

Ashleworth C of E Primary School



Online Home Learning Policy

Approved by:	Teaching & Learning Committee
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Next review due by:	April 2022

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Rationale

School closures that commenced in March 2020, during the Covid – 19 pandemic, prompted schools to adapt their teaching practice to online learning in order to meet the needs of all pupils. This document states the aims and methods for online learning at Ashleworth C of E Primary School.

Aims

- Explain how we will set work that is meaningful and ambitious across a range of subjects in line with the aims of our Teaching and Learning policy to deliver a rigorous and exciting curriculum
- Explain how we will plan and teach a well-sequenced curriculum so that knowledge and skills are built incrementally, with a high level of clarity about what is intended to be taught and practised in each subject
- Plan how teachers will provide frequent, clear explanations of new content, delivered by teachers from the school or through high quality curriculum resources and/or online teaching during different types of school closure
- Establish how teachers will gauge how well pupils are progressing through the curriculum, using questioning and suitable tasks and a set of clear expectations on how regularly teachers will check work
- Provide guidance to enable teachers to adjust pace or the difficulty of what is being taught in response to questions or assessments including, where necessary, revisiting learning or simplifying explanations to ensure pupils' understanding
- Show how we will plan a programme that is of equivalent length to the core teaching delivered in school

Online lessons

In the event of a class, or school closure, we will provide a timetable to parents and pupils. The timetable will equate to the regular school timetable and will outline a programme of learning including live lessons and tasks that will deliver a curriculum with the aim to have as much continuity as possible with learning that would have taken place at school. The type and frequency of delivery will change depending upon several factors.

If one class closed and the teacher is well

On the first day of closure, the class teacher will share the usual class timetable. Work will not be set on the first day. The timetable will be shared via Class Dojo and posted on the school website. A copy of the half-termly, week-by-week, overview will also be provided.

English – The teacher will provide a daily outline of the lesson and activities. Additional materials will be provided through Dojo/website.

Maths – The teacher will email copies of the relevant activities from White Rose maths. Additional materials will be provided through Dojo.

Foundation subjects and science – The teacher will provide information related to the subject to be covered and will email any relevant links and attachments.

The teacher will contact pupils involved in online lessons.

The class teacher will provide ongoing support for pupils and parents. After 2 days, the teacher, Headteacher or SENDCO, will contact any pupil not accessing learning. All communication will be logged.

If class closed, and the teacher is unwell

On the first day of closure, a member of staff will share the usual class timetable. Work will not be set on the first day. The timetable will be shared via Class Dojo and posted on the school website. A copy of the half-termly, week-by-week, overview will also be provided.

English – Daily lessons and activities will be provided. Additional materials will be posted on Dojo/school website.

Maths – A member of teaching staff will update the website/email with relevant activities from White Rose Maths. Any necessary, additional, resources will be provided.

Foundation subjects and science – A member of teaching staff will provide information related to the subject to be covered and will email any relevant links and attachments.

A member of teaching staff will provide ongoing support for pupils and parents. After 2 days, the teacher, Headteacher or SENDCO, will contact any pupil not accessing learning. All communication will be logged.

If school is closed

Pupils will be expected to follow their usual timetable. The half-term, week-by-week, overview will be sent to all parents. The teacher or member of teaching staff will contact pupils to arrange online lessons.

English – The teacher/member of teaching staff will provide a daily outline of the lesson and activities. Additional materials will be provided through Dojo/website.

Maths – The teacher/member of teaching staff will email copies of the relevant activities from White Rose maths. Additional materials will be provided through Dojo.

Foundation subjects and science – The teacher/member of teaching staff will provide information related to the subject to be covered and will email any relevant links and attachments.

Teachers will use a range of media to support, provide feedback and offer praise.

Continuity with the curriculum

Planning will aim to ensure that pupils at home learn the same materials they would have learnt in school. Teachers will use medium term planning to ensure this. Development of knowledge and skills is vital. During a typical school day, pupils have opportunities to read, practice recall of number facts, handwriting and spellings. We will support families to ensure that children are still able to enhance their skills within these areas.

Effective teaching and learning

Areas to consider when planning for online learning including:

- Begin with a review of previous learning – the form will be appropriate to the age and stage for the child.
- Present new materials in small, simple steps and allow time for pupils to practise skills independently.
- Where possible, provide pupils with models and examples to demonstrate what is required and the steps to success.

- Where pupils are learning using a screen, be mindful that it is easy for them to become passive. Teachers should include activities that get them to 'do something.' Children in Key Stage 1 will need support from an adult to maximise their engagement and involvement in an activity. This is to ensure that effective learning is taking place.
- Provide scaffolds to support and assist pupils including; modelled examples, word banks and checklists.
- Online lessons should be simple to follow and shorter than classroom lessons in order to maximise engagement.

Assessment

When using online learning led by the teacher, checking pupils' work is essential and will help when planning future sessions. Any work shared by a child will be acknowledged and comments made as appropriate.

Teachers will monitor questions and comments from pupils and parents. Responses can be sent via email, Dojo or by phone calls. The mode of contact will be dependent upon the circumstances and what teachers know about the pupils.

Responsive teaching

Pupils' questions and their completed work will provide information on whether pupils are learning successfully or whether the pace needs to be adapted or content re-taught. Teachers should not assume that learning will take place at the same pace as within the classroom. The only evidence available to the teacher will be work submitted and/or comments and questions received.

If there are signs that a pupil is not learning effectively, the teacher will need to consider alternate strategies. Guidance may also be sought from the SENDCO or Headteacher.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Whilst engaged in online learning, staff must follow our Child Protection and Safeguarding Policy as well as our E-Safety Policy. If staff have any concerns they must inform the DSL or DDSL immediately.

Engagement

During any closure, after 2 days, the class teacher or Headteacher will contact the parents of any pupils who have not engaged with Dojo or online communication. The purpose of this call is to identify if they have technical problems or if they are unaware of the expectations for pupil engagement.