

Inspire Partnership Multi Academy Trust

Home Learning Protocol (COVID 19)



March 2020

Rationale:

Leaders across the IPMAT believe that it is important to sustain and maintain pupils skills and knowledge over a period of extended closure, so that when they return to school they are in a position to continue to learn and develop in line with the national curriculum for their age group. We believe that online and home learning needs to take into account the differing needs and circumstances of our families and the sometimes limited access to technology in the homes of our pupils. We also recognise that home learning and online learning should not require households to have and use extensive resources that may not be available to them, nor should it require parents to provide high levels of support in order for pupils to complete tasks set. Leaders across IPMAT also recognise that learning can take many different forms as detailed below.

The document below sets out how the IPMAT intends to maintain pupils learning over what could be a lengthy period of time, whilst acknowledging the challenges inherent in doing so.

Format:

We recognise that there are many avenues available to parents to use to further support home learning. We also recognise that this is a very challenging area to navigate as a parent and the numerous opportunities being offered to parents can be overwhelming for parents to deal with. We believe it is key for leaders to therefore signpost parents carefully to appropriate support and learning opportunities so that they are better able to make informed choices about what their child needs. It is by doing this that we hope parents will feel confident to undertake the activities provided. As such, we will signpost carefully chosen learning resources and opportunities to individual classes or phases. These will be focused on practicing basic skills in English and Maths or on revisiting prior learning in wider subjects. This will better support parents to know what their child should access at their stage of learning.

We also recognise that home learning is different to school and we know that trying to replicate what happens in school is not useful or appropriate for either the child or the family. Therefore, we will promote through communication with parents, tasks that are more appropriate for home learning. These tasks will include an emphasis on recalling and practicing **previous learning** and on applying learning that has been **previously taught** through activities that can be done easily in the home environment. In doing this, children should be able to access this learning more readily and explain their learning to their parents. In focusing on basic skills, we hope that children will return to school secure and ready to build on this foundation.

Communicating with parents:

In order to communicate with all parents the expectations for home learning, schools will need to agree a format that will be simple for parents to access each week and simple for staff to update each week. Different schools will have ways that work for them. These could include 'DoJo' updates, the use of the 'SeeSaw' platform or the creation of class pages on the school website where parents can find together all the information each week for each child. Through each schools' chosen method, the key websites and key programmes for that week can be listed, alongside the simple core and wider activities set by teachers for each class / phase. This would provide the menu of learning for the week and be updated each week in readiness for the following week.

We recognise that each home is different. Whilst some parents may find managing home learning more straightforward, some families may struggle with this. In order to support families with this, teachers, in their regular home catch up call, will check with families how they are accessing the

learning set and offer any support with this that they are able to. Leaders realise that in doing this, some children may still not manage to access learning at home over this period.

Web based learning:

The DfE have provided an extensive list of approved websites that parents and schools can use to promote home learning. This list is not exhaustive, and leaders may wish to use this and add to it with resources they are aware of. Individual schools are best placed to decide which websites to signpost parents to, however, the potential list is long and schools will need to carefully select the key websites they chose to promote to parents so that parents are not overwhelmed by too many options. For example, it would be prudent for schools who teach phonics using RWInc to signpost parents of YR, Y1 and Y2 pupils to the RWInc lessons for each group each week as the basic skills English activity they do. They would not then need to signpost any further English websites but may also signpost a maths based resource.

By signposting just one or two websites to parents for each year group or phase, school will make the job of navigating learning much simpler for families, and families are more likely to engage in this. Furthermore, by providing links to the actual activity children should complete, again, it is more likely that parents will find and complete it. For example, signposting parents to White Rose Maths as a resource could be overwhelming but linking to the specific lesson means that it can be accessed with minimal parental involvement.

BBC/Television based learning:

The BBC in conjunction with the DfE have produced 14 weeks of home learning resources that can be access through the bitesize website, the red button, iPlayer and through BBC 4. Again, there is a wealth of learning to be accessed here. Leaders will need to carefully select the key programmes and content they want parents to access each week and signpost to this. This will be different for different schools and year groups and again, should be used carefully in order to ensure it is manageable for families. Left with the full range of choice, many parents will feel overwhelmed and not use this service, or will not use the parts that schools may really want pupils to access.

Core Learning:

We recognise that fundamentally we need to ensure that children maintain and practice their basic skills during this period of school closure, so that when they return to school, they have a platform on which new learning can be built. Therefore, we know that basic skills in maths such as number bonds, times tables and the four operations will be useful ways of maintaining fluency in readiness for returning to school. In English, securing basic spelling, punctuation and grammar as well as practicing reading and listening to stories being read aloud are also key.

Again, schools are best placed to decide which activities are most beneficial for their pupils. As such, teachers will provide each week daily basic maths and basic English activities that develop the above areas. In doing this, teachers will be as precise as possible about what they would like children to do, whether that be complete a worksheet, complete an online activity or listen to a specific chapter of a specific book through 'Audible'.

Wider learning opportunities:

Young children learn in many different ways. A key part of their learning is through the development of their personal and social skills. Parents can develop these through a range of wider activities targeted at different ages and across different aspects of the curriculum. Each week, teachers will signpost parents to a small number of activities that they can do with their children in order to develop their wider learning. This could be an outdoor science activity such as a bug hunt, or could be to play a board game, taking turns and learning how to be a good sport. Teachers will know what activities are best to develop the skills of different children of different ages. Again, these activities should be limited in number, so that parents feel they area achievable. These activities also have the added benefit of possibly being for multiple ages, which will help those families with multiple children of differing ages in the household.