Harrow Gate Primary Home Learning Strategy

Aims of the strategy

- Provide high quality online and offline learning opportunities for **all** pupils.
- To sustain the continuity of the curriculum for all – including those children with specific needs.
- Keep minds of children active and happy.
- Keep children connected to the classroom community.
- Ensure consistency in the academy's approach to home learning.
- Set out expectations for all members of the school community concerning home learning.
- Ensure our practice follows ELT e-safety regulations and DFE safeguarding guidelines
- Ensure regular contact with all children and families.

Home Learning Intent

At Harrow Gate home learning follows our school curriculum which is consciously designed to be challenging and engaging; building on prior knowledge incrementally.

Curriculum content is broad, rich, and underpinned by a carefully considered pedagogy. An emphasis is placed upon developing transferable declarative and procedural knowledge with opportunities created for application; ensuring all children experience success.

Our curriculum offer at home provides high quality teaching input and engaging resources. Activities incorporate the 'A R T 'of Harrow Gate behaviours – Achievement, Resilience, Trust. Teaching input and tasks are designed to be accessed flexibly to meet different needs and family circumstances.

Regular and specific feedback is used to motivate learners, address misconceptions and promote progress – as per 'HGPA Marking and Feedback policy'.

Our communication platform – Class Dojo – enables parents, carers and children to have regular contact with adults in school in order to maintain positive relationships and ensure the best possible outcomes for all children.

SEND provision

School will make the best endeavours to support SEND children with meeting their desirable outcomes as highlighted on their Graduated Approach by making necessary adaptions to teaching and learning.
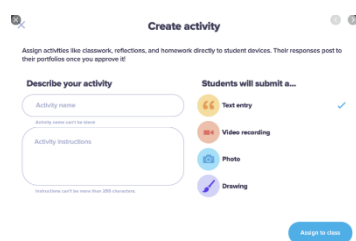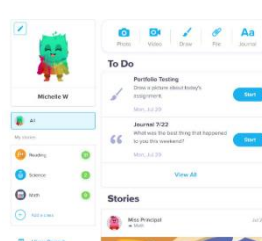
Home Learning Platform
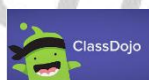
Class Dojo is a school communication platform that teachers, children and families use every day to build close-knit communities by sharing what is being learnt, both in the classroom and at home, through photos, videos, assigned tasks and messages.

Communication and positive relationships

Set learning tasks and give feedback

Childs portfolio

Motivate, inform and inspire

Live teaching

At Harrow Gate the children will be invited to a live teaching session using Microsoft Teams. This might be for a whole class session or a targeted group session. Teams will always be recorded and made available for those children who are invited but are unable to attend the live session.

Opportunities for whole class gatherings, such as stories, class discussions and celebrations are encouraged. This will ensure that all children continue to have a sense of belonging and reinforcement that they are an important part of the school family.

Home Learning Roles and Responsibilities

SLT	Ensure consistency across all year groups. Monitor, review and refine home learning where necessary. Ensure that remote learning workload is distributed equally and supported appropriately. Check all home learning against e-safety and safeguarding guidelines. Source and provide all home learning resources. Provide whole school communication. Check and provide accessibility for all families.	
Teachers / Teaching assistants	Check families are connected and are able to use resources/platforms. Set engaging and challenging tasks for all pupils in line with the school curriculum and its high expectations. Provide regular feedback on work submitted. Conduct formative assessment of pupils and respond to individual needs. Communicate with families and respond to parent/carer messages. Monitor engagement of pupils and support where necessary. Follow e-safety regulations, DFE safeguarding guidelines and the Harrow Gate Remote learning policy.	
EYFS Expectations	Daily:	Class story - daily greeting Communication of tasks and feedback. Teams sessions where appropriate. Daily phonics
	Weekly:	Timetable for all learning Timetabled 1:1 reading sessions using Teams and Big Cat eBooks.
KS1 Expectations	Daily:	Class story - daily greeting Communication of tasks and feedback. Teams sessions where appropriate. Daily phonics
	Weekly:	Timetable for all learning Explicit teaching of weekly spellings plus Friday Quiz (live). Timetabled 1:1 reading sessions using Teams and Big Cat eBooks.
KS2 Expectations	Daily:	Class story - daily greeting Communication of tasks and feedback. Teams sessions where appropriate.

	Weekly:	Timetable for all learning Explicit teaching of weekly spellings / spelling frame, plus Friday Quiz (live). Timetabled 1:1 / group reading sessions using Teams alongside Big Cat eBooks and Reading Plus.
1:1 SEND support staff	Daily:	Share specific tasks for children to complete; supporting where necessary using Class Dojo, phone calls and Teams. Support parents, carers and children with how the day can be organised and sequenced. Remind children of the resources and learning strategies that are useful for different tasks. Motivate children to complete work set through the use of dojos and praise. Teams sessions where appropriate (1:1 and small group). Support parents and carers. Daily phonics/early reading.
	Weekly:	Support access to weekly timetable set by class teacher for all learning. Explicit teaching of weekly spellings with guided practise. Timetabled 1:1 reading sessions using Teams alongside Big Cat eBooks.
Children	EYFS	▪ Listen to the instructions from your parent/carer. ▪ Try your best! ▪ Share your work with your teacher. ▪ Join your class on the screen for a story. ▪ Tell us if you are stuck or feeling sad/worried.
	KS1	▪ Listen to the instructions from your parent/carer. ▪ Try to access learning and learning apps independently. ▪ Remember to always show us your best and use resilience! ▪ Have all your learning tools ready before you start. ▪ Ask if you are stuck. ▪ Try to finish all of the work and put on your completed tasks on your portfolio. ▪ Join your class, if you can, when invited by TEAMS. Remember you can watch the recording if you miss it! ▪ Always use ICT and platforms appropriately following the e-safety regulations.
	KS2	▪ Follow the instructions given by your teachers. ▪ Independently access your learning and complete tasks given. ▪ Ask for support if you get stuck. Remember to use resilience! ▪ Always show us your best! ▪ Have all your learning tools ready before you start. ▪ Finish all of the work and put your completed tasks on your portfolio. ▪ Join your class, if you can, when invited by TEAMS. Remember you can watch the recording if you miss it! ▪ Always use ICT and platforms appropriately following the e-safety regulations.

Parents and carers	Connect to Class Dojo; pupil and parent account. Engage with learning tasks and teacher communication. Support children with learning tasks when required. Communicate with adults in school appropriately through Dojo message. Ensure children complete set tasks and respond to any feedback given. Follow e-safety regulations and school agreement.

High Quality Resources
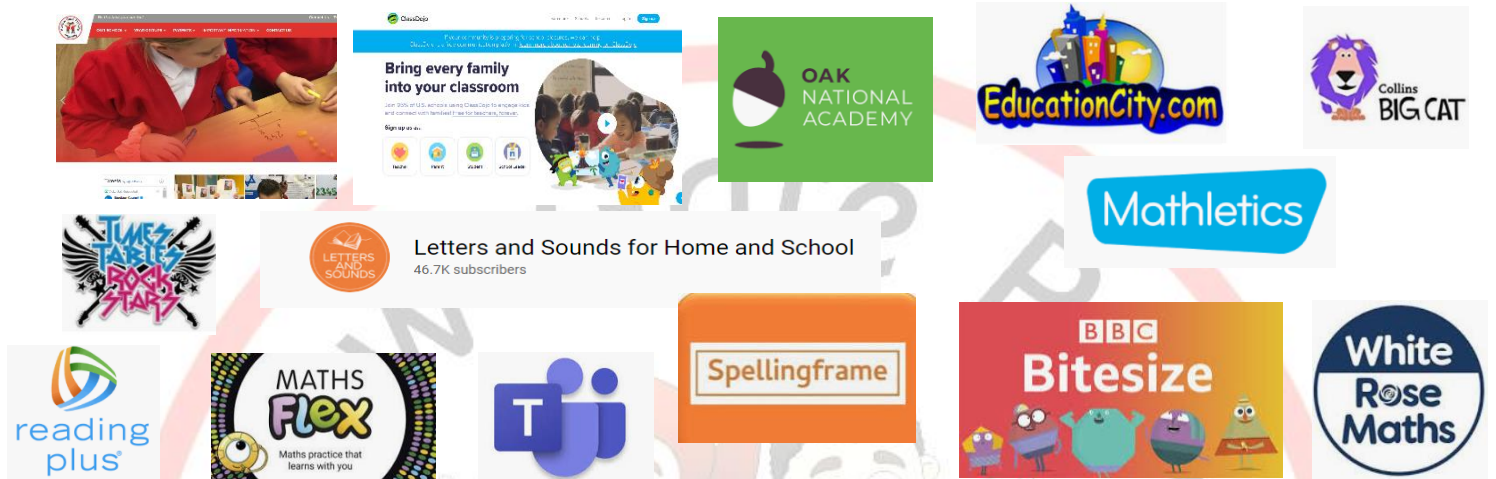
GDPR

Accessing Personal Data

When accessing personal data, all staff members will:

- Record any safeguarding concerns about children on CPOMs after sharing with DSL. This is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Access parent contact details via SIMS using a secure password. Do not share any details with third parties and ensure SIMS is logged off.
- Use school laptops and iPads when accessing any personal information on pupils.

Sharing Personal Data

- Staff should be careful when sharing usernames and other personal data for access to online resources.
- Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.
- While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes:

- Keeping the device password-protected; strong passwords are at least eight characters with a combination of upper and lower-case numbers/special characters.
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest update.

One IT are responsible for setting up our devices securely.

Safeguarding

Keeping Children Safe in Education (KCSIE) is statutory safeguarding guidance that we continue to follow as is required by legislation.

Important safeguarding principles remain the same for remote learning:
- The best interests of children must always come first.
- Anyone in school or college who has a safeguarding concern about any child they should **act** and **act** immediately.
- A DSL or deputy DSL should always be available.
- It is essential that unsuitable people are not allowed to enter the workforce and/or gain access to children.
- Children should continue to be protected when they are online.

Staff follow guidance from NSPCC, UK Safer Internet Centre, Thinkuknow, Childnet to keep themselves and pupils safe online.

Staff emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.
- Staff have regular communication with parents, carers and pupils via ClassDojo.
- Where education is having to take place remotely, it is important for schools, teachers and pupils to maintain professional practice as much as possible.

When communicating online with parents and pupils, schools should:
- Communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff).
- Communicate through the school channels approved by the senior leadership team.
- Use school email accounts - not personal email accounts.
- Use school devices where and when possible – not personal devices.
- Advise teachers/teaching assistants/1:1 SEND Support Staff not to share personal information.
All staff should try to find a quieter area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording staff should consider what will be in the background.

Online Safety for parents

Online safety is a vital area of education to protect children whilst they are online and your child receives a lot of education about online safety in school. However, it is just as important that you keep yourself up to date as well.

The videos are all free and delivered to you via your email address. They have been put together by an online safety specialist who works closely with our school. In the videos, you will be taken through a range of topics, such as risks and issues, screen time, gaming, YouTube, social media and more.

This is how it works:

1. Go to the following web page: https://www.esafety-adviser.com/eltparents

2. Enter the password: 246GreenBalloons642
   a. You do not need to remember this password.
   b. Note the capital letters in the password.
3. Enter your email address and the name of the school.
4. Click 'Subscribe'.

Links to other policies

This strategy is linked to our –
- Behaviour Policy
- Safeguarding & Child Protection Policy – with addendum for COVID-19
- Information Governance Policy and Private Notice for Parents and Staff Policy
- Keeping Children Safe in Education
- Online Safety Policy
- Marking and Feedback Policy