children's education
- Monitor the impact of the subject areas: is the provision, the platform, the support etc. fit for purpose.
- Ensure all areas of the curriculum are taught to a high standard and are adapted for the online curriculum.
- Monitor the online learning platform to ensure there is a consistent approach to teaching and learning across the school.
- Alert teachers to any resources they can use to more effectively teach their subjects remotely.

6. Senior Leaders:

- Senior Leaders will coordinate the teaching & learning across the whole school. This includes:

Learning Living Loving together in Christ

- Researching the pedagogy of Home (online) Learning, having a strategic view of how children learn at home and developing a timetable for the children to follow when at home
- Developing digital assessment practices which will enable teachers (and subject leaders) to develop, change, adapt, the curriculum for the whole school. (Including the most vulnerable).
- Engaging parents as partners in their children's learning.
- Senior leaders (and subject leaders) will lead staff briefings and professional development sessions on line, using Teams
- Senior leaders will monitor the security of all systems, including data protection and safeguarding considerations
- Senior leaders/subject leaders, will monitor the effectiveness of our home/blended learning systems. Through regular meetings with teachers/TAs, reviewing work set or reaching out for feedback from pupils and parents

7. IT Technician:

- Fix issues with systems used to set and collect work
- Help staff and parents with any technical issues they're experiencing
- Review the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assist pupils and parents with accessing the internet or devices

8. Pupils and Parents:

There will be an expectation of participation, collaboration & engagement from ALL pupils and they should:

- Be contactable during the school day. (We are aware that there may be constraints on this as parents may have daily work/child minding/other commitments). We are though asking for a commitment to the children's learning from all partners.
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Help staff

There is an expectation that parents will be active participants in their children's learning and support the school by following the guidelines given.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it - if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

9. Who to Contact:

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work: talk to the relevant subject lead or SENCO

- Issues with behaviour: talk to the relevant head of phase and then Mr Carroll
- Issues with IT: James: james@ingramitltd.co.uk / 07946 283 504
- Issues with their own workload or wellbeing: talk to phase leader and then the SMT
- Concerns about data protection: talk to the SMT

10. Keeping yourself and your equipment safe:

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Ensure your computer (or any other device you use) is password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Use OneDrive for your documents and information - DO NOT use your laptop/computer to store ANY school information - always use OneDrive
- Ensure the device locks if left inactive for a short period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software - Laptops should be brought into school regularly so that the laptop can update itself.
- Keeping operating systems up to date - always install the latest updates

Expectations during Lockdown:

1. Daily registration
2. Class Pages kept up to date
3. Daily collective worship - this could take the form of a meditation.
4. A daily maths' lesson
5. A daily English lesson
6. Twice weekly RE lessons
7. Other foundation lessons throughout the week
8. Enrichment activities
9. Communication with children/as and when needed

See the next two pages for more details

Daily Home Learning Class Page 'Must Haves' for KS1 and KS2

To be implemented on your class page by week 6.

- Date
- Daily Register
- Monday Loom Video Message

- **Short** written morning message
- **Daily Basic Skills** - 1 PDF document containing Maths 5-a-day, SPAG 5-a-day, Word of the Day and your daily spellings
- **Maths Lesson** (Oak National Academy, link to video, PDF of PowerPoint presentation and PDF of worksheet for the lesson)
- **Writing Lesson** - One activity a day, with the first being the model text and activity leading to an extended write over two weeks - These resources will be provided to you by Claire.
- **Reading lesson** (PowerPoint of lesson - not just a sheet?)
 - **KS2** - Monday & Friday to be novel study and Wednesday to Thursday to be WCR.
 - **KS1** - Use 60 second reads, short reading comprehensions or any book study work that you would do in your guided reading sessions.
- EYFS and KS1 - Daily Phonics lesson
- **Collective worship**
- **KS2 Daily News**
- **Big Maths** (with teaching PowerPoints Monday - Thursday) and test on Friday
- **Afternoon Lesson** (Monday - Thursday)
 - **RE lesson x 2** (PowerPoints of lessons converted to PDF)
 - **Science lesson** (Oak National Academy lesson video) with a **clear** deeper learning task for the children to do at the end
 - **KS2 - History Lesson** (Prehistoric Britain from Oak National Academy) with a clear deeper learning task for the children to do at the end
 - **KS1 Geography Lesson** (Oak National Academy lesson from topic specific to your class) with a clear deeper learning task for the children to do at the end. (If you haven't finished the History unit, please finish this)
- **Friday Focus afternoon** (to include PE plus any of the following)
 - PE (Weekly PE at Home card)
 - Music
 - Computing
 - Art
 - DT
 - Forest School
- Wednesday Word (each Wednesday)
- Link to Liturgical Assembly (each Monday)
- Link to Mass (fortnightly on a Wednesday)

Daily Home Learning Class Page 'Must Haves' for EYFS

- Date
- Daily Register
- Monday Loom Video Message
- **Short** written morning message
- Daily basic skills
- Morning routine

- Collective Worship
- Phonics
- Literacy
- Numeracy
- Little Big Maths (Reception)
- Understanding the World / RE Lesson
- Any other resources that you feel benefit the children including videos, songs, nursery rhymes etc.
- Wednesday Word (each Wednesday)
- Link to Liturgical Assembly (each Monday)
- Link to Mass (fortnightly on a Wednesday)

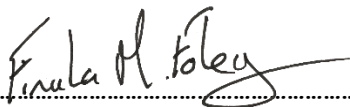
Note

- Items in **red** should be presented as a lesson, not simply an image of a task.
- ALL PowerPoints should be converted to PDFs as not everyone has access to PowerPoint at home.
- Any images used should be clear and not pixilated.
- Work should be clearly set out so that the children understand which lessons they are completing.
- Hyperlinks should be provided for any videos but, if Oak provide it, also provide a PDF version of the PowerPoint as this can be used as back up should the children have problems with the video.
- Any other additional information such as suggested websites should only be signposted on this daily page but the actual information contained within a different sub-page on the class page.

Review date

This policy will be reviewed on an annual basis.

Reviewed: **March 2024**

Mrs F Foley:  (Chair of Governors)