



Woodthorpe J.I School Parent/Carer Guide to Home Learning



All schools must have a contingency plan in place if an outbreak of Corona Virus or local lockdown should occur. The Department for Education expects schools to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and to make good progress.

We have a responsibility to ensure:

- Arrangements in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice.
- Home (and remote learning) is continuing and is adjusted to complement in-school learning and day to day delivery.
- Preparation for learning continuity in the event of local or bubble lockdown (added in v4)
- A blended learning offer to support continued delivery.
- Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. <https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>
- Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020)

Schools have to provide either remote or blended learning for pupils who are unable to attend school. Blended Learning will be offered under the following circumstances:

- self-isolation for individuals,
- self-isolation for 'bubbles',
- full school closure,
- closure due to inclement weather,
- pupil long term sickness absence and whilst receiving treatment
- pupil long term absence

What is Blended Learning?

A *blended learning* approach is where pupils learn at home via electronic, online media, through paper 'packs' of resources as well as traditional face-to-face teaching to ensure pupils are given equal opportunities to access the curriculum, whether in school or learning at home.



Home learning builds on and complements what is done at school. The blended learning approach considers how to incorporate:

- *synchronous learning* – where pupils and teachers interact in a specific virtual space, through a specific online medium, at a specific time – video conferencing, live chatting, live streaming lesson.
- *asynchronous learning* – where learning happens on the individual's schedule. Teachers provide the materials and assignments with pupils having the ability to access and satisfy these requirements within a flexible time frame. Materials might include paper-based materials, directed texts, self-guided interactive learning resources and pre-recorded lessons.

As a school we intend to offer our pupils a combination of both types of learning so that a flexible learning approach can take place in the home.

Our principles in designing the best blended learning provision for our children includes:

- supporting wellbeing
- adapting teaching practice for remote education
- adapting the curriculum for remote education
- keeping pupils motivated and engaged

A flexible learning approach will ensure that, where families are having to share computers/devices, the work can be accessed when most convenient for individual circumstances. For example, lesson content will be made available through Microsoft SharePoint for children to access resources as and when they can.

When will a Blended Learning approach take place?



1. In the case of a national or local lockdown – school is partially open to the vulnerable and children of critical workers

Each day, the class teacher will invite the children through email, who are not attending school, to attend virtual lessons through Microsoft Teams. The lessons will be delivered in accordance with the usual school day. The PowerPoint lesson will be shared during the lesson and made available afterwards, as well as the recording of the lesson. This may help with revisiting any activities or aspects of the lesson at a later time.

As in the previous lockdown and partial school closure, the foundation subjects for afternoon learning will be accessible on each class blog site and can be completed at your child's own pace. This will be updated daily or for the week ahead.

2. In the case of children self-isolating (14 days)

Pupil home learning packs will be available for collection from the school office. The work should be returned by the end of the week before collecting the next learning pack.

Home Challenges, spellings and other aspects of their class work will continue to be available on the class blog site.

3. In the case of a class bubble being closed

Each day, the class teacher will invite the children via email to attend virtual lessons through Microsoft Teams. The PowerPoint lessons will be pre-recorded. The lessons will be delivered in accordance with the usual school day.

The foundation subjects for afternoon learning will be accessible on each class blog site and can be completed at your child's own pace. This will be updated daily or for the week ahead.

How will children's work be shared and marked?

Children will be able to save and submit their work using Microsoft SharePoint. Each class will have their own folder where they can both access teaching resources and save their work once completed. The majority of work will be completed using Microsoft Word and then saved on SharePoint. There may be occasions when work has to be submitted using other means, such as an email, screenshot or a photograph up loaded.



How will school ensure children's safety and well-being? (safeguarding)

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, the Department for Education expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is safe, high quality and aligns as closely as possible with in-school provision.

In order to monitor who and how children are accessing the English and maths lessons each day, a daily register of those who have accepted invitations to join the lesson will be kept. This will enable us to ensure that if children have not accessed the virtual English and maths lessons with the teacher in the morning, are able to complete the work at another more suitable time and still receive their support if required.

This will also help DSLs exercise essential safeguarding duties as well as help staff keep track of those children who require additional support. This may include support with establishing routines for home learning or the need to loan IT equipment from school.

The importance of children staying safe online.



It is especially important for parents and carers to be aware of what your children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

As a school, we must remind parents and carers of the importance of a safe online environment and ensure that age-appropriate parental controls are set up on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on. [support for parents and carers to keep children safe online](#)

School's DSLs will closely monitor the safety and wellbeing of our pupils during the provision of remote education and keep in regular contact with pupils. The SENDCo will also keep regular communication with pupils with special educational needs and continue to coordinate their learning provision.

Please continue to raise any concerns you have about your child to your child's class teacher and/or a DSL.

Harmful or upsetting content

Get support by:

- reporting harmful online content to the [UK Safer Internet Centre](#)
- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Bullying or abuse online

You can:

- get advice on reporting online abuse from the National Crime Agency's [Child Exploitation and Online Protection command](#)
- get advice and support from [Anti-Bullying Alliance](#) for children who are being bullied

How can parents help and support their child's learning at home?

Some tips for home learning:

1. Set (and keep) a schedule

The closer this is to a 'school schedule,' the easier it should be on everyone. You obviously should decide this to fit your circumstance at home (your work schedule, sleeping schedules, etc.). But once you've got something that works, stick to it. We suggest that mornings should be English and maths, and afternoons for other subject learning.

If sharing technology and resources at home due to having more than one child doing home learning, then find a routine that works for your family. It is important to make a routine that works for everyone and doesn't cause undue worry or stress at home.

Consider alternating the live lessons so that during the week, children have accessed the contact with their teacher and completed the work set through Microsoft SharePoint and the blog sites.

Try to keep bedtimes and mornings as close to weekday 'normal' as possible so your child knows their routine.

2. Make sure they have any materials necessary to complete their work

Whether it is pencil and paper, a stable WiFi connection, log-in information for email accounts – ensure they have whatever they need to get the work done.

3. Provide an environment conducive to learning

This isn't always easy. If they're too isolated, it's difficult to check in with them. If they're at the kitchen table, depending on the child or their environment, they may be too distracted. This is even more challenging when everyone is home and the house is full.

Ensure your child has somewhere they feel comfortable to work and where they can concentrate. You may want to consider background noise. Does your child prefer a quiet environment? Or perhaps they like quiet music playing?

4. Don't teach – help them understand

Helping children understand is one of the more obvious remote learning tips for parents. How this happens can be complicated and varies greatly from child to child, by year group and subject area. But we can help children to understand by encouraging them to read through their work carefully, re-read information and questions and look at examples in the work.

5. Help them check messages and communicate with school

Check for emails daily from teachers and make sure to reply to any messages that require one.

6. Keep in mind that it's about the child, not the work

This can be difficult to keep in mind when there is so much pressure (on everyone) to complete the work. It is important to know how much your child can do and for how long. Try to encourage and make it fun and consider learning/brain breaks – but set limits to ensure they return to their work and finish it if they can.

7. Help them find their own motivation

Children differ greatly, not only their levels of motivation but where that motivation comes from. We also understand that the relationship between parent-child is different to that of teacher-child and therefore the child's motivation will be different at home compared to at school.

While it is important to not cause undue stress and pressure for the child, finding a way to motivate them to participate and complete their work needs to be explored. Perhaps setting a learning reward or golden time – maybe something they have to accumulate by the end of the day or week will help keep them motivated.