Talavera Infant School

Home Learning Policy

Aims

This Blended Learning Policy aims to:

• Ensure consistency in the approach to remote learning for all pupils (including those with SEND or other inclusion needs) who aren't in-school through use of quality online and offline resources and teaching videos.

• To ensure the continued mental well-being; physical, social, moral and spiritual development of any children who are not able to access in-school learning.

• Provide clear expectations to all members of the school community with regards to delivering high quality remote learning.

• Ensure regular contact with all children and families

Who is this policy applicable to?

• A child who is well, but must be absent from school when the rest of their bubble is in school due to:

> ➢ Quarantining following travel abroad to a country, territory or region not on the current government travel corridor list.
> ➢ Isolating at home because they are awaiting test results following Covid-19 symptoms.
> ➢ Isolating at home due to someone they have had close contact with having tested positive for Covid-19.

• A child whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

• Children learning at home due to schools closing for most pupils during a local lockdown

How will we work with parents to support off-site learning?

The Government guidance "Help primary children continue their education during coronavirus" (updated 16 July 2020) states that the best way to help children aged 4 to 7 learn is to:

• sit with them as they work

• do active and practical things, rather than trying to make them sit and listen for long periods

• try to break down the work into shorter periods, based on how long they can concentrate

• take frequent breaks

• praise or reward them when they do well

We recognise that due to the age of our pupils, many activities, including those we provide for in-school learning are of a practical and play based nature and that children often need adult support to complete their tasks. We know that each child's needs and each family's circumstances will be unique. Therefore the tasks we provide for at-home learning are a suggestion for parents to use. Class teachers will be available to discuss each child's specific learning priorities, and offer other help and support if parents request this.

A child who is self-isolating but the rest of their class is being taught as normal

If a child is isolating or quarantining we will send a copy of the home learning to them. Copies can also be accessed on the school website under 'Supporting Learning at Home' parents and children will also be able to access short video inputs from the teachers, to support their progress and understanding. When the children have completed their learning we ask that they upload a photo or short video to their Tapestry account and the class teacher will provide feedback.

A whole bubble closing or a local lockdown

If a whole class is isolating or if we enter a local lockdown where school is asked to close to most pupils then we will provide planning for the parents and pre-recorded videos through the children's Tapestry accounts. We will also provide paper copies of the home learning for families who do not have access to a technological device. Individual 'live' support can be arranged if children or parents need further support.

Content and Tools to Deliver This Remote Education Plan

• Online tools for EYFS and KS1 will include Tapestry, Purple Mash and Big Cat reading

• Use of recorded videos for lesson introductions, story time and collective worship.

• Phone calls home.

• Paper based learning packs (either downloadable by parent or posted).

• Physical materials such as story books and writing tools.

• Use of BBC Bitesize, phonics play, DfE Letters and Sounds and other online materials

Home and School Partnership

Talavera Infant School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school and alternative solutions may be available. These will be discussed on case-to-case basis.

All parent/carers to email confirmation that they have read and understood this policy before an invitation to live sessions is sent out.

E-safety

We recognise that with increased uses of digital devices, children may be more at risk from dangers online including viewing inappropriate content, having contact with inappropriate people and be at risk from experiencing or acting themselves with poor conduct.

We recommend parents ask their child regularly:

• Where they are going and what they see? - this will help talk about content risk.

• What they do online? - this will help understand any conduct risks and see whether children are chatting on anonymous sites or posting comments about themselves.

• Who they are talking to? - this will help cover the contact risks, particularly if children's online friends are people they do not know offline.

Guidance on keeping children safe online is available at https://www.netaware.org.uk/news/8-tips-for-keeping-your-kids-safe-online-during-lockdown/

Children of an infant school age should be supervised by and adult when accessing the internet.

Teachers

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

- keeping the device password protected
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among friends and family
- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- Emailing parents using their school account to offer support advice and ask questions
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL
- If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teaching Assistants

- Teaching assistants must be available between during their normal working hours
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

Senior Leaders

Are responsible for:

- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the children's access and engagement in home learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

Is responsible for:

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

Is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.

Parents

Are responsible for:

- Supporting their child to access their learning
- Making the school aware if their child is sick or otherwise can't complete work
- Seeking help from the school if they need it
- Being respectful when making any concerns known to staff

Governing Body

Are responsible for:
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Updated December 2020