Summerville Primary School

Home Learning Handbook for Parents/Carers

Record of updates		
Update No.	**Date Updated**	**Signature**
1. Update to implementation plan, study time expectations, EYFS & SEND learning outline, guides for establishing home learning routines, feedback and assessment methods, removal of some online resources	21 Dec 2020	I Lucas
2. Update to scenarios 6 & 7 during national lockdown, and engagement to learning section	13 Jan 2021	I Lucas
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Background

Remote learning started earlier this year when schools closed to most children because of the coronavirus pandemic. Initially we provided all children with a paper-based home learning pack to use during the first few days of being at home and log in codes to be able to access online work remotely.

Over the initial weeks of school closure, we developed a simple home learning model based on a daily schedule of tasks available via the online platform Seesaw. This was reviewed and improved throughout the period to ensure high quality learning which was tailored to each child and of a quality that was consistent across all year groups. In addition to the online learning, we also provided paper-based versions for those families that did not have access to suitable devices at home.

Since the full reopening of school in September, it has quickly become apparent that there is likely to be a lot of disruption to school attendance throughout the winter and into next year for both staff and children. To address this, we have needed to decide what our home learning offer will look like under a number of different scenarios.

The government has directed that all schools must provide a remote learning package from 22nd October until the end of the school year. This handbook sets out how Summerville Primary School will use online platforms and resources to provide remote education for any children who cannot attend school. It should be read in conjunction with the Home Learning Policy and will continue to be reviewed regularly.

Remote Learning Implementation Plan

The table below details our proposed implementation plan.

Date	Actions
August 2020	• Source laptops/Chromebooks
September 2020	• Finalise 'Home Learning Policy' • Subject leaders to identify and provide links to remote learning opportunities that mirror the long-term plan for their subject
October 2020	• Survey families to ascertain who needs support with devices or internet access • Finalise 'Remote Learning Handbook' • Teachers to provide accurate assessments of levels children are working at for reading, writing and maths • Order CGP workbooks for all children at their current working level • Finalise 'Remote Learning Safeguarding Policy' including the protocol and code of conduct for all users

	• Purchase subscriptions to additional online learning programmes including Mathletics, Spelling Shed, Language Angels • Create individual accounts for all the online learning programmes for children • Establish loan agreements for families borrowing devices
November 2020	• Weekly Seesaw activities for the children in classrooms as part of in school learning • Opportunities for the children to use the new additional online learning programmes in school and become familiar with them • Produce information leaflet/handbook for parents explaining the remote learning offers • Review of the remote learning offer (ongoing)
January 2021	• Start setting weekly homework on Seesaw • Provide virtual workshops for parents on how to use Seesaw as a remote learning platform • Remote learning safeguarding protocol and code of conduct signed and returned by all parents • Review of the remote learning offer (ongoing)

Access and Inclusion

We know that there may be several children who cannot access remote learning from home because they do not have a suitable device and/or internet access and we currently compiling a list of these children. If you think you fall into this category, please contact the school office and let us know.

We are working hard to build a central bank of laptops/Chromebooks which we will be able to loan to such families if children have to self-isolate or school is closed to children except those of critical workers or deemed vulnerable. The government is also piloting a scheme to provide free access to BT Wi-Fi hotspots and we will be supporting families with no internet to access this scheme. Please let us know if this applies to you.

Planning for a Range of Scenarios

Since the full reopening of school in September, we have quickly realised that COVID-19 related absences of both staff and children have a direct impact on the children's learning and the smooth running of the school. The absences tend to happen without warning and are becoming part and parcel of school life during a pandemic.

Therefore, we have outlined below the different scenarios which may occur in school and what the children's learning will look like under each one.

Scenario 1: Full attendance – class teacher and all children attending school

Teaching and learning will continue as usual in school and children will be taught the full national curriculum in line with our long-term plans. We will use the time the children are in school to prepare them for potential switches to home learning.   The switch from normal classroom learning to remote learning usually happens with little or no notice, but there are a number of initiatives that can be undertaken during the periods of school based learning that will allow any transition to be as smooth as possible and keep disruption to children's education to a minimum.

These include:

- a list of which children will need a loan device

- loan devices sourced, prepared and the children given an opportunity to use them in school, so they are familiar with them

- offering workshops with training for parents/carers on how to use the different remote learning platforms and be able to support their child's learning effectively

- ensuring all parents/carers have read and signed the remote learning code of conduct and remote learning safeguarding protocol (see Appendix 1)

- creating and activating the children's individual logins for all online learning programmes

- giving the children opportunities to use the additional online learning programmes whilst in school (see Appendix 2)

- setting homework on Seesaw while children are attending school in the usual way

Scenario 2: Parents/carers refuse to send children to school

Current advice from the local authority is that if you refuse to send your child(ren) into school, then schools are not required to set work for them. We will however work closely with you to address your concerns and encourage school attendance in line with our attendance policy.

Scenario 3: Class teacher must self-isolate at home, but the children are still at school

The class will be taught by alternative staff in school. They will continue to be taught the complete national curriculum in line with our long-term plans.

Scenario 4: Individual children cannot attend school as they are awaiting COVID-19 test results for themselves or a household member

If your child is having to stay home while they are awaiting COVID-19 test results for themselves or another household member, we have already provided a selection of English and maths workbooks suitable for the level they are currently working at.

If the test is negative, then your child can return to school and normal classroom learning will resume. However, if they or a member of the household tests positive and they are required to self-isolate for longer, then scenario 5 applies. Obviously if your child is ill with coronavirus, then no work will be set until they are better.

Scenario 5: Individual children are required to self-isolate for 14 days or cannot attend school for medical reasons. The rest of their class are attending school as normal.

If your child is ill, then we will not set work until they are recovered and able to undertake remote learning.

For children who are well, we have provided a selection of English and maths books for the first couple of days. This allows the class teacher (who still has full class teaching responsibility in school) time to schedule the work for them on Seesaw. The teacher will provide a programme of work which closely follows the in-school curriculum, using a range of resources. This means that they will continue to learn the same topics and units they would have done had they been in school. A daily schedule and list of tasks will be posted on Seesaw.

You will receive regular contact with the class teacher and/or support staff via telephone calls. We will also keep in touch with your child through daily contact via Seesaw.

Scenario 6: Whole bubble (staff and children) is asked to self-isolate

Notification of a bubble closing happens at very short notice, because confirmation of a COVID-19 case may happen during the school day, over a weekend or in the evening. Therefore, it is not possible to provide the full remote learning offer on Day 1 of a 14-day self-isolation period.

For that first day, all the children have been provided with personalised maths and English workbooks to use for remote learning. This allows our staff time to prepare and schedule work for the next day and to sort out any technical issues identified at home. We will also use that first day to arrange the loan of any devices to families identified as needing them and to replace any lost or mislaid log in/password details needed for the various online learning programmes.

At the start of each day, the children will be provided with their learning and tasks for the day. The learning and tasks we set will deliver the same curriculum content your child would have received had they been in school. However, there may have to be some adaptations to some of the lessons e.g. a field trip lesson around the school grounds in geography is not possible if self-isolating, so we would use aerial photos instead.

As a general rule, for KS1 and KS2, the tasks will include daily maths, reading, phonics/spelling and writing. In addition to these daily tasks, a selection of PE, science and foundation subject activities will also be set throughout the week. It is important that young children should not be spending hours staring at screens, so we will make sure that they also have regular opportunities for reading aloud, physical and creative activity, and to practise their handwriting. Teachers will plan daily learning so that there is a balance of time spent on screen and time to work independently on other offline activities.

However, we are aware that every family will be facing different challenges at home during periods of remote learning, and the class teacher will work closely with you to develop a home learning package that works for you and your child. Whilst we are committed to the children receiving the best possible remote education offer we can, we want it to be manageable and realistic for the families as well. The class teacher and/or support staff will keep in regular contact with you via telephone calls and/or emails. We will also keep in touch with your child through daily contact via Seesaw, the Zoom meetings and responding to the children's work.

For reception and nursery children, the home learning will look less formal. There will be regular live 'story times' with the EYFS staff, songs to learn, games to play at home, counting and writing activities and of course PE opportunities and arts and crafts ideas in the form of an activity pack/handbook.

We envisage that timetables and the activities offered to children will develop over the course of the bubble closure period, and throughout the year. Teachers will develop their skills and confidence in using Seesaw and their knowledge and understanding of the various online

teaching strategies and online programmes available. We will learn from experience what is possible and manageable and adapt accordingly. Your feedback will be invaluable to us and we welcome it either informally or formally.

During the week, the teacher and teaching assistant will host two short online Zoom meetings to which all the children are welcome to attend. To be able to access this call, you will need to make sure you have read and signed the remote learning safety protocol and code of conduct (Appendix 1) which has been sent to all parents electronically via Parentpay. During these meetings the staff may deliver an assembly, story time, celebrate good work or have a general catch up with the children.

Any work submitted before the close of the school day (3:00 p.m.) will receive a response by the end of that day. Any work submitted after that time will be responded to first thing the next day. All work will be assessed by the teacher, feedback given to the child and the next piece of work for that subject uploaded. This feedback may take many forms e.g. a simple recognition of a job well done, some help if needed pointing out some misconceptions and some more time to practise or a challenge for the child. The feedback may be written or verbal as Seesaw allows staff to deliver both.

Scenario 7: The whole school closes because there is a full local/national lockdown requiring school to only open for vulnerable or critical worker children

In the case of a local or national lockdown where school is closed to all but the children of key workers and those identified as vulnerable, staff will provide a mixture of remote learning and also support those children who are in school.

The remote learning offer we provide will follow the model in scenario 6 above. You will continue to receive regular contact from us via telephone calls.

If your child is in school they will access the same remote learning as the children at home in the classroom supported by school staff.

Engagement with Learning

During periods of remote learning the children are expected to engage with learning and access and complete the work set.

The Department for Education has provided the following guidance as to how much work schools should be setting.

EYFS: 1-2 hours

KS1: 3 hours

KS2: 4 hours

However, we do understand that there are often other demands in the home during these times such as parents working from home, household members being ill and needing care or technical difficulties. We will support you as much as we can during these times to ensure your child receives the best remote education they can whist making it manageable for you and your family. We will discuss what we can do to help during the regular phone calls you will receive if your child is accessing home learning and come up with a personalised home learning plans that works for everyone.

Having a routine at home around remote education may help and you can find some useful tips here [EEF supporting daily routines during school closures - YouTube](). There is also a handy checklist you can use in Appendix 3.

If your child can't engage with the remote learning because of illness, you should inform the school office in the usual way.

If your child has an EHCP, special educational needs or a disability (SEND) we recognise that they may not be able to access remote learning without support from an adult at home. We acknowledge the difficulties this may place on you and we will work closely with you to support you and your child's learning. For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolation or a local/national lockdown. We will work collaboratively with you, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Children with EHCPs should attend school during local or national lockdown.

Summerville Primary School Remote Learning Safeguarding Protocol (Appendix 1)

When children have to access remote learning, our school will use Seesaw and Zoom to communicate with children and provide tasks and activities for completion at home. They may also be signposted to other online programmes that support their learning. A list of these can be found in Appendix 2 of the Remote Learning Handbook.

To keep children and staff safe whilst accessing the Zoom meet and greet call, there is a strict safeguarding protocol which everyone must follow very carefully. All parents and carers must read the protocol below carefully and sign the agreement below.

Your child will only be able to access the meet and greet element of remote learning after you have given your consent.

Joining the daily meet and greet Zoom session

The teacher will post the invitation link to the children's Seesaw accounts. Your child will need to click on the link to join the session at the set time. You should be able to join the call from a smartphone, tablet or laptop as long as it has a microphone and speaker.

Safeguarding Protocol

- Children should be dressed in clothes suitable for school

- Anyone else who might be seen on screen during the call must also be appropriately dressed (e.g. parents and carers, siblings)

- Please make sure that your child joins the call in a shared area of your home, e.g. living room, dining room, kitchen, and not from a bedroom. A neutral background such as a plain wall would be ideal. If this is not possible please check the background behind your child to ensure that it is suitable to be visible to others on the call

- If you have any concerns about your child, family or home being seen on screen by others you may choose to turn off the camera for the call

- A parent or carer should remain in the room with the child while they are on the call but should not be visible on the screen or speak to the teacher or other children

- Language must be professional and appropriate, including any family members who might be heard in the background of the call

- All calls will be hosted by at least 2 members of staff and recorded for safeguarding and training purposes.

- Videos will be kept for 21 days in case of any complaints or queries. They may also be shared with any member of the class who is not able to join the call 'live' to allow them to catch up at a later time

- Calls must not be recorded or screenshots taken by anyone other than the school

- Normal school rules will apply during the call including: being on time for the session, behaving respectfully towards others, following instructions and listening to the teacher as they are talking

- Staff may have to remove a child from the call if the rules above are not followed

- If the staff have any safeguarding concerns during the call, these will be followed up in the usual way according to our Child Protection Policy

I have read the above code of conduct and agree to follow it.

Signed:	
Print Name:	
Date:	

Code of Conduct for Parents and Carers (Appendix 1)

Summerville Primary School's Code of Conduct for Parents and Carers will apply to remote learning via online platforms.

In particular we expect parents and carers to behave in a respectful, civil and courteous way online and will not tolerate any of the following online behaviours:

- Sending or posting abusive or unkind messages to or about parents, teachers or children

- Posting anything negative or unkind about fellow parents, pupils, the school or its employees on social media

- Behaviour on social media which is likely to damage the reputation of the school or any member of our school community. This applies to any comments relating to anything to do with the teacher or other children that is observed during remote learning sessions and includes social media platforms, such as Facebook, Instagram, TikTok or Twitter, and messaging apps, such as WhatsApp

- Complaining about the school's policies, values and methods on social media

We welcome constructive feedback, provided in the right way, either by email or in person to school staff. Teachers and school leaders are always happy to listen and talk to parents to address any concerns they may have. Complaints should be made following the guidance outlined in the school's complaints procedure. A copy of this is available on our website or on request from the school office.

Breaches of this code of conduct will be taken very seriously by the school.

Breaches could lead to the school withdrawing access to online remote learning for the children of the family involved.

Posting illegal, defamatory, or discriminatory content could lead to prosecution.

I have read the above code of conduct and agree to follow it.

Signed:	
Print Name:	
Date:	

Appendix 2

Resources used by Summerville Primary School to support remote learning:

Resource	Weblink	Paper based
Seesaw	https://web.seesaw.me/	
Zoom	https://zoom.us/	
Tapestry	https://tapestry.info/	
Oak National Academy	https://www.thenational.academy/	
White Rose Maths	https://whiterosemaths.com/homelearning/	
NCETM	https://www.ncetm.org.uk/	
Times Tables Rockstars	https://ttrockstars.com/	
Numbots	https://play.numbots.com/#/account/school-login/9253	
BBC Bitesize	https://www.bbc.co.uk/bitesize	
CGP	https://www.cgpbooks.co.uk/	✔
Big Cat Collins Connect	https://connect.collins.co.uk/school/portal.aspx	
Read Theory	https://readtheory.org/	

Internet Safety Websites

South West Grid for Learning - safeguarding	https://swgfl.org.uk/resources/safe-remote-learning/
NSPCC	https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/
Internet Matters	https://www.internetmatters.org/advice/
Think-U-Know	https://www.thinkuknow.co.uk/
Safer Internet Centre	https://www.saferinternet.org.uk/
Safety Net Kids	http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/
Childnet	https://www.childnet.com/

Appendix 3

Supporting home learning routines
Planning the day

Education Endowment Foundation

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report _Improving Behaviour in Schools_

	M	T	W	T	F
I woke up at a good time.					
I did some exercise.					
I had regular meals and drank water.					
I enjoyed some reading in a quiet space.					
I practised a maths skill.					
I completed some school work at my work space. I chunked it so I had some breaks too.					
I talked to my family about my day and how I am feeling. I asked them about their day.					
I helped with a household job and talked to my family while I did it.					
I contacted my friends.					
I spent some time on my creative hobby.					
My parent/carer told me what I did well.					
My goal:					
My goal:					