

Billingham CE Primary School - Home Learning Protocol

We fully understand the challenges of Home Education whilst handling other work and family commitments. We will provide a range of learning materials for support but will also provide a range of solutions for parents to access online facilities where schools can respond to parents' enquiries. This protocol has been designed to support schools and parents during a self-isolation period and /or a class/school closure period to reduce the impact of loss on learning from school. In the event that your child needs to self-isolate or lessons are suspended for any period of time, we aim to establish a rigorous home-learning protocol to enable children to continue their education away from the school site with appropriate support structures to ensure equity for all children

This protocol aims to set out:

- Procedures and expectations for the wellbeing and safety of children and staff
- Provide a framework for learning and associated resources to support children's learning

Should your child be subject to self-isolation or schools be forced to close or go through sustained periods of extended closure due to the virus children will be provided with a range of learning resources. School will support families to access these resources through either full online recorded or live teaching, or through a combination of online and website-based learning. Schools will provide a suggested structure for families to follow and there will be a degree of expectation by the government that families follow these suggestions. There is an expectation that children attend the live sessions when scheduled. We will be taking an attendance register for these sessions and the office will be contacting families who do not attend in line with our Evidence of Remote Learning Engagement Policy'. We will ensure teachers are able to interact with children and families through the following platform(s).

We acknowledge and realise the difficulty that some families face due to the lack of suitable online resources at home. The government have provided school with a limited number of laptops which we can lend to parents/carers and we are hopeful of acquiring some more laptops from a local charity to loan out in due course. We are able to apply for temporary data increases from your network providers and 4G wireless routers. To find out more information please contact school to discuss any issues you may have via our admin team lynne.rowitt@billingham.lincs.sch.uk (Tues-Thurs) or Lindsay.stephenson@billingham.lincs.sch.uk (Mon and Fri).

Other ways of contacting school are:

- Telephone Phone Contact (through mutually agreed timings if with a class teacher)
- Email via your child's class teacher. Email addresses are first name.surname@billingham.lincs.sch.uk.

Please note that staff will not be available for contact out of school hours (9am-3.20pm Monday to Friday). They will not respond to messages out of these hours

How we will provide access to online remote learning

- Microsoft Teams (the main learning platform for KS1 and 2 children)
- Tapestry (the main learning platform for YR Kingfisher children)

Please see our website for more examples of the supplementary activities that may be used alongside the timetabled sessions.

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

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

Reception and Key Stage 1 Reception (Kingfisher Class) Year 1 (Wagtail Class) Year 2 (Chickadee Class)	The government have set a minimum requirement for 3 hours a day. 3.5 hours a day 4 hours a day 4 hours a day
Key Stage 2 All Classes	The government have set a minimum requirement for 4 hours a day. 4 hours a day
Each class has a daily 30 min time for physical activity as a minimum.	

Structure of the day in the event your child has to self-isolate

Each class (Y1 to Y6) has its own class page on MS Teams. YR have work set on Tapestry. Log on to access learning.

Structure of the Virtual School Day in the event of a bubble closing or school closure.

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments with MS Teams or Tapestry for YR. Feedback will be given but will not be instantaneous and will vary due to the nature of remote learning. Your child will receive some feedback by the end of the working school week though. Feedback could be in response to photos of work emailed to the member of staff's school email address. Your child's teacher will inform children of the structure for the day at registration. A typical timetable of activities or events for the week is shown below. Some lessons will vary depending on PPA time for staff which varies. Each class teacher will communicate the daily timetable to children at the start of the day.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Registration We will stagger this in case you only have 1 device per family.	We understand the difficulties associated with this if families only have 1 device and more than 1 child needing to access it. If a child is not able to make registration due to this we will continue to monitor through participation in live lessons, communication with the class teacher and work submitted. If it is clear that pupils are participating then no follow up action will be taken by the school. Teacher to register attendance during their morning briefing. Children to get their daily briefing about what they can do and feedback about how well their class is doing on specific learning content and sharing their thoughts and feelings. They will also be informed about the structure of learning activities for the day ahead.				
Session 1	English/Phonics or Maths		English/Phonics or Maths		
	Break for 15 minutes after session 1				

Session 2	English/Phonics or Maths	English/Phonics or Maths
	Break for 15 minutes	Break for 15 minutes
Session 3	Active Session (Physical activity) 30 mins	1 hour session. Physical Activity plus e.g. Spelling, Handwriting, Reading
	Lunch 12:30:1:30	Lunch 12:30:1:30
Session 4	Foundation Subject	Foundation Subject
End of the day	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning/share a story/ act of Collective Worship. For children in Hawk, Penguin, Woodpecker and Swan class they can use Purple Mash to blog a comment such as something they have achieved today or ask a question.	

Additionally, we recognise the value of physical activity as part of the normal school day. Each day should have a physical activity session. Here you can help your child to complete the daily mile, walking around the house or in the garden if the weather is applicable. Currently you can take physical exercise by walking from your home in the village. Your children can also take part in the Couch 2 Tokyo (see attached poster) and enter the distance walked.

Foundation Subjects inc: Science, IT, RE, History, Geography, Music

An example of a typical learning activity structure

1. Video introduction by class teacher - lesson objective and success criteria shared. Oak National Academy or similar used to support the lesson or White Rose for maths. 1 live session per day. Rest are recorded sessions or sharing Power Point etc..
2. Children have an opportunity to practise what they have learnt/complete any activity set by the teacher. There will be a range of opportunities over the lessons between online docs and handwritten paper and pencil. This can be uploaded onto Teams for feedback. It can be photographed and emailed to the teacher. We will endeavour to provide a book for the children to record in. We will endeavour to provide the White Rose Maths exercise book they would record in at school for home use.

What the Home Learning experience during a bubble closure or school closure will look like in the Reception Kingfisher class.

For early years children we will be predominantly using tapestry to interact with parents and children, ensuring that there will be limited screen-time and as much practical activity opportunities as possible.

- There will be a daily morning welcome and hello from the class teacher explaining what they will be doing for the day. This will take place at 9.30 for approx. 15 minutes. Following that videos could be posted onto Teams
- Each day there will be an English, maths and phonics session with practical activities with resources that can be found around the house.

- Each day there will also be another activity to carry out which will support other areas of the EYFS Curriculum,
- There will also be daily story time sessions as part of the Connect Time.
- Work can be submitted via Tapestry or you can take a photograph of it and email this to your child's class teacher.
- Parents can use Tapestry to make the staff aware if their child does not understand a concept.

What the Home Learning experience during a bubble closure or school closure will look like in Years 1-6

- Years 1-6 will be using Teams as online learning platforms during Home Learning.
- Daily, learning activities will be uploaded onto Teams for children to access.
- Teams enables teachers to give feedback to children on their learning, and children will be expected to share their learning on Teams to allow the class teacher to do so. The chat room discussion tool on Teams is a good way for staff to provide feedback to pupils but also for pupils to ask questions / raise a lack of understanding. Teachers will monitor this and make use of intervention support via Teams as they would in the classroom if a pupil(s) do not understand a concept.
- Children will be using Teams as a means to discuss learning misconceptions as well as ask any questions children may have.
- Children will be expected to practice their tables through Timestables Rockstars and Numbots.
- Spellings will be given weekly and it is expected that an adult is to test the child at the end of the week.
- Exercise books will be sent home for children to complete some of their learning. This can then be photographed and uploaded onto Teams or emailed to your child's class teacher.
- All procedures are fluid and will be evaluated and reviewed accordingly.
- Staff will be taking a daily attendance register each morning and will note participation at the live lesson. It is vitally important for teachers to stay in daily contact with pupils and this enables pupils to view each other online.
- Work can be submitted via Microsoft Teams. Alternatively you can take a photograph of it and email it to your child's class teacher.

How will my child be taught remotely?

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

- Live teaching (online lessons). 1 daily.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Textbooks in maths using the White Rose Maths Scheme with supporting recorded resources inc PowerPoints.
- Reading books which pupils have at home and access to other reading online resources such as The Oxford Reading Tree website.
- Access to websites which the school subscribes to such as TT Rockstars (times tables) and Charanga (inc Yumu) for music.

- IT is taught through the Purple Mash scheme for which pupils have user names and passwords.
- Commercially available websites supporting the teaching of specific subjects or areas, inc video clips or sequences e.g. from the BBC. Carres Outreach You Tube resources.

Will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However we have needed to make some adjustments in some subjects. For example:

- Music. In school we use the Charanga Music Scheme. It can be difficult to deliver this remotely for some units if for example they require musical instruments. Teachers will try to adapt by using e.g. clapping. However when this is not possible we will use the YUMU remote learning resources on Charanga instead.
- PE. Remote learning means we need to adapt our curriculum accordingly. We will make use of active sessions such as those provided by Carres Outreach on their You Tube channel and Joe Wicks. There will also be some live active sessions from school. Also included in the remote provision will be the daily mile, making use of daily exercise such as walking or activities to do around the house.
- For some subjects such as Geography, history, science your child's class teacher may direct pupils to Oak Academy resources or other external resources such as BBC which fit into our curriculum which would have been studied in school.

Additional support for pupils with particular needs

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 work with parents and carers to support those pupils.

- As far as is possible, those pupils with an EHC Plan will be in school and continue to be supported following the actions in the EHCP. If a child is not in school then school will discuss the reasons why with the parent / carer and provide support accordingly.
- Our SENDCO works for 3 days a week and will ensure that she contacts parents / carers weekly (more if requested) to check on questions / issues etc.
- If a parent has questions over the ability of their child to access the learning then to speak to our SENDCO (email is best as she is working from home on Rebecca.atkinson@billinghay.lincs.sch.uk).
- For Reception aged pupils we use Tapestry to communicate directly with our parents / carers.

Roles and Responsibilities (Children)

Maintain your excellent progress at school by:

- Dedicating appropriate time to learning, your teacher will give you guidance to help with these expectations
- Check Teams to understand your teachers' expectations of what you are learning and what you need to produce
- When you are working at home make sure you choose a quiet space free from distractions (such as TV) but it must be in a communal area of the house. Not your bedroom.
- Remember you should still do your own work! Parents/helpers can **help** but not do the work for you
- Keep healthy habits and take breaks away from devices between scheduled lessons
- No eating. You may have a drink at the table
- Be dressed in your clothes not your pyjamas
- Be at a table where possible
- Be contactable during the required times – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by school
- Seek help if they need it, from school
- Alert school if you're not able to complete work
- Classroom expectations re behaviour still apply.
- Use raising of the hand to ask a question. Your teacher will then unmute pupils to speak.
- Pupils must not record any aspect of the session.

Roles and Responsibilities (Parents)

Support your child/ren in their learning by:

- Ensuring that children participate in remote learning daily. School are still required to take a daily attendance register and do this through the registration and participation in remote learning. School will follow up when children are not engaging or submitting work daily in line with our Evidence of Remote Learning Engagement Policy.
- Setting routines to support your child's education.
- Ensuring that children access the learning daily and are present at the Live sessions (when these are timetabled to take place). Participation will be noted during these sessions.
- Consider the age of their child- adjust home learning environment to suit their educational needs.
- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Respect that teachers will respond in a reasonable time frame but will not be instantly available and this will only be during school hours
- Act in a respectful way during the Live lessons
- Be respectful of the school adult leading the Live lesson
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)

- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
Monitor their access
- Ensure they fully engage and follow expectations
- Provide a learning space

Questions related to:	Contact:	Typical Response Time
Your child's learning Kingfisher: Mon & Tues Kingfisher: Wed – Fri Wagtail Class Chickadee Class Swan Class Penguin: Mon – Wed Penguin: Thurs & Fri Hawk Class Woodpecker Class: Am only	Contact your child's class teacher by email. Danielle.clarke@billinghay.lincs.sch.uk Natalie.parsons@billinghay.lincs.sch.uk Leanne.brereton@billinghay.lincs.sch.uk Rhian.cann@billinghay.lincs.sch.uk Janet.smithson@billinghay.lincs.sch.uk Claire.pool@billinghay.lincs.sch.uk Melissa.green@billinghay.lincs.sch.uk Michelle.hall@billinghay.lincs.sch.uk Jennifer.waller@billinghay.lincs.sch.uk	By the end of the school day if possible (or end of next school day if sent out of school hours).
Technology Tues – Thursday Mon and Friday	Contact admin team at school who will try to sort out the problem. Lynne.rowitt@billinghay.lincs.sch.uk Lindsay.stephenson@billinghay.lincs.sch.uk	
Any other issue related to distance learning	Contact the admin team at school.	