



In this document, we will set out the expectations for what home learning will look like at Park Street. The aim of this is to ensure that a consistent approach is being used throughout school and that there is a reduced impact should a child have to self-isolate, bubble closes or a local or national lockdown occur.

What is home learning?

Home learning is the term used when discussing the learning children carry out at home. In previous years, this would have been specifically linked to 'homework'. However, due to the recent COVID-19 pandemic, home learning is now a term that is used to describe the offer of education that a child will be given should they not be in school for a period of time. This period of time could be due to some of the following reasons:

- a child awaiting results from a COVID test
- a child who has been in direct contact with someone waiting for test results
- a child who has to self-isolate due to being in direct contact with a positive case
- a child who has been given a positive result
- a child who is classed as clinically extremely vulnerable
- a child that is in a bubble that has closed due to a positive test result
- a local lockdown
- a national lockdown.

Mr Adam Fidment will be the name senior leader with overarching responsibility for the quality and delivery of remote education for Park Street. He will closely work with members of staff and deliver CPD to ensure that provision meets expectations for remote education. He will be available to offer any support that is needed. Miss Lyndsay Garratt and SLT will also be readily available to offer support. Rebecca Riley and Sabeena Chavan will be the named Governor responsible for remote learning.

The non-negotiables will be sectioned into three parts:

- home learning for a child self-isolating
- home learning for a bubble closure
- home learning for a local or national lockdown.

Staff will receive a selection of videos to support them with using the school's online learning platform. Time will also be set aside in a staff meeting to share best practice and deliver CPD in areas that staff request support.



Home Learning for a Child Self-Isolating

How will the learning be set?

Should a child be unable to attend the setting, our home learning offer will take place over the online learning platform *Seesaw*. As a school, we will implement measures to ensure that we are supporting children to access this learning. The following measures will be put in place:

- If a child does not have access to a device, they will be able to complete a loan agreement and use a tablet that has been purchased to support home learning.
- If a child does not have access to a device, it may be possible to offer them a laptop that can be issued from the DfE.
- If a child prefers to access paper based learning, staff will print out the learning and this can be collected from the office or we will arrange for this to be dropped off at their home location.
- If a child does not have access to the internet, measures will be put in place to try to support this.

Early Years Foundation Stage

The table below explains areas of the curriculum, how often they must be set and possible ways to teach that area. Children in the EYFS spend a lot of time daily learning through play so suggested activities to support parents with this will be included.

Curriculum Area	Frequency	How
Mathematics	Daily	<ol style="list-style-type: none"> 1. Uploading relevant notebook slides where applicable. 2. Use of home learning videos on White rose website where applicable. (https://whiterosemaths.com/homelearning/). 3. Suggestions for practical/ play based activities using everyday resources which could be found around the home or links to relevant songs.
Phonics	Daily	<ol style="list-style-type: none"> 1. Staff members in FS2 can record RWI sessions and post these. 2. Links to RWI sessions posted from Ruth Miskin Portal (https://www.ruthmiskin.com/en/). 3. FS1 to provide practical phase one activities to develop listening, rhyme, rhythm and alliteration skills.
Reading	Daily	<ol style="list-style-type: none"> 1. Post a link to a daily story online. 2. Staff members could record themselves reading a story if they wish. 3. Any children in FS2 on RWI red books or above to have a book posted using 'Oxford Owl for home' twice per week (https://home.oxfordowl.co.uk/reading/free-ebooks/)
Provision	Weekly	Post a weekly provision plan with suggested practical play based activities, which will cover different areas of learning. Children will experience these over the week. Staff to carefully consider resources that parents will be able to access at home when planning these activities.
Mindfulness/ Thrive	Daily	<ol style="list-style-type: none"> 1. This should be a short, 5-10 minute activity and could include: <ol style="list-style-type: none"> a. mindfulness colouring b. a class Thrive activity c. a relaxation activity



		d. a mindfulness activity (S:\NonPupil\Website resources\Mindfulness).
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What areas of the curriculum will be offered and how often for KS1 and KS2?

If a child is carrying out learning from home it is important that the learning offer is similar to the one they would receive in school. This will prevent the child falling behind their peers and limit the amount of 'catch up' support that will be needed on their return. It is important that the children receive a timetable that mirrors the curriculum areas they would be taught in school each day. The table below explains areas of the curriculum, how often they must be set and possible ways to teach that area.

Curriculum Area	Frequency	How
Mathematics	Daily	<ol style="list-style-type: none"> 1. Uploading relevant pages of planning notebook and complementing worksheets. 2. Use of home learning videos on White rose website and accompanying worksheet. (https://whiterosemaths.com/homelearning/).
Writing	Daily	<ol style="list-style-type: none"> 1. An explanation of activity with slides/notebook to support input and any complimenting worksheets to support. If this is just a writing exercise, upload a blank page for child to write on. 2. Possible use of Hamilton trust resources but be mindful that these will not support what is being taught in school and more 'catch up' teaching could be needed.
Reading	3/4 times per week (as you would in school)	<ol style="list-style-type: none"> 1. Photograph relevant pages from the text being read and upload complementing worksheet. 2. Other resources/tasks may be used but these must link to what would be taught in the classroom.
Phonics (where appropriate)	Daily	<ol style="list-style-type: none"> 1. Staff members can record RWI sessions and post these. 2. Links to RWI sessions posted from Ruth Miskin Portal (https://www.ruthmiskin.com/en/).
PE	Twice each week	<ol style="list-style-type: none"> 1. Joe wicks PE sessions posted from YouTube (https://www.youtube.com/playlist?list=PLyCLOpd4VxBsXs1WmPceKtsQyFbXTf9FO). 2. PE activities/sports can be posted. 3. PE activity from PE folder in shared (S:\NonPupil\Website resources\PE).
Science	Weekly/ Fortnightly (as you would in school)	<ol style="list-style-type: none"> 1. SCIENCE activity from SCIENCE folder in shared (S:\NonPupil\Website resources\SCIENCE). 2. Science activity/investigation activity set to duplicate what is being carried out in school.
Foundation subjects	Weekly (as you would)	<ol style="list-style-type: none"> 1. Foundation subjects will be posted with an explanation, presentation/notebook/video to support learning and an activity.



	in school)	
Mindfulness/ Thrive	Daily	1. This should be a short, 10 minute activity and could include: <ol style="list-style-type: none"> mindfulness colouring a class Thrive activity a relaxation activity a mindfulness activity (S:\NonPupil\Website resources\Mindfulness).

Marking and Feedback of Home Learning

When children are carrying out home learning, it is important that children get some form of feedback to know that their work is being acknowledged. Where teachers are still responsible for teaching in class there will be time restraints. Due to this, the marking of online learning will be more limited. However, the following must take place:

- each piece of work will be 'liked'
- where children have not achieved the objective of the learning, a comment or some form of explanation will be given.

These are the minimum expectations for a child learning from home. If a member of staff wishes to, they may take further steps such as highlighting learning or commenting on learning.

Welfare Checks

When a child is not in school, it is important that we maintain regular contact with pupils/parents. Where a single child is self-isolating, a class teacher's main method of contact will be through Seesaw. If a child is not engaging on Seesaw, class teachers, SLT or Carol Hitchens will take steps to keep in contact. For children who are considered vulnerable (children who have an EHCP or where there are safeguarding concerns), class teachers, SLT or Carol Hitchens will make contact at least twice per week. Members of SLT will remain in regular contact with any families that have received a positive COVID test result.



Home Learning for a 'Bubble' Closure

How will the learning be set?

Should a child be unable to attend the setting, our home learning offer will take place over the online learning platform *Seesaw*. As a school, we will implement measures to ensure that we are supporting children to access this learning. The following measures will be put in place:

- If a child does not have access to a device, they will be able to complete a loan agreement and use a tablet that has been purchased to support home learning.
- If a child does not have access to a device, it may be possible to offer them a laptop that can be issued from the DfE.
- If a child prefers to access paper based learning, staff will print out the learning and this can be collected from the office or we will arrange for this to be dropped off at their home location.
- If a child does not have access to the internet, measures will be put in place to try to support this.

What areas of the curriculum will be offered and how often?

If a child is carrying out learning from home it is important that the learning offer is similar to the one they would receive in school. This will prevent the child falling behind their peers and limit the amount of 'catch up' support that will be needed on their return. It is important that the children receive a timetable that mirrors the curriculum areas they would be taught in school each day. The table below explains areas of the curriculum, how often they must be set and possible ways to teach that area.

Early Years Foundation Stage

Curriculum Area	Frequency	How
Mathematics	Daily	1. Uploading relevant notebook slides where applicable. 2. Use of home learning videos on White rose website where applicable. (https://whiterosemaths.com/homelearning/) . 3. Suggestions for practical/ play based activities using everyday resources which could be found around the home or links to relevant songs.
Phonics	Daily	1. Staff members in FS2 can record RWI sessions and post these. 2. Links to RWI sessions posted from Ruth Miskin Portal (https://www.ruthmiskin.com/en/) . 3. FS1 to provide practical phase one activities to develop listening, rhyme, rhythm and alliteration skills.
Reading	Daily	1. Post a link to a daily story online. 2. Staff members could record themselves reading a story if they wish. 3. Any children in FS2 on RWI red books or above to have a book posted using 'Oxford Owl for home' twice per week (https://home.oxfordowl.co.uk/reading/free-ebooks/)
Provision	Weekly	Post a weekly provision plan with suggested practical play based activities which will cover different areas of learning. Children will experience these over the week. Staff to carefully consider resources that parents will be able to access at home when planning these activities.
Mindfulness/	Daily	1. This should be a short, 5-10 minute activity and could include:



Thrive		<ol style="list-style-type: none"> mindfulness colouring a class Thrive activity a relaxation activity a mindfulness activity (S:\NonPupil\Website resources\Mindfulness).
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Key Stage One and Two

Curriculum Area	Frequency	How
Mathematics	Daily	<ol style="list-style-type: none"> Uploading relevant pages of planning notebook and complementing worksheets. Use of home learning videos on White rose website and accompanying worksheet. (https://whiterosemaths.com/homelearning/).
Writing	Daily	<ol style="list-style-type: none"> An explanation of activity with slides/notebook to support input and any complimenting worksheets to support. If this is just a writing exercise, upload a blank page for child to write on. Possible use of Hamilton trust resources but be mindful that these will not support what is being taught in school and more 'catch up' teaching could be needed.
Reading	3/4 times per week (as you would in school)	<ol style="list-style-type: none"> Photograph relevant pages from the text being read and upload complementing worksheet. Other resources/tasks may be used but these must link to what would be taught in the classroom.
Phonics (where appropriate)	Daily	<ol style="list-style-type: none"> Staff members in FS2 can record RWI sessions and post these. Links to RWI sessions posted from Ruth Miskin Portal (https://www.ruthmiskin.com/en/).
PE	Twice each week	<ol style="list-style-type: none"> Joe wicks PE sessions posted from YouTube (https://www.youtube.com/playlist?list=PLyCLOPd4VxBsXs1WmPcektsQyFbXTf9FO). PE activities/sports can be posted. PE activity from PE folder in shared (S:\NonPupil\Website resources\PE).
Science	Weekly/ Fortnightly (as you would in school)	<ol style="list-style-type: none"> SCIENCE activity from SCIENCE folder in shared (S:\NonPupil\Website resources\SCIENCE). Science activity/investigation activity set to duplicate what is being carried out in school.
Foundation subjects	Weekly (as you would in school)	<ol style="list-style-type: none"> Foundation subjects will be posted with an explanation, presentation/notebook/video to support learning and an activity.



Mindfulness/ Thrive	Daily	2. This should be a short, 10 minute activity and could include: <ul style="list-style-type: none"> a. mindfulness colouring b. a class Thrive activity c. a relaxation activity d. a mindfulness activity (S:\NonPupil\Website resources\Mindfulness).
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In addition the learning set on Seesaw, each day staff members will carry out Zoom video call meetings. These will be carried out in the morning and afternoon.

Morning Zoom Call

The morning Zoom call will be used to address the following:

- welfare checks to see how the children are doing
- set expectations of what work needs to be completed that day
- model the learning for that day
- answer any questions children have
- give the children a chance to say a quick hello to their peers.

Afternoon Zoom Call

The afternoon Zoom call will used to address the following:

- address any misconceptions from the day's learning
- a summary of the learning that has taken place
- identify any 'learning stars' who have worked exceptionally hard
- an opportunity for the children to say goodbye to each other for the day.

Zoom considerations

- ensure that there are always two members of staff on zoom or that the meeting is being recorded
- mute the children when instructions are being given
- monitor the chat conversation
- ensure that children are dressed appropriately.

Marking and Feedback of Home Learning

When children are carrying out home learning, it is important that children get some form of feedback to know that their work is being acknowledged. When a bubble closure takes place, ALL staff members from the class will take on a responsibility for monitoring Seesaw. The following will be expected to take place:

- each piece of work will be 'liked'
- where children have not achieved the objective of the learning, a comment or some form of explanation will be given
- some marking will be done to identify achievements against success criteria (green and pink highlighting)
- comments from children will be monitored and responded to where necessary.

These are the minimum expectations for a child learning from home. If a member of staff wishes to, they may take further steps such as highlighting learning or commenting on learning.



Welfare Checks

When a child is not in school, it is important that we maintain regular contact with pupils/parents. When a bubble is closed, a class teacher's main method of contact will be through Seesaw and Zoom. If a child is not engaging on Seesaw or Zoom, class teachers, SLT or Carol Hitchens will take steps to keep in contact. For children who are considered vulnerable (children who have an EHCP or where there are safeguarding concerns), class teachers, SLT or Carol Hitchens will make contact at least twice per week. Members of SLT will remain in regular contact with any families that have received a positive COVID test result.



Home Learning for a Local or National Lockdown

How will the learning be set?

Should a child be unable to attend the setting, our home learning offer will take place over the online learning platform *Seesaw*. As a school, we will implement measures to ensure that we are supporting children to access this learning. The following measures will be put in place:

- If a child does not have access to a device, they will be able to complete a loan agreement and use a tablet that has been purchased to support home learning.
- If a child does not have access to a device, it may be possible to offer them a laptop that can be issued from the DfE.
- If a child prefers to access paper based learning, staff will print out the learning and this can be collected from the office or we will arrange for this to be dropped off at their home location.
- If a child does not have access to the internet, measures will be put in place to try to support this.

What areas of the curriculum will be offered and how often?

If a child is carrying out learning from home it is important that the learning offer is as close as possible to the one which key worker and vulnerable children are in receipt of. This will prevent the children from falling behind and limit the amount of 'catch up' support that will be needed on their return. It is important that the children receive a timetable that mirrors the curriculum areas they would be taught in school each day. The table below explains areas of the curriculum, how often they must be set and possible ways to teach that area.

Early Years Foundation Stage

Curriculum Area	Frequency	How
Mathematics	Daily	1. Uploading relevant notebook slides where applicable. 2. Use of home learning videos on White rose website where applicable. (https://whiterosemaths.com/homelearning/) . 3. Suggestions for practical/ play based activities using everyday resources which could be found around the home or links to relevant songs.
Phonics	Daily	1. Staff members in FS2 can record RWI sessions and post these. 2. Links to RWI sessions posted from Ruth Miskin Portal (https://www.ruthmiskin.com/en/) . 3. FS1 to provide practical phase one activities to develop listening, rhyme, rhythm and alliteration skills.
Reading	Daily	1. Post a link to a daily story online. 2. Staff members could record themselves reading a story if they wish. 3. Any children in FS2 on RWI red books or above to have a book posted using 'Oxford Owl for home' twice per week (https://home.oxfordowl.co.uk/reading/free-ebooks/)
Provision	Weekly	Post a weekly provision plan with suggested practical play based activities which will cover different areas of learning. Children will experience these over the week. Staff to carefully consider resources that parents will be able to access at home when planning these activities.



Mindfulness/ Thrive	Daily	<p>2. This should be a short, 5-10 minute activity and could include:</p> <ul style="list-style-type: none"> a. mindfulness colouring b. a class Thrive activity c. a relaxation activity d. a mindfulness activity (S:\NonPupil\Website resources\Mindfulness).
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Key Stage One and Two

Curriculum Area	Frequency	How
Mathematics	Daily	<p>1. Uploading relevant pages of planning notebook and complementing worksheets.</p> <p>2. Use of home learning videos on White rose website and accompanying worksheet. (https://whiterosemaths.com/homelearning/).</p>
Writing	Daily	<p>3. An explanation of activity with slides/notebook to support input and any complimenting worksheets to support. If this is just a writing exercise, upload a blank page for child to write on.</p> <p>4. Possible use of Hamilton trust resources but be mindful that these will not support what is being taught in school and more 'catch up' teaching could be needed.</p>
Reading	3/4 times per week (as you would in school)	<p>3. Photograph relevant pages from the text being read and upload complementing worksheet.</p> <p>4. Other resources/tasks may be used but these must link to what would be taught in the classroom.</p>
Phonics (where appropriate)	Daily	<p>1. Staff members in FS2 can record RWI sessions and post these.</p> <p>2. Links to RWI sessions posted from Ruth Miskin Portal (https://www.ruthmiskin.com/en/).</p>
PE	Twice each week	<p>4. Joe wicks PE sessions posted from YouTube (https://www.youtube.com/playlist?list=PLyCLOPd4VxBsXs1WmPcektsQyFbXTf9FO).</p> <p>5. PE activities/sports can be posted.</p> <p>6. PE activity from PE folder in shared (S:\NonPupil\Website resources\PE).</p>
Science	Weekly/ Fortnightly (as you would in school)	<p>3. SCIENCE activity from SCIENCE folder in shared (S:\NonPupil\Website resources\SCIENCE).</p> <p>4. Science activity/investigation activity set to duplicate what is being carried out in school.</p>
Foundation subjects	Weekly (as you would)	<p>2. Foundation subjects will be posted with an explanation, presentation/notebook/video to support learning and an activity.</p>



	in school)	
Mindfulness/ Thrive	Daily	3. This should be a short, 10 minute activity and could include: <ul style="list-style-type: none"> a. mindfulness colouring b. a class Thrive activity c. a relaxation activity d. a mindfulness activity (S:\NonPupil\Website resources\Mindfulness).

In addition the learning set on Seesaw, each day staff members will carry out a Zoom video call meeting.

Zoom Call

The Zoom call will be used to address the following:

- welfare checks to see how the children are doing
- register pupils
- set expectations of what work needs to be completed that day
- model the learning for that day
- answer any questions children have
- give the children a chance to say a quick hello to their peers.

Zoom considerations:

- mute the children when instructions are being given
- monitor the chat conversation
- ensure that children are dressed appropriately
- ensure that key worker and vulnerable children in school cannot be seen by those at home.

Marking and Feedback of Home Learning

When children are carrying out home learning, it is important that children get some form of feedback to know that their work is being acknowledged. When a lockdown takes place, ALL staff members from the class will take on a responsibility for monitoring Seesaw. The following will be expected to take place:

- each piece of work will be 'liked'
- where children have not achieved the objective of the learning, a comment or some form of explanation will be given
- some marking will be done to identify achievements against success criteria (green and pink highlighting)
- comments from children will be monitored and responded to where necessary.

These are the minimum expectations for a child learning from home. If a member of staff wishes to, they may take further steps such as highlighting learning or commenting on learning.

Welfare Checks

When a child is not in school, it is important that we maintain regular contact with pupils/parents. When a lockdown occurs, a class teacher's main method of contact will be through Seesaw and Zoom. Each day,



class teachers will complete a register of children who are attending Zoom and working on Seesaw. If children are not then the following steps will happen:

1. Admin will send a text/email to explain that contact is needed and remind parents of the expectation for children to complete work.
2. A member of SLT will make contact with parents.

Should families not begin to co-operate, SLT will continue to contact and support families in overcoming any barriers.

For children who are considered vulnerable (children who have an EHCP or where there are safeguarding concerns), SLT and Carol Hitchens will make regular contact. This will be saved on the welfare tracker.

Members of SLT will remain in regular contact with any families that have received a positive COVID test result.