



CHILTON FOLIAT COFE VA PRIMARY SCHOOL
Home School Learning

The school's sharing of its home school learning offer has been produced in response to the requirements as set out in the following document.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf

What should my child expect from immediate remote education in the first day or two of pupils being sent home as a result of partial or full school closure?

Day of announcement or if the same day of closure	Parents will receive generic letter via email reminding them of the procedure and what to expect and the school's expectation of them. All children to have received a home school learning set of exercise books – age appropriate, one writing, one maths (as before). Children not in school will need to collect these.			
Day one of closure	Day one (after closure) is a set up day for all parties – no home learning to be expected on this day. Teachers use this day to plan remote sequence of learning from day two to the end of that working week. Collection of technology (including log on process) and agreement signing where necessary for those in need of IT support.			
From day two of closure	Roe	Fallow	Muntjac	Sika
	Home school learning begins	Home school learning begins	Home school learning begins	Home school learning begins
To share with families	Class letter from teacher welcoming to home-school learnings, setting expectations. To describe how regular feedback and communication between home and school will be organised. Medium Term Plan for that term to show where learning sits within the sequence.	Class letter from teacher welcoming to home-school learnings, setting expectations. To describe how regular feedback and communication between home and school will be organised. Medium Term Plan for that term to show where learning sits within the sequence.	Class letter from teacher welcoming to home-school learnings, setting expectations. To describe how regular feedback and communication between home and school will be organised. Medium Term Plan for that term to show where learning sits within the sequence.	Class letter from teacher welcoming to home-school learnings, setting expectations. To describe how regular feedback and communication between home and school will be organised. Medium Term Plan for that term to show where learning sits within the sequence.



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	<p>Timetable to show planned learning and play opportunities to support the children's learning. Timetable will be split into: phonics, maths, English, Understanding the World, R.E. PD. Curriculum content following the timetable.</p>	<p>Timetable for remainder of week to show planned learning, including links to prior learning. Curriculum content following the timetable.</p>	<p>Timetable for remainder of week to show planned learning, including links to prior learning. Curriculum content following the timetable.</p>	<p>Timetable for remainder of week to show planned learning, including links to prior learning. Curriculum content following the timetable.</p>
On-going lockdown full week	<p>Repeat of the above and planned out for the whole week. Information shared by Sunday.</p>	<p>Repeat of the above and planned out for the whole week. Information shared by Sunday.</p>	<p>Repeat of the above and planned out for the whole week. Information shared by Sunday.</p>	<p>Repeat of the above and planned out for the whole week. Information shared by Sunday.</p>
What does "typical" home-school learning look like?	<p>Available to view for each class in their "Class Materials" section on Teams</p>	<p>Available to view for each class in their "Class Materials" section on Teams</p>	<p>Available to view for each class in their "Class Materials" section on Teams</p>	<p>Available to view for each class in their "Class Materials" section on GoogleM</p>
General guidance for teacher feedback and communication	<p>TEAMS chat to be available 9am to 3.00pm. Afternoon meetings with class via TEAMS. To be timetabled so as to avoid sibling class clash. To review learning and set expectations for next steps May take the form of Story time – 5 mins to finish the day.</p>	<p>TEAMS chat to be available 9am to 3.00pm. Afternoon meetings with class via TEAMS. To be timetabled so as to avoid sibling class clash. To review learning and set expectations for next steps May take the form of Story time – 5 mins to finish the day.</p>	<p>TEAMS chat to be available 9am to 3.00pm. Afternoon meetings with class via TEAMS. To be timetabled so as to avoid sibling class clash. To review learning and set expectations for next steps May take the form of Story time – 5 mins to finish the day.</p>	<p>GoogleM chat to be available 8.00am to 5.30pm</p>
In the event of a teacher being unable to work due to illness	<p>The remote learning offer for the group concerned will remain as consistent as possible and supported by another member of the school staff team as much as practically possible.</p>			



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If my child does not have digital or online access at home, how will you support them to access remote education?

Assessing digital needs	In the first instance, the school will contact each family to assess what level of digital support may be needed. Priority will be given our Disadvantaged or SEN pupils and families with more than one sibling, if not already attending school full time as a vulnerable pupil or critical worker.
Lending digital devices	The offer of a Chrome Book or lap top will be made. The school is able to lend a small number of devices and when it is able will order it's pre-determined allocation of devices via the DfE's "Get Help with Digital Technology" offer.
Access to mobile data	Increased access to mobile data will be investigated on behalf of our Disadvantaged Learners
Access to printed materials	If any family has requested printed materials in any form so as to support home learning, these will be supplied and made immediately available for collection from one of the school's outside collection boxes, dropped off by a member of staff or posted.
Submitting work if unable to do so digitally	Any pupil who is unable to submit work digitally for feedback and assessment is invited to drop off at school. In addition, at the end of Term 3 Jan to Feb 2021, all families will be asked to send in/drop off or arrange to be collected all exercise/work books completed during this phase of partial school closure. All pupil's work will be marked following the school's marking policy and assessment comments fed back to each pupil before the beginning of the following term, Term 4 if current restrictions are still in place.

How will my child be taught remotely?

Curriculum content	Remote learning will, as much as possible, align to the teaching sequence and curriculum plans already in place for the academic year for the period of absence or closure. The school will 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 so that pupils can progress through the curriculum.
Digital Platforms	The school has chosen Microsoft Teams for EYFS, KS1 and LKS2 and GoogleM for Upper KS2 to provide their remote learning offer as these systems are have been widely used by pupils and families during partial school closure and whilst fully open during the past 10 months.
Duration and purpose	The school will set meaningful and ambitious work each day in an appropriate range of subjects and provide teaching which is equivalent in length to the core teaching pupils will receive in schools. This will include both recorded or live digital sessions and time for pupils to complete tasks and learning activities independently and will be as a minimum: KS1: 3 hours a day on average across the cohort, with less for EYFS children and KS2: 4 hours a day.
Using a combination of these approaches	Recorded teaching using Oak Academy for English, Science, Topic and some RE and Maths using White Rose and Oak Academy. Phonics in EYFS and KS1 will be supported by DfE accredited Letters and Sounds lessons. Big Cat Letters and Sounds e-learning books will be allocated for all EYFS and KS1 pupils and some pupils in LKS2



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	Live sessions via Teams provided by teachers will include Q & A sessions and shared reading on a group basis and 1:1 tutorials or private chat sessions where additional need has been identified. KS1 and KS2 will continue to receive their weekly French lesson via Teams. The HT will pre-record a weekly Collective Worship and the Open the Book Teams will continue to share their offering of stories acted out from the bible.
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What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Expectations for pupils' engagement with remote education and expectations of parental support, for example, setting routines to support your child's education	The school expects all their pupils to fully engage with their remote education and for their families to establish consistent routines so that their children are able to do so. We understand that for our children in EYFS and KS1, higher levels of parental involvement to support your children with their home learning will be required which is why we offer a mix of both digital and practical learning activities encouraging as much outdoor play based learning as possible. EG, making dens inside and out, sharing stories with siblings, junk modelling linked to curriculum content, putting on a play, making a puppet show. For our older pupils who are more readily able to engage with a digital device they are encouraged to do so independently however most importantly learning in a supervised environment and adhering to all Safeguarding and E-Safety Policy Including use of the Internet and Digital Technology. http://www.chiltonfoliatprimary.org.uk/wp-content/uploads/2020/10/June-2020-E-Safety-Policy-Internet-and-Digital-Technology-Final.pdf
How will you check whether my child is engaging with their work and how will I be informed if there are concerns?	Evidence of completion of home learning tasks is expected. The school will be checking in daily via group and private (1:1) Teams and GoogleM chat, scheduled Teams meetings with groups and sub groups of pupils and telephone. Daily tasks will be set and photographic evidence asked to be sent in. Regular feedback will be provided; children will receive feedback for the work teachers have asked to see and be supported to self-check. Parents will be contacted in the absence of evidence and any barriers will be discussed with parents on a case by case basis.
Assessment of work and of progress	Day to day assessment for learning and progress checking will take place via communications means previously mentioned: photographic evidence of work including evidence of reading via reading records; quizzes and Q & A sessions either embedded in recorded material or delivered via live sessions. Misconceptions picked up via group or sub group Teams meets or 1:1 private chat. Longer term; full formative assessment of all written work when sent back in at end of Term 3.



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How will you work with me to help my child who needs additional support from adults at home to access remote education?

Access to digital technology	The school must first assess digital access needs and work with the family to support appropriately. See "If my child does not have digital or online access at home, how will you support them to access remote education?"
Working with families to deliver remote education for pupils with SEND	Best attempts will be made to invite all SEND pupils into school under the category of vulnerable learner. Where this is not possible, all efforts will be made to provide a carefully planned remote learning offer to suit the individual learning needs, well sequenced and scaffolded. Teachers will ensure that as much contact is provided as is needed to ensure the pupil is accessing their learning and parents working alongside are supported.
Younger children EYFS/KS1	We understand that for our children in EYFS and KS1, higher levels of parental involvement to support your children with their home learning will be required which is why we offer a mix of both digital and practical learning activities encouraging as much outdoor play based learning as possible. EG, making dens inside and out, sharing stories with siblings, junk modelling linked to curriculum content, putting on a play, making a puppet show.

Appendix – Archive in relation to Covid 19.

Reasons for being absent from school due to Covid-19

- General: when someone develops COVID-19 symptoms, or has a positive test, all should follow public health advice on when to self-isolate and what to do
- If anyone in school develops COVID-19 symptoms, however mild, school will send the individual home where they must follow public health advice
- Children should not come into school if they have Covid-19 symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).
- If my child is not in school because of the conditions described above, how will their remote education differ from the approaches described in the event of full or partial school closure?

Initial phone contact will be made by the school to assess the level of illness/discomfort the child is experiencing. A joint decision will be taken between teacher and parent as to the appropriateness of sending work home. Contact will be maintained on daily basis and if the child is well enough work will be provided.

If the child is deemed well enough and has either tested positive for Covid or waiting for results from a PCR test: after the first 24 hours, work will be sent home digitally via Microsoft Teams or GoogleM. Contact will be maintained with the pupil and their family and feedback will be given on a daily basis. Absence will be monitored on day to day basis and as soon as the pupil is able to return to school, in-school learning will continue. Assessment of any gaps or misconceptions acquired during the period of absence will also be identified and appropriate catch up (which may take the form of additional homework) will be provided.