

HOME LEARNING EXPECTATIONS

THIS POLICY APPLIES DURING SCHOOL CLOSURE PERIOD FROM MONDAY 20th APRIL 2020 ONWARDS

During the school closure period we are committed to providing continuity of learning for all pupils and maintaining regular communication. The platform we will use for sharing activities and communication will be Class Dojo in years 1-6 and Tapestry in EYFS. We recognise that it is not possible to recreate the experience of teaching face to face in a real classroom and the limitations of creating a virtual learning experience, however we will apply our best endeavours to engage meaningfully with our children and families and signpost activities that will benefit their learning and well-being.

KEY AIMS:

1. Direct learning activities, based on current curriculum plans, that develop and consolidate children's knowledge, skills and understanding across the curriculum
2. Maintain 2-way communication between teachers and pupils so that children receive regular feedback on their work and responses to questions
3. Create an online environment where parents and teachers can work together to support children's learning
4. Assess pupils' engagement with home-learning and motivation to offer targeted support and overcome barriers
5. Promote the school values of warmth, pride and aspiration by celebrating children's achievements
6. Maintain our commitment to effective safeguarding practice

DIRECT LEARNING ACTIVITIES

Learning will be directed by the child's class teacher and posted daily by 9.30am for the day ahead. The amount and type of learning will vary from class to class. Please see the tables (Appendix A) for an indication of what to expect for each year group. Please note that it is not possible to provide the same experience the children would get in school and therefore time allocations for tasks are given as a rough guide only and are not intended to match the 5+ hours children spend in school each day. Children are not limited to what is posted in Class Dojo and are free to access any other resources that are available online from alternative sources. We would be happy to receive examples of their work from other sources. The work that is directed by class teachers will be matched, where possible to what the children might be doing in school.

Children are encouraged to log in to Class Dojo daily to complete tasks and submit their work. We recommend that they log in as close to 9.30am as possible each morning and start work straight away. This will allow them plenty of time to submit their work and receive a response from their teacher. Some tasks will be set weekly on a Monday with a deadline for completion. Children can decide when they complete weekly tasks but should try to submit them before the deadline if possible. All activities in the class portfolio for the previous week will be archived by the class teacher on a Monday morning when the new tasks are posted.

We have not included any physical exercise or activity but would encourage all children to engage in at least one daily physical activity for 30-60 minutes. This could be a game in the garden, a bike ride or an online workout such as Joe Wicks. Teachers may share additional ideas in their class pages.

MAINTAIN 2-WAY COMMUNICATION BETWEEN TEACHERS AND PUPILS

We understand the importance of human connection which is why we expect all teachers to upload short daily video clips to their class pages which will enable children to feel as though they are engaging meaningfully with their teachers. There will also be a daily Storytime activity so children can enjoy being read to by a member of staff. Teachers will always maintain the highest professional standards in their video submissions.

We also understand the importance of children's work being valued in order that they remain motivated which is why we expect teachers to acknowledge all work that is submitted by pupils in a timely manner (within 48 hours excluding weekends). It is not possible to expect teachers to set and mark work in the same way they would in

school, so the minimum expectation is that all work is at least acknowledged. Children should not expect to receive lengthy feedback on everything that is submitted however teachers will try to provide a more detailed comment to every child at least once per week.

PARENTS AND TEACHERS CAN WORK TOGETHER

Parents and teachers will be able to use the messaging service within Class Dojo to discuss learning activities and provide feedback on tasks. It would be helpful for parents to let teachers know how home learning is going and ask any questions they may have. This will also send an important message to the children that we are working together. Parents and teachers can communicate when needed to celebrate positive news and address any concerns.

The messaging system within class dojo is solely for the purpose of discussing learning and supporting pupils. It should not be used to raise general concerns or enquiries which should continue to be directed to the main school office. If a teacher receives a message which is not related to the learning/well-being of one of their children, then a response will be sent stating *"Unfortunately I am not able to support you with your enquiry. Please send it to the main school office and it will be dealt with by an appropriate member of staff. Thank you"*

It is important to recognise that teachers cannot be on call 24 hours a day so Class Dojo will have quiet hours set to ensure that teacher workload is managed effectively. Staff will be expected to work between the hours of 9am – 4pm daily so if a message is sent outside of these hours, a response will be sent on the next working day.

Parents can request technical support at any time by emailing [ICT SUPPORT link](#) and will receive a response from a member of the team during working hours.

These are unprecedented and challenging times for all families and particularly children. If children are reluctant to engage with home-learning (as many are) then teachers are happy to talk to them in order to try and motivate them, although this is not guaranteed to have any impact. The current situation is uncharted territory for everyone involved and whilst teachers will use their expertise to try and help families, they do not have any experience of supporting families with home-learning under such challenging circumstances. The most important consideration at this time is the well-being and mental health of children, therefore the school would not recommend getting into lengthy battles with children about learning at home. The government have provided some helpful guides for families who may be struggling which can be accessed [here](#). Parents are encouraged to get in touch with us and whilst we can't promise to be able to resolve difficulties, we will do what we can to support.

OFFER TARGETTED SUPPORT AND OVERCOME BARRIERS

We understand that not all children will have equal access to the opportunities available through Class Dojo and Tapestry and we will endeavour to support families experiencing difficulties to achieve an equitable solution where possible.

Pupil engagement will be closely monitored by class teachers daily. If it is identified that individuals are not accessing activities, a member of staff will telephone parents to discuss potential barriers and try to identify a solution that suits all parties and works within current guidelines. This may mean that school loans equipment to families or, that in the case of a limited number of vulnerable children they may come into school and use the equipment on site. It may not be possible for teachers to provide alternative solutions in the form of physical 'home learning packs' in the absence of a digital solution due to the constraints of current working practice. Each 'barrier' will be assessed on a case by case basis and the team will endeavour to support appropriately.

PROMOTE THE SCHOOL VALUES AND CELEBRATE ACHIEVEMENTS

During school closure we are keen to ensure that the well-being of our learners is supported and that they continue to grow and develop as young people. We also want to ensure that they are well prepared to make the transition back into school as successful learners when they return. We will continue to have a regular focus on promoting our school values and celebrating achievements.

Parents and teachers are actively encouraged to share 'good news' stories about what the children are achieving at home in any aspect of their life. It might not be linked to the learning but in fact they are doing a great job of helping with the chores. We know the importance of developing well-rounded young people and therefore we want to hear about all the wonderful things they are doing, including aspects of their continued learning and attitudes to this. We will celebrate their achievements by awarding points through the Class Dojo system, sending messages and holding special online celebration assemblies. We particularly want to hear about children who are demonstrating our values of warmth, pride and aspiration.

The activities and tasks that teachers post will be deeply rooted in our school values and there will be a weekly focus on an aspect of well-being or PSHE in class pages.

The senior leadership team will post regular updates on the whole school story linked to values and achievements.

EFFECTIVE SAFEGUARDING PRACTICE

1. Teachers and pupils will not engage in live video messaging. All material that is posted within the learning platforms will be pre-recorded and uphold professional standards.
2. Staff, pupils and parents will ONLY communicate using the agreed school software – Class Dojo and Tapestry. In some circumstances staff may send emails from their school email account.
3. Teachers are responsible for knowing which children DO NOT have video and photograph permissions and will flag up any breaches with the senior leadership team or discuss this with the parents.
4. The Privacy Policy for Class Dojo and Tapestry is available on the school website and has been shared with all parents/teachers.
5. Teachers will report any safeguarding concerns using My Concern.
6. Parents can report safeguarding concerns by emailing safeguarding@wpa.education or telephoning the school office and speaking to Mrs Ford or Mrs Stearne.

The online learning platforms that we use are regarded as professional learning environments and therefore the high expectations we set in school should be maintained by all staff and families and school policies will continue to apply. It is important that everyone using the online learning platforms understand this distinction and do not use them as another form of social media. The core purpose of both Class Dojo and Tapestry is to focus on supporting the learning of children and maintaining professional relationships between home and school.

Appendix A

WHAT WORK WILL BE AVAILABLE IN TAPESTRY OR CLASS DOJO?

EYFS

TAPESTRY		
FREQUENCY	ACTIVITY	TIME TO COMPLETE
Daily	Reading and Key words	10 – 15 mins
Daily	Maths	20 mins
Daily	Phonics play	5 – 10 mins
Weekly/Daily	English	15 - 30 mins
Daily	Handwriting	5 - 10 mins
Weekly	Wider curriculum	10 mins

YEAR 1

CLASS DOJO		
FREQUENCY	ACTIVITY	TIME TO COMPLETE
Daily	Phonics	15 - 20 mins
Daily	Reading	15 mins
Daily	English	20 - 30 mins
Daily	Maths	20 – 30 mins
Weekly	Science	20 – 30 mins
Weekly	Humanities	20 – 30 mins
Weekly	Creative	20 – 30 mins
Weekly	PSHE/well-being	10 mins

YEAR 2

CLASS DOJO		
FREQUENCY	ACTIVITY	TIME TO COMPLETE
Daily	Spelling/Grammar	15 mins
Daily	Reading	15 mins
Daily	English	20 - 30 mins
Daily	Maths	20 – 30 mins
Weekly	Science	20 – 30 mins
Weekly	Humanities	20 – 30 mins
Weekly	Creative	20 – 30 mins
Weekly	PSHE/well-being	10 mins

YEARS 3 AND 4

CLASS DOJO		
FREQUENCY	ACTIVITY	TIME TO COMPLETE
Daily	Spelling, Punctuation and Grammar	20 mins
Daily	Reading	20 mins
Daily	Writing	20 - 30 mins
Daily	Maths	20 - 40 mins
Weekly	Science	30 mins
Weekly	Humanities	20 - 30 mins
Weekly	Creative	30 - 60 mins
Weekly	PSHE/well-being	10 mins

YEARS 5 AND 6

CLASS DOJO		
FREQUENCY	ACTIVITY	TIME TO COMPLETE
Daily	Spelling, Punctuation and Grammar	30 mins
Daily	Reading	30 mins
Daily	Writing	40 mins
Daily	Maths	40 - 60 mins
Weekly	Science	40 mins
Weekly	Humanities	30 – 40 mins
Weekly	Creative	40 – 60 mins
Weekly	PSHE/Well-being	20 mins