

## 1. Policy Statement

1.1. At Weaver Trust, we believe that language provides the foundations of thinking and learning, and is prioritised at the heart of our curriculum. Language development, vocabulary, phonics and reading underpin our curriculum design – with quality texts used to drive the acquisition of knowledge and skills, ensuring context and deeper understanding of concepts. Weaver Trust has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and engaging. Our strategy for remote learning continues this.

1.2. The online world brings many positives and possibilities, but it's also full of risks – and it's constantly changing. Weaver Trust follow the e-Safety advice developed by the NSPCC in association with CEOP, the child protection unit of the National Crime Agency. We understand what children and young people do online, why they take risks and how to respond to these risks so you can feel confident in protecting the children you work with. Staff, children and parents are trained, at an age appropriate level, in:

- how children use the internet and technology
- the risks children may encounter online
- harmful content online
- online radicalisation and extremism
- sharing personal content and sexting
- sexual offending against children online
- bullying online

With a view to our school community working together to ensure:

- understand which technologies, games, websites and apps children and young people use and why
- understand the risks and issues associated with children and young people being online
- know how to access advice and support to be able to better protect children and support parents to help keep children safer online.

## 2. Aims

2.1. This Home Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who aren't in school through use of Google Classroom - as an online learning platform, quality online resources and teacher created activities.
- Provide clear expectations members of the school community with regards to delivery high quality interactive home learning.
- Consider continued education for staff and parents (e.g. Meet the Teacher, Parents' Evening).
- Support communication between the school and families.

## 3. Who is this policy applicable to?

- A child (and their siblings if they attend a Weaver Trust school) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

**3.1 Home learning will be uploaded to Google Classroom, by the class teachers, half termly, and a letter will be sent to the parent detailing where to start with the home learning.**

#### **4. Content and tools to deliver Home Learning:**

4.1 Resources to deliver this Home Learning Plan include:

- Online learning platform
- Google Classroom for Year 1 to Year 6.
- Tapestry for Nursery and Reception.
- White Rose Maths resources and video links
- Teacher created English booklet
- Purple Mash as an additional resource to support learning
- Foundation curriculum grid, detailing activities for each curriculum area.
- Phone call home to ensure learning is being accessed and completed
- Printed learning packs for those unable to access the online learning platform – available through request.

#### **5. Home and School Partnership**

- Weaver Trust is committed to working in close partnership with families and recognises each family is unique, and because of this, home learning will look different for different families in order to suit their individual needs.
- Weaver Trust will provide informative videos to support parents on how to use Google Classroom and provide personalised resources where necessary.
- Where possible, it is beneficial for children to maintain a regular and familiar routine. Weaver Trust would recommend that each 'school day' maintains structured.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Children will be expected to submit English and Maths work daily on Google Classroom. This will be reviewed and responded to by the class teacher on a daily basis.
- If the child is ill themselves, they are not expected to complete work.
- Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.
- All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

#### **6. Roles and responsibilities**

##### **6.1 Teachers**

- 6.1.1** Weaver Trust will provide an online training session, via JTRS, on how to use Google Classroom. Weaver Trust will also provide teachers with quick online videos to support them with uploading and managing Google Classroom.
- 6.1.2** When providing home learning, teachers are responsible for:

**Setting work:**

- Teachers will set work for the pupils in their class.
- The work set should follow the usual curriculum.
- Teachers will upload an English document and a foundation subject document at the beginning of each half term. They will upload White Rose maths worksheets and video links weekly.
- Teachers in Nursery and Reception will set learning challenges on Tapestry.
- Teachers in Year 1 to Year 6 will set work on Google Classroom.
- Work will be uploaded for all pupils to access, it will not be set for individual children.
- A letter (template provided) will be sent out, to the family that are isolating, detailing where the children should begin with their home learning and the expectation for submitting work.

**Providing feedback on work:**

- English and Maths work should be submitted daily and teacher will respond by the following morning to the work submitted.
- Foundation subject work will be reviewed and responded to by teachers by the end of the week.
- Keeping in touch with pupils who aren't in school and their parents:
- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone, initially by the class teacher, and then if no engagement continues then the teacher should inform Becky Coates, who will phone the parents.
- All parent/carer emails should come through the school admin or head account (admin@ or head@) and forwarded onto Becky Coates (rcoates@barnton.cheshire.sch.uk)
- Any complaints or concerns shared by parents or pupils should be reported Becky Coates – for any safeguarding concerns, refer immediately to the designated safeguarding lead.

**6.2 Home Learning Lead**

**6.2.1** Alongside any teaching responsibilities, the Home Learning Lead is responsible for:

- Co-ordinating home learning approach across the Trust, including daily monitoring of engagement.
- Monitoring the engagement and achievements of home learning – through emails, phone calls and face-to-face meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of Google Classroom, including data protection and safeguarding considerations.
- Reporting to the DfE about the number of children who are accessing learning from home.
- Ensuring government funding is utilised effectively to support home learning across the Trust.
- Considering alternative arrangements for families with no access to the internet or devices at home.

**6.3 IT Technicians**

**6.3.1** IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

**6.4 Pupils and Parents**

**6.4.1** Staff can expect pupils learning remotely to:

- Complete English and Maths work daily.

- Seek help if they need it by commenting on the piece of work on Google Classroom or asking their parent to phone school to ask for support.
- Alert teachers if they're not able to complete work

**6.4.2** Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## **6.5 The Local Governing Board**

**6.5.1** The Local Governing Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **6.6 Trustees**

**6.6.1** Trustees are responsible for ensuring remote learning is provided for all children in the Trust and for the monitoring of engagement, achievement, data protection and safeguarding.

## **7. Links with other policies and development plans**

**7.1** This policy is linked to our:

- Safeguarding Policy
- Behaviour Policy
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- Online Safety Acceptable Use Policy
- Teaching and Learning Policy

## **8. Review**

**8.1** In the current climate, the Trustee Board will review this policy half termly to assess implementation and effectiveness. The policy will be promoted and implemented throughout the Trust. It is recognised that this policy may need to be adapted in light of new Government guidance.

<b>Approved by:</b>	<b>Diane Wright</b>	<b>Annette Williams</b>
	<b>Chair of Trustees</b>	<b>CEO</b>

**Date:** December 2020