

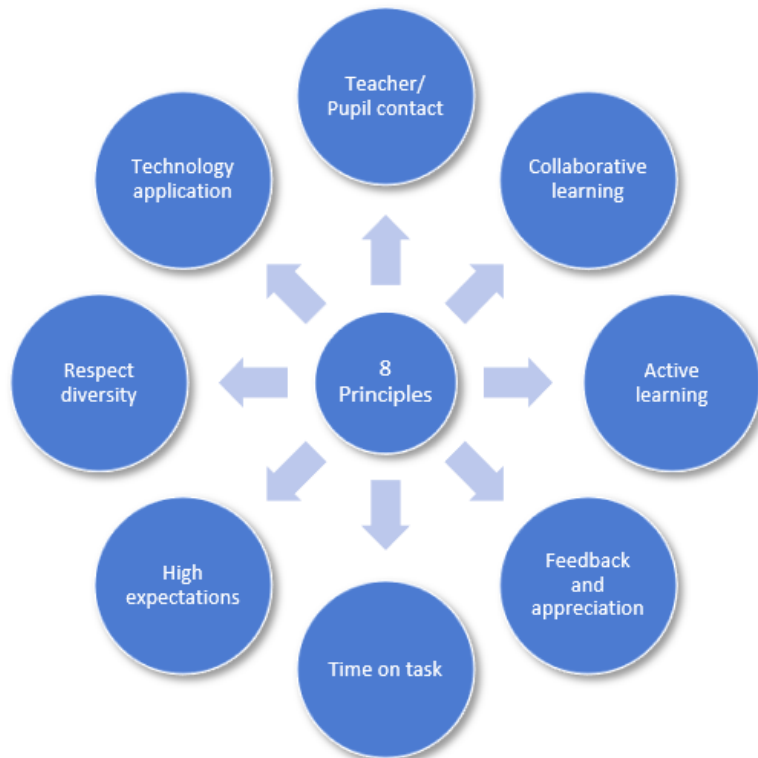
## Learning at home

In considering our approach we referenced the DfE guidance (updated Jan. 21.) – 'Remote education good practice', the ELT document 'Learning at home during the coronavirus pandemic,' and the Ofsted report 'What's working well in remote education.' We had also learned a lot from the earlier lockdown and had reflected on this as a whole staff and SLT. In line with the Trust document...

We aim to offer each child working at home with high quality learning opportunities that:

- Enables children to retain learning habits and dispositions
- Prepares children for re-entry into school-based learning when schools reopen
- Enable the practice and consolidation of key skills
- Fits within the curriculum of each academy

...and considered the following principles...



These were revisited at the staff meeting on 04.01.21; when we were able to consider the very real expectation that a lockdown was imminent and what were priority actions. Following the government announcement of lockdown 3, we decided in order for staff to get the remote and school offer ready that the school would close on 05.01.21. The school offer for vulnerable and critical worker children would begin on 06.01.21 and the remote offer from 07.01.21.

On the planning day staff were introduced to a standard proforma for the remote offer and basic principles were agreed and actioned. Parents were informed of the immediate actions.

During the initial lockdown we began to use class dojo for the setting and submission of work. We also used parentmail for some aspects. We continued to use class dojo for homework from September and have therefore been able to judge which children continue to engage and which don't and conversations have been had with parents to ascertain reasons why (some linked to devices – which is being addressed through the Trust initiative). Because of this continuation with class dojo we were able to use this immediately to support the remote offer.

- The agreed level of work is in line with DfE guidance comprises Maths, English and the associated foundation subjects linked to the topic/theme . There is also daily phonics and reading; with DEaR time being promoted along with a physical challenge. From parental feedback we will continue to use appropriate video support e.g. White Rose Maths, coaching commentary for Writing and we will develop this strand to build a sense of connectedness across the year group...
- Work is 'set' at 4.00pm for the following day. For Monday this is done on Sunday.
- Work is submitted by 2.00pm each day and feedback can then be ensured through class dojo to support the next days learning. Parents have had clarification around this to ensure they understand that we do not expect all work to be completed by 2.00pm necessarily and that we support flexibility around families' individual circumstances. Work submitted after 2.00pm will be acknowledged the following morning. It was explained that staff need a 'cut off' point to allow them to reflect on the day's submissions and make any adaptations to the prepared plans to be sent out at 4.00pm for the next day.
- A weekly phone call is to take place to check on how the learning is going but also as part of safeguarding –the emphasis is on a conversation with the children to give additional feedback.
- In lockdown 3 due to the timing of the start of lockdown, any child not accessing the home offer will be contacted by the class teacher during the following weeks PPA – if there are obstacles expressed senior leaders & class teacher will follow up and try to solve any problems. The availability of devices to loan from school has been promoted with the school community and there is beginning to be an uptake on this. A middle leader is managing this in school.
- A possible daily timetable can be offered, but we are mindful that if families are in isolation together parents may need to stagger inputs etc. For this reason and what we see as an increase in parents working from home in Lockdown 3 we have suggested a timetable be compiled by each family to provide structure, but have not provided an example.
- The learning offer for the bubble will be 'picked up' on when back in school and used to inform future planning. This is very much in the minds of staff as they make their plans and having experienced integrating children back into school after a remote offer are better informed around what the priorities need to be. There is particular thought around concentration and stamina and how this can be communicated and supported through the remote offer.
- The amount of feedback has increased and is now more in 'real time' using class dojo. The team take responsibility for the whole year group and as such each teacher spends 50% of the time responding to the home offer. They respond to the message button, so parents can engage, and support can be given promptly. The weekly phone call is also a means to give feedback on specific pieces...

- E-texts will be the preferred option and access to e-books; to remove the assumption that all children will have access to books at home. Following a recent research study in school around reading practices during the initial lockdown; in week 3 we will contact parents specifically around keeping reading for pleasure 'alive' during this lockdown period.
- If for whatever reason parents require hard copies of work, this will be provided if no other options are available. If a device would help this would be offered...
- Work will be provided for pupils with complex needs, but we appreciate that the engagement with this may be problematic at home and therefore a more bespoke approach will be employed. In lockdown 3 we hope to welcome more of this cohort into school and are staffing accordingly.
- Expectations have been shared and agreed and the responsibility for home offers is a year group responsibility (for support and accountability). A senior leader has been designated to oversee the remote offer and is available to support staff and parents in overcoming any obstacles.
- Considering the ambition to better match the school and home offer we are attempting to do this in regard to the specialisms we have in school, by giving the specialist staff time to develop a home offer to share with teaching teams. This will initially include PE & Music.

Updated January 21.

JW