

St Anne's Catholic Primary School



Home Learning Provision

Home Learning provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from home learning if local restrictions require entire cohorts (or bubbles) to remain at home.

Home learning: what is taught to pupils at home

A pupil's first day or two of being educated at home might look different from our standard approach, while we take all necessary actions to prepare for a longer period of home learning.

What should my child expect from immediate home learning in the first day or two of pupils being sent home?

Pupils receive a work pack containing year group specific activities including spellings/phonics, maths, English and theme work. They are also given a reminder of their personal log on details for Online reading materials (Bug Club), Online learning materials (IDL, TTRS) and Online year group specific activities (Google Classrooms).

Following the first few days of home learning, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

These subjects are taught in broadly the same way as we do in school –
English, Maths and Theme

Subject where adaptations may need to be made:

PE – instructions given via Google Classrooms with fitness videos and physical activities recommended to pupils to engage with.

Music – instructions given via Google Classrooms with links to songs for listening and appreciation as well as questions to answer.

Art – instructions and examples given via Google Classrooms in relation to activity and skills but allowances made for variation of media used to complete activity.

Reading – Online reading via Bug Club and comprehension questions provided via Google Classrooms or paper copies. Useful websites suggested such as Oxford Owl.

Science - instructions given via Google Classrooms in relation to activity and skills, videos used to show results of experiments due to lack of access to materials to carry out experiments.

ICT - instructions given via Google Classrooms but alterations made to activities based on technology available to pupils.

MFL- instructions given via Google Classrooms but alterations made do activities based on technology available

EYFS - Practical activities provided via Tapestry app with an overview of the week on the school website.

Home Learning and study time each day

How long can I expect work set by the school to take my child each day?

We expect that home learning (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils (this is guidance only) As a Catholic School we will also make available a collective worship on a Monday, daily prayers Sunday liturgy	EYFS – 3 hours KS1 – 3 hours KS2 – 4 hours
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Accessing home learning

How will my child access any online education you are providing?

Google Classroom Bug Club IDL TT Rockstars Tapestry School Website Parent App

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

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

In extreme cases, iPads/Laptops will be loaned out to pupils who require them.

They will be signed out and in, as needed, via school office. Parents can contact school via school office, school website, Parent App or via email.

How will my child be taught?

We use a combination of the following approaches to teach pupils:

Recorded teaching - White Rose videos used to provide instruction for maths activities for year 1 – year 6

Printed paper packs produced by teachers with clear instructions (e.g. workbooks, worksheets) for all year groups with a weekly timetable highlighting what the children need to cover each day.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Long-term project work and internet research activities to support teaching of some foundation subjects such as history and geography (including open ended practical activities)

Written instructions, video instructions and activities provided via Google Classrooms.

Reading books provided via Bug Club (teaching instructions included)

Foundation subject activities provided by google classrooms

Teachers will send messages and activities via the school fb page and Parent App.

Teachers will pre-record themselves reading stories and send these to the children

Pictures, videos and work set via Tapestry.

Where appropriate and relevant teachers will deliver short sessions via zoom these could include morning welcome, end of day story, phonics session etc.

Engagement and feedback

- Teachers will check Online engagement via Google Classrooms daily and provide feedback if required during normal school hours
- Teachers will contact pupils who are working through paper work packs via teacher email.
- Staff will make phone calls to pupils working at home to check in with how they are doing.
- EYFS staff will check online engagement of Tapestry.

If engagement is a concern:

- Teachers will contact parents via phone call
- Mrs Hampson will contact you
- Mrs Prescott will contact you

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 home learning:

- Pupils are expected to complete activities set out in work packs or on Google Classrooms for a minimum of 3 hours per day
- Pupils/parents are expected to contact teachers via Google Classrooms, or class email if they have any questions about activities set
- Pupils are expected to complete all activities to a high standard, in line with normal in school expectations
- Pupils are expected to uphold our St Anne's values, RESPECT, RESOURCFUL, READY, RESILIAN, RESPONSIBLE

Expectations of parental support, for example, setting routines to support your child's education:

- Parents are expected to provide the children with a quiet, calm space to complete their school work
- Parents are expected to support pupils with access arrangements for completing their activities
- Parents are expected to provide children with a structure to their day which mirrors that of the typical school timetable e.g. start times, break times, lunch times. Teachers will provide an example structure in children's work pack.
- Parents are expected to demonstrate high expectations and enthusiasm when engaging with pupils regarding school work

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers will check Online engagement via Google Classrooms daily and provide feedback if required during normal school hours
- Returned weekly packs will be informally commented on.
- Weekly checks on how often pupils are logging into Bug Club, IDL and TTRS will be monitored.
- Work on goggle classroom will be marked.
- During zoom lessons/video calls the children present and joining in will be noted.

from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Work provided will be set appropriately to ensure pupils can access activities at their own level.

Additional support materials will be provided as required.

There will be a focus on consolidating skills and reinforcing previous learning.

For younger children activities will be appropriately planned to ensure pupils can continue to learn in line with their developmental phase.

Teachers will carefully plan activities which follow a structure that pupils are familiar with in order to develop confidence in pupils.

Lessons planned will include a careful balance of online, paper-based and hands on activities.

Home learning packs will be differentiated for SEND pupils.

Any pupil with an OSP will have this sent home in their home learning pack so they can work on their targets.

SENCo Mrs Cookson will be available to speak to any parents concerned and will also phone families to check in on how they are.

ELSA packs will be provided for pupils who are working at home and Mrs Barry will do weekly phone calls home to check in on these pupils.

The MHST, school counsellor and speech and language therapist who work for St Anne's will also contact parents of pupils who are working at home and are due to be seen for online consultations/therapy or telephone consultations/therapy.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

All work children are completing in school will be made available to pupils who are self-isolating with relevant adaptations made (see curriculum section).

Instructions will be provided via Google Classrooms and activities will be scaffolded to allow pupils to access learning without direct teaching. Feedback will be provided to pupils via online platforms.

THIS GUIDANCE POLICY IS SUBJECT TO CHANGE BUT WE WILL DO EVERYTHING IN OUR POWER TO PROVIDE YOUR CHILD WITH MEANINGFUL LEARNING BUT DON'T FORGET BEING AT HOME WITH YOU IS ALSO VERY VALUABLE TIME, SO PLEASE DO WHAT YOU CAN BUT DON'T STRESS OVER ANYTHING-WE ARE HERE TO HELP ALWAYS-GOOD LUCK AND STAY SAFE!