

The Oaks Community Primary School

Home Learning Policy



Our vision: The Oaks is a school where we put our children, families and community at the heart of everything we do. We provide an outstanding environment in which your child will flourish and grow. We instil a lifelong love of learning through supportive and inspirational teaching. Within our rich, varied curriculum we actively create and inspire a love of reading across the school in order to unlock every child's potential and open up a world of possibilities. Our school will ignite your child's imagination to become unstoppable as they strive to reach their dreams. Confidence, curiosity, independence and resilience are promoted through opportunities to question, challenge and explore. It is our aim for all children to leave The Oaks as independent, confident learners ready to achieve in a rapidly changing world.

Overview

Home learning is anything children do outside school that contributes to their learning, in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with home learning.

Rationale for home learning

Home learning is a very important part of a child's education and can add much to a child's development. The DfE guidance advises that the key principles for curriculum planning are:

- Education is not optional - all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious - all pupils continue to be taught a wide range of subjects, maintaining their choice for further study and employment.
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision - schools and other settings continue to build their capability to educate pupils remotely where this is needed.

We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see home learning as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that undertaking home learning is one of the main ways in which children can acquire the skill of independent learning.

Home learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

If for any reason a child is off school for a period of time or in the event of a school closure, home learning provides support for families to continue with their education so children can still learn at home. The aim of home learning is to keep the minds of our children active and happy, ready to return to school and engage with learning when the time comes.

Home learning also ensures regular contact with children and families.

The aims and objectives of home learning are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future;
- to provide children with an education in the event of a school closure.

Types of home learning

Staff and pupils regard home learning as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning. All staff upload their lessons weekly along with links to recorded lessons, and therefore in the event of a school absence a child can continue their learning from home. When introducing new content, videos maybe uploaded and a link will be provided on Google Classroom. These will be uploaded into Google Classroom. Recorded lessons will only be used when there is a lock down as ordinarily, the teacher will be in the classroom.

Teachers recording lessons at home will use an appropriate room and must consider their surroundings. Teachers will not live stream lessons or engage in any video-calling with children.

We set planned and sequenced home learning using Class Dojo and Google Classroom. In Reception and Year 1, we use Class Dojo to set learning. In Year 2 - Year 6 we use Google Classroom to support home learning. For all year groups, we

also have a range of online learning platforms to support teaching and learning. For Class Dojo, parents have been invited to join the online classroom. Children accessing Google Classroom have email addresses and a password. All login details are on the inside cover of the child's reading record. Google classroom has been set up in line with DFE guidance and children cannot access emails and YouTube via their log in details.

Home learning curriculum coverage in the event of a bubble or school closure

Year group	Daily	Weekly
Reception Year 1	Phonics video lesson Handwriting Reading Writing Maths	Science and other foundation subjects Suggestions for PE
Year 2 and Year 3	Phonics for all of Year 2 and individual Year 3 pupils Handwriting Reading Writing Maths	Science and other foundation subjects Suggestions for PE
Year 4, Year 5 and Year 6	Reading Writing Maths Handwriting	Science and other foundation subjects Suggestions for PE

Staff give feedback on home learning in the event of a bubble or school closure via Class Dojo and Google Classroom. Home learning completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time, via telephone, or via the learning platform. Individual

feedback for homework when school is open and functioning as normal will not be given as teachers will address any misconceptions in lessons.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach. We therefore provide differentiated activities for those requiring a different level of work. Where needed, parents can also contact school and have paper-based home learning. This could be due to not having internet access in the home or a suitable device to complete home learning on. Queries regarding paper based home learning can be addressed to the teacher via email or discussed during the weekly contact call.

Amount of home learning

Home learning whilst school is open

The expectation is that all pupils read 5 times a week, think 'Strive for Five'. Children should access Times Table Rockstars once per day. Children should also complete homework set by their teacher by their class homework deadline.

In the event of a bubble or full closure, or in the event of self-isolation

On a daily basis there will be a full school days worth of learning for anyone that is off school. Staff will set tasks using either google classroom or class dojo which will cover English and maths daily (including phonics for some year groups). Plus science and other foundation subjects on a weekly basis. It is expected that children complete work that is set for them to the best of their ability. Some of the work set will require children to access lessons from Oak National Academy.

School ensures that home learning follows Literacy Counts planning for English and the White Rose scheme of work for Maths. Daily lessons are provided for Read Write Inc phonics.

The expectations of all teachers at school will be outlined below and such an outline may change over time as developments unfold. Teachers working from home can only carry out a reasonable workload, this is negotiated with staff on an individual basis with the head teacher. Some teachers work part time, some will

have young children and other relatives to care for, some will have partners who are working as key workers, fighting the virus on the frontline, some may even be unwell or have someone unwell in their family. Work demands will continue to be evaluated and discussed with teachers to ensure mental health and wellbeing is prioritised during this difficult period. At school we recognise that some parents may also be working in the above constraints and are trying to juggle many challenges.

Children accessing childcare in school

A small number of children may be offered a place within our childcare provision where the whole school has been closed. This would not be the case in the event of a bubble closure as bubbles are only closed because there is a requirement for all children and staff in that bubble to self-isolate. Children accessing childcare provision will have access to an electronic device at set points during the day for them to independently complete home learning that has been set. Children in childcare will not be directly taught so that there is equality of education for all.

Communication

There is an expectation that children will submit their work via class dojo / google classroom. We will also contact the child's parents to check on their welfare and safety. This contact will be made by the class teaching assistant via telephone and this conversation will be recorded on CPOMS (our school communication system). Teaching assistants will try to make contact daily for 48 hours and then record as a Record of Concern. The head teacher and pastoral manager will then direct staff accordingly.

Communication by teachers to pupils and parents will only be made through official outlets such as class dojo, google classroom, email or phone call. Staff telephone numbers will not be shared with parents under any circumstances and teachers, teaching assistants and parents are advised to refrain from communication outside of school hours. If a member of staff makes a call to a family from home, 141 must

be pressed to withhold the telephone number. Parents should not email the teacher outside of a school/ bubble closure.

Staff who require technical support from MGL should email the MGL technician via their school email address at their earliest convenience. All teachers have a laptop and an ipad and therefore contingency is in place to ensure continuity of home learning should technical difficulties arise.

Vulnerable children and families

Mrs C Roberts and Mrs L Roberts are the two designated safeguarding leads and will contact vulnerable pupils weekly when the children are not in school. Should they not be able to communicate with the vulnerable family then a risk assessment and a home visit will be completed within a 48 hour period. Children who are part of a Child Protection Plan, and those at Child in Need, and those with Education Health Care Plans will be encouraged to access childcare at school.

Inclusion and home learning

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting home learning for pupils who are named on the SEN register, we refer to those pupils' 'My Child's Learning Plans'. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings. For children requiring speech and language activities or support from an educational psychologist, there is a range of material available on the school website on the SEND page. Parents can also request a copy of any speech and language programmes that their children have from a speech and language therapist.

Teachers may also direct individual pupils to lessons from Oak National Academy where the child needs to access specialist content.

The role of parents

Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their child to

complete the home learning tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly including our e-library via MyOn and by discussing the work that their child is doing. Parents should not be completing work on behalf of their child. However if a parent feels that their child would not be able to access the learning without a high level of support they should contact the child's teacher via email.

In order to support parents accessing online learning platforms, there are a range of appendices to this policy which are user guides to the different platforms we use. We also offer sessions over the academic year for parents to come into school for a demonstration of how to use different platforms led by our computing specialist, Mr Triggs or our computing lead, Mrs Price. In the Autumn term, we will offer webinars on Class Dojo and Google Classroom to support our parents in accessing the online learning platforms which will allow us to maintain social distancing. Guides and videos on how to use each learning platform listed below, including Class Dojo and Google Classroom can be found on the school website on the Home Learning page. These are also shared regularly on our school Twitter and Facebook Page.

Use of online learning platforms

The use of ICT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents are advised to always supervise their child accessing the internet and a range of material can be found on the school website about internet safety. Internet safety is also reinforced in the classroom by teachers throughout the academic year. This policy is written in conjunction with Annex C of Keeping Children Safe in Education. Staff undergo yearly safeguarding training and ensure that children are taught online safety.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Online learning platforms

As a school we have licenses to certain online platforms that we encourage children to access from home. For the following online platforms, children have their own personal login details and these are placed in the child's reading record at the beginning of the academic year. Staff can view which platforms the children have accessed and use these to set tasks.

Online Platform	Curriculum link	Year groups available for
Accelerated Reader	Reading	Year 3 - Year 6
MyOn	Reading	All year groups
Bug Club	Reading	EYFS - Year 3
Mathletics	Maths	All year groups
TTRockstar	Maths	Year 2 - Year 6

Children can use this platform as often as they like and many children choose to access these for fun.

Monitoring and Review

This policy is monitored by the head teacher and the governing body. It will be reviewed within three years, or earlier if necessary.

Created: September 2020 By
SLT

Approved:
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Signed: L Roberts - Headteacher

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