



Fishergate Home Learning Policy

This policy has been developed to ensure that children at Fishergate will be able to continue to learn in the event of not being able to attend school due to Covid 19.

The plan will be implemented in the following instances:

1. An individual is self-isolating because of a positive test within the household
2. A group of children are self-isolating because of a case of coronavirus in the bubble
3. A whole bubble is self-isolating because of a case of coronavirus
4. The whole school has to lock-down due to Covid 19

The policy complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools – the relevant extract can be found at the end of this policy.

It should be noted that engagement with home-learning is compulsory unless a child is ill. Class teachers or a member of the Senior Leadership team will contact the parent/carer of any child who is not meeting this expectation.

Individual children isolating for 10/14 days or shielding

The class teacher will email (or phone if the family has no internet) the parent/carer by the evening of the day on which they are made aware that the child will be home-learning. Wherever possible, school will deliver relevant worksheets and activities to the child's home. Teachers will send links to the relevant Oak Academy/White Rose on-line lessons for Maths, English and foundation subjects. In Key Stage 1 they may also send a copy of the 'flips' for phonics, English and Maths. In Early Years, a document with an overview of the week's phonics and math challenges will be delivered along with weekly learning through play challenges and story time videos read by members of the Early Years team.

Paper copies of everything will be sent to the family if they do not have internet access. Lisa Solanki will ensure that personalised packs are produced for any child who has

SEND needs. If a child is shielding then their class teacher will contact them, via phone, as well as using Google Meet to allow them to feel connected with their peers. This will happen at least once a week.

Group of children self-isolating

The same process will be followed as for individual children.

Whole bubble is self-isolating/ whole school lock-down

Children will be sent home with an exercise book, any worksheets that have been printed out for the week and a selection of reading books. This will give the teachers a day to move the learning on-line.

Teachers will also ensure that every child knows their Google Classroom and TT Rock Stars password.

Families who need one will be provided with a chrome book.

From the second day of self-isolation, daily lessons (Maths, English and topic) will be posted on Google Classroom by 9am. A weekly timetable – detailing simple learning objectives for each lesson will also be shared with parents/carers. Maths and English will be timetabled for the morning and foundation subjects for the afternoon.

Teachers will be available for live video calls through Google Meets at 9am and 1pm. The 9am session will be no more than fifteen minutes and its purpose is to welcome the children and set them off for the day. The 1pm session will be longer (approximately forty minutes if required) to allow the children enough time to ask any questions they may have arisen during the morning. They will also respond to emailed comments and work through Google Classroom during the school day.

Teachers will ensure that they chunk any video clips into five minute sections and that they vary the format and delivery of teaching and learning tasks to maintain child engagement. Each five minute chunk will end with a very quick recap of the task that the child is expected to complete.

Lessons may be adapted for lower attaining pupils and they may be directed to more appropriate Oak Academy resources.

As the work will build up skills and knowledge from day-to-day, each lesson will be numbered so that it is easy for children, parents and carers to follow them in the correct order.

Class teachers will use Google Meets to continue to read the class story – the frequency of this may vary from phase to phase.

In Early Years, a document with an overview of the week's learning will be available on Google Classrooms. A scheduled video will go live on google classrooms at 9am each day to introduce the daily phonics, a maths challenge linked to the number of the week and a reminder of the weekly learning through play challenges. This will be recorded to allow those children who cannot log on at 9am to access it. Additionally throughout the week, story time videos read by all members of the Early Years team will be released on Google Classrooms. Members of the Early Years team will be available to contact through Google Classrooms as well as earlyyearsadmin@fishergateschool.com

Tina Clarke will post a whole school assembly by 9am on a Friday.

When appropriate pupils on the SEND register will be provided with individualised learning packs and any children with SEMH needs will be supported by the adult who runs their ELSA sessions. They will be sent paper resources, as well as being supported with 1:1 Google Meet sessions.

If a class teacher is too unwell to teach then the other teachers and teaching assistants in the phase will take over the Google Meets and the responsibility for responding to children.

Teachers will keep track of task completion and the parents of any child who is not engaging with their learning will be contacted.

Tina Clarke will send out an email with a guide to using the Google Classroom explaining the basics of logging on and troubleshooting a few of the more common issues that cropped up during this year's lock down. In addition, Matthew Snowden is in the process of making some video tutorials which will be available on YouTube which will provide 'walk-throughs' for key features of the Google Classroom. These will be available soon and an email with details will follow. Parents/Carers should also email their class teacher, via the admin address, if they have any problems or issues that they are still unable to resolve.

PPA

Every teacher will still receive the half day that they are entitled to for planning, preparation and assessment. In the event of a bubble/whole school lock down teachers will log off from Google Classroom at 12pm on Wednesday and not log back on again until 9am on Thursday.

Government Expectations:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

- 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
 - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
 - 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
 - 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
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- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.