



Home learning expectations

As most families have multiple siblings, this guide brings together a shared set of expectations so that there is consistency for a family in terms of expectations, in line with guidance from the Government and other best practice guidance on effective home learning and so that staff know what to produce in order to provide high quality home learning that mirrors, as closely as possible, that on offer to children in school. This supports the equality of provision and aims to ensure as keep momentum of learning gained in Autumn term 2020.

Define remote learning

Using the definitions laid out in the DfE document “What’s working well in remote education” published on 11 January 2021, the following apply;

- a) Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- b) Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- c) Blended learning: a mix of face-to-face and remote methods. An example would be the ‘flipped classroom’, where main input happens remotely (for example through video), while practice and tutoring happen in class.
- d) Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Online platforms

At Stockbridge Primary & Pre-School, we have chosen to use Google Classroom as the main channel of delivery; learning will be posted for Years R-6 on here daily.

Tapestry will be used for Pre-school resources.

Tapestry for Year R and Class Dojo for Years 1-6 enable photos and messages of work and experiences of children at home.

SchoolCloud, the software used for parents evening appointments, will be used for 1:1 reading as it enables 1;1 time with the parent listening in and is automatically managed for the teacher.

Live lessons

Where lessons are not live but require some explanation so that home learning children benefit from the teacher’s explanation rather than relying on parental interpretation, the instructions will be narrated by the teacher over the top of the Google slides, flip or other programme to be used.

At least one live lesson will be delivered daily to the class both at home and in school. This may be done simultaneously or to the groups separately, depending on the appropriateness of content and need for differentiation.

The lesson that goes live is at the teacher’s discretion depending on the place in the learning process the children are at with each topic.

Each class is assigned a live lesson time to try to accommodate families with multiple siblings sharing multiple devices as well as manage bandwidth of our broadband. Times are as follows:

09:00 – 09:20	Sprat & Winkle welcome to the day
09:30 – 10:00	Redbridge
10:15 – 10:45	Kimbridge
10:30 – 11:00	Horsebridge
11:00 – 12:00	Mottisfont & Clatford

Teachers may deliver more than one live lesson a day should they feel the need to – it is at their discretion. Live learning should always take place with the following safeguarding and procedural guidance which has also been posted to parents:

- When joining the meeting, microphones should be muted



Home learning expectations

- Video should be on
- Children should not be in their bedroom – a safe, quiet, well lit place in the house should be found
- As much as we love them, pets aren't able to join!
- Unless directed, the only things children should bring to the lesson are writing tools and an exercise book. We don't have time for show and tell!!
- When lessons end, children should NOT go back onto the videocall. We will delete the link from the calendar.
- It is not appropriate, in any shape or form, including social media eg, WhatsApp to comment on a teacher's teaching style, content or delivery. If parents do have concerns, they should be directed towards the Headteacher, never shared with other parents.

Resources

We encourage parents of children learning at home to come and change their children's books weekly. Dates and times will be published in the newsletter each Friday.

Where a teacher knows that children in their class will need a particular resource eg. clay or wool for a project, they will prepare packs ready for the

We will offer 2 hourly slots for them to do this each week; 1 slot in the morning and 1 in the afternoon to suit families who have different commitments. These will always be on a Tuesday and Wednesday to allow staff to prepare resource packs on a Monday during release time.

Expectations on posting

Work should be posted, largely, the night before it is due to be looked at by children to aid parents preparation of learning if they are working from home or have other demands on their time which will make sure children receive appropriate support.

It should be posted using a 'topic' for each day – these should take the same format to make assigning work across multiple classes easier. The format should be : Day Date Month Year eg. Monday 11th January 2021

Learning should be designed to be a blend of online and offline learning. We do not want learning which involves children sat in front of screens all day. Teachers should give careful consideration to varying the content and style of learning.

Best practice exemplifies that the most effective learning tasks are simple. 'Keep it simple' should apply to the content on flips, videos, the number of resources that support a lesson and where and when text is used in conjunction with pictures. KEEP IT SIMPLE AND EASY TO USE – consider 'how much does success in this depend on parental input' – most parents are working from home or managing multiple siblings.

Pre-School

Each Monday, a range of activities will be published on Tapestry for the week. These will be along a pre-determined theme that links with the general next steps of the group. In addition, a story will be published each day by staff.

Reception class

Phonics will be delivered live each day. A literacy, maths and a guided reading activity posted. There must be at least 1 additional activity posted linked with the topic theme that is centred on one of the 7 areas of learning.

On Mondays, the teacher will dial in, using SchoolCloud, to hold a 10min reading session with the child. This precedes the days parents can come and change books so that the teacher has the opportunity to move them on a level or provide supporting resources.



Home learning expectations

Lower school (Years 1-3)

An English, Maths, Phonics and at least 1 other subject, related to the term's topic, should be posted each day.

On Mondays, the teacher will dial in, using SchoolCloud, to hold a 10min reading session with the child. This precedes the days parents can come and change books so that the teacher has the opportunity to move them on a level or provide supporting resources.

Upper school (Years 4-6)

An English, Maths, guided reading and at least 1 other subject, related to the term's topic, should be posted each day

- i. Where possible, this learning shall match what children in school are accessing in order to limit planning and preparation.
- ii. The PE leader/Cathy Devereux will provide a weekly challenge linked to the Hampshire School Games which is aimed to keep children active on a daily basis. This will be supplemented, for home learners, with the 'race across Europe' challenge.
- iii. The music leader will post, for a Monday morning, information on the musician of the week with 1 daily pause to explain and reflect on the music.
- iv. The Headteacher will post at least 3 daily pause assemblies weekly in line with the daily pause plan.
- v. The Deputy head will post 1 daily pause a week linked to the weekly theme.
- vi. Children do not have to engage with all learning but it is encouraged. They should experience between 3-4hrs of learning daily.
- vii. By the end of every day, children should have turned in and provided at least 1 piece of work from their day which can be done via Google classroom or Dojo or Tapestry.
- viii. Feedback will be given on pieces of work returned (not just when the turn in button is clicked) within the day. Where possible, the response will be given so that the child has the opportunity to work further on the piece or correct it within the session they are working on it.
- ix. An indication of how long each task should take will be given on each task when posted by the teacher.
- x. Should children need a motivational or check in message from their teacher, THRIVE practitioner or Headteacher, this should be posted on Google Classroom or Tapestry and assigned to that student only.

Staff wellbeing

Resourcing, planning and preparing lessons for home and school places a significantly higher demand on staff than just teaching the whole class in school. In recognition of this, staff will receive their normal PPA allowance of a half day each week as well as at least 1¾hrs on a Monday, covered by PE with Cathy and a 45mins session with their LSA.

Staff will be available to post and comment on children's work between 8.15am – 5pm daily. Messages received outside of this time will be answered the following day.

We have deliberately placed an LSA in each class with the teacher so that classroom staff can take turns in monitoring Google Classroom throughout the day meaning children's enquiries and problems can be dealt with promptly during the day and resolve questions rapidly as they would be in class.

Safeguarding

All of the decisions on procedures and actions above are taken to ensure the most robust safeguarding possible. A COVID addendum to the Child Protection and Safeguarding policies is published on staff room in GC and online on the school website's policies page. A copy is also sent to parents along with this guide and a copy of our online protocol, some of which is echoed here.

Staff must ensure actions, comments and posts are transparent and comply with safeguarding rules and regulations.