

# Kingsleigh Primary School



## Online Home Learning Policy

**Date of last review: Sep 2020**

**Date of next review: Jan 2021**

# Online Home Learning Policy

## 1. Rationale

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School closures commencing in March 2020 during the Covid-19 pandemic prompted schools to adapt their teaching practice for online education in order to meet the needs of all pupils. This document states the aims and methods for online teaching and learning at Kingsleigh Primary School.

## 2. Aims of this policy

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- Explain how we will set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, in line with the aims of our Teaching and Learning policy to deliver a rigorous and exciting curriculum
- Explain how we will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Plan how teachers will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos during different types of closure
- Establish how teachers will gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Provide guidance to enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Show how we will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

## 3. Recorded lessons

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- In the event of a class, year group or school closure, we will provide a timetable to parents and pupils. The timetable will outline a recommended programme of learning- recorded lessons to watch and assignments to complete- that will deliver a curriculum with the aim to have as much continuity as possible with learning that would have taken place in school. The type and frequency of lessons will change depending on several factors. It is an expectation that

children in KS1 complete up to 3 hours of remote learning per day and 4 hours for KS2 children.

**If one class closed and the teacher is well =**

On the first day of closure, the class teacher will create a suggested timetable. Work will not be provided for the first day. The timetable will be uploaded onto the specific year group page on the school website. The class teacher will have access to the year group email address (e.g. [year6@kingsleighprimary.co.uk](mailto:year6@kingsleighprimary.co.uk)).

**English:** The teacher or a member of the year team will record daily lessons to present teaching and activities. Any attachments necessary will be provided through the class page on the school's website.

**Maths:** The teacher or member of the year team will update the class page with relevant maths activities from White Rose Maths. Any attachments necessary will be provided through the class page on the schools website.

**Foundation subjects and science:** The class teacher or member of the year team will provide information related to the subjects to be covered and will add any relevant links and attachments on the school website.

**Engagement:** The class teacher will support children and parents through the year group email account. After 2 days, the class teacher should contact any pupil who has not submitted work online. The number for the child's parent will be provided for the class teacher to contact the parent and log their communication.

**If class closed, and teacher is unwell =**

The year group leader will create a timetable. Work will not be provided for the first day. The timetable will be uploaded onto the specific year group page on the school's website. The class teacher will have access to the year group email address (e.g. [year6@kingsleighprimary.co.uk](mailto:year6@kingsleighprimary.co.uk)).

**English:** A member of the year team will record daily lessons to present teaching and activities. Any attachments necessary will be provided through the class page on the school's website.

**Maths:** The teacher or member of the year team will update the class page with relevant maths activities from White Rose Maths. Any attachments necessary will be provided through the class page on the school's website.

**Foundation subjects and science:** A member of the year team will provide information related to the subjects to be covered and will add any relevant links and attachments on the school website.

**Engagement:** A member of the year team will support children and parents through the year group email account and class page on website. After 2 days, the class teacher should contact any pupil who has not submitted work online. The number for the child's parent will be provided for the class teacher to contact the parent and log their communication.

**If school is closed =**

Year groups will revert back to the timetable provision provided during lockdown.

**English:** A member of the year team will record daily lessons to present teaching and activities. Any attachments necessary will be provided through the class page on the school's website.

**Maths:** The teacher or a member of the year team will update the class page with relevant maths activities from White Rose Maths. Any attachments necessary will be provided through the class page on the school's website.

**Foundation subjects and science:** The class teacher or member of the year team will provide information related to the subjects to be covered and will add any relevant links and attachments on the school website.

**Engagement:** The class teacher will support children and parents through the year group email account and class page on website. After 2 days, the class teacher should contact any pupil who has not submitted work online. The number for the child's parent will be provided for the class teacher to contact the parent and log their communication.

**If request made by PHE/NHS for pupil to isolate until tested =**

Details of the lessons covered for the week will be shared on the year group page of the website. Relevant links and resources will also be available within this location. Maths material will be updated daily from the White Rose Maths material and children should work through their English books that were issued to them for remote learning.

**If pupil is isolating because there has been a positive test in their household or they must quarantine =**

Details of the lessons covered for the week will be shared on the year group page of the website. Relevant links and resources will also be available within this location. Maths material will be updated daily from the White Rose Maths material and children should work through their English books that were issued to them for remote learning.

**If a class is closed but a family does not have any internet connected devices =**

An exercise book and related resources will be sent home by the class teacher.

**If there is a partial closure where only key workers and vulnerable pupils are allowed in school =**

Year groups will revert back to the timetable provision provided during lockdown. Each year group leader will delegate tasks.

**English:** A member of the year team will record daily lessons to present teaching and activities. Any attachments necessary will be provided through the class page on the school's website.

**Maths:** The teacher or a member of the year team will update the class page with relevant maths activities from White Rose Maths. Any attachments necessary will be provided through the class page on the schools website.

**Foundation subjects and science:** The class teacher or a member of the year team will provide information related to the subjects to be covered and will add any relevant links and attachments on the school's website.

**Engagement:** The class teacher will support children and parents through the year group email account and class page on website. After 2 days, the class teacher should contact any pupil who has not submitted work online. The number for the child's parent will be provided for the class teacher to contact the parent and log their communication.

Teachers will be available to support, provide feedback and offer praise by using the year group email accounts. Teachers will also send out daily MME comments and any additional activities to support learning.

#### 4. Continuity with the curriculum

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Planning will aim to ensure that pupils at home learn the same material that they would have learnt if they were in school. Teachers will use the medium-term plans to ensure continuity of provision. This is why most lessons will be recorded by the teacher. Development of knowledge and skills is vital. During the school day, pupils have opportunities to read, practice number fact recall, handwriting and spellings. We will support families to ensure that children are still able to enhance their skills within these areas.

#### 5. Accessing remote education

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To access the remote education, all links and attachments are on our school website [www.kingsleighprimary.co.uk](http://www.kingsleighprimary.co.uk)

- All video links for the day are on the class pages and also on our Kingsleigh YouTube page.
- The White Rose Maths website is used for our online maths provision.
- A recommended site to support with reading is Oxford Owl.
- For KS1, Phonics Play and Teach Your Monster To Read are both sites to develop letters and sound knowledge.
- Espresso

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Workbooks for both English and maths are posted or available for collection from the main office.
- Teachers will liaise with parents and paper resources will be posted weekly.
- Group and 1:1 Zoom sessions are available to go through the daily activities with children, delivered by teachers and teaching assistants.
- Laptops have been issued by the government and distributed to children across the school.
- If parents do not have access to cameras to photograph children's, then phone calls can be made to share work with class teachers. Paper copies of work can also be sent into school for staff to view.

## 6. Effective teaching and learning

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Areas to consider when planning for online learning include, but are not limited to, the following:

- Begin lessons with a review of previous learning – this can be in the form of a quiz, the answers to which are given after allowing pupils time to respond.
- Present new material in small, simple steps and allow pupils time to practise independently and revise material for as long as they or their parents feel is necessary. The teacher should instruct pupils to pause the video to answer the question or ask for the pupil to say the answer aloud.
- Where possible, provide pupils with models and worked examples to demonstrate what is required of them and how they can achieve it.
- In the absence of verbal questioning, provide regular opportunities for pupils, and possibly their parents, to assess understanding through tasks such as incorporating mini plenaries; summarising main ideas in one or two sentences (possibly sharing with an adult), completing a quiz and self-marking; and ordering steps in a procedure.
- When pupils are learning through using a screen, it is easy for them to become overly passive. Teachers should try to engage pupils by getting them to 'do something' in the absence of holding up mini whiteboards, raising hands etc.
- Provide scaffolds to support and assist pupils such as modelled examples, word banks, templates and checklists.
- Avoid including unnecessary information: online lessons should be simple to follow and shorter than classroom lessons in order to maximize engagement.
- Emphasise that pupils can pause, revisit and re-watch the lesson in their own time to help them develop and refine their understanding of the lesson content.

## 7. Assessment

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When using recorded lessons, checking pupils' work is vital – and will help guide the content of the following lessons. Photos evidence of work submitted through the year group email account should be checked daily and to avoid feelings of pupil apathy and isolation, pupils should receive a comment from the teacher.

Positive praise acknowledging what a pupil has successfully achieved in the lesson should be written in response to each piece of work and individualised next steps should also be provided when deemed necessary to do so.

It is important to consistently monitor pupil and parent/carer questions and comments sent to the email account. Where questions or misconceptions arise, it is important for teachers to address these using the year group email or through other channels of communication such as phone calls or emails via the school office. It is important that teachers acknowledge how different forms of communication can be used effectively so that pupils and their parents/carers feel they are supported and working in collaboration with teachers to deliver effective home learning.

## **8. Responsive teaching**

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Pupils' questions and their completed work will provide information on whether pupils are learning successfully or whether the pace of lessons needs to be adapted or content needs to be re-taught. Teachers should not assume that pupils will learn at the same pace as they would in class. The only evidence a teacher will have of online learning will be the work submitted by the pupil.

If signs show that pupils are not learning effectively, the teacher will need to consider the following strategies:

- Adapting a whole lesson and re-teaching aspects to address misconceptions
- Adapting the start of the next lesson to reteach material
- Provide further assignments for more practice
- Provide different models to improve understanding
- Asking a member of SLT or a subject leader for feedback on their lessons
- Providing more detailed feedback to individuals or groups.

## **9. Additional support for pupils with particular needs**

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- SEND team are available to support staff and children with additional needs.
- Work is tailored to support individual needs where needed.

## **10. Safeguarding**

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Safeguarding and promoting the welfare of children is everyone's responsibility. While delivering online learning, staff must follow the 'Safeguarding and Child Protection Policy' as well as the 'Online Safety Policy'. If staff have any concerns about a child's welfare, they should act on them immediately and notify safeguarding lead.

## **11. Engagement**

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Pupil engagement is vital. During any closure, after 2 days, the class teacher or year group leader will contact the parents of any pupils who have not submitted work. The purpose of the phone call is to identify if they have technical problems or if they are unaware of the expectations for pupil engagement.