

CRADLEY C OF E VA PRIMARY SCHOOL

Home Learning policy with technology

Vision Statement: Enriching Lives

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Herefordshire Computing Guidance.

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1 Policy & Rationale

1a Why use technology for home learning?

In so many areas of learning has the potential to extend possibilities, motivate children and to extend the audience. These are no less true for home learning when learning is possible in the normal way, at other times (COVID-19) technology may well become the main vehicle for learning. This is particularly the case when children, either as a group or as individuals cannot be present in school.

1b Responsibilities, reviewing the vision and policy

- This policy is reviewed every two years or more often if significant changes in technology or circumstance arise.
- This policy, and all revisions, is ratified by the governing body.
- This policy is formulated and monitored by the computing coordinator. The computing coordinator also leads on the two yearly review of the policy.
- The policy is based around what we consider to be the best technical solutions at the time of writing

2. Expectations

- This Home Learning Policy has been written in the light of the recent global emergency COVID_19
- In event of a school closure relating to Covid 19 or for a period of longer than two days in other circumstances, the teachers and support staff will provide a range of suggested activities and learning tasks for children to carry out, and will undertake at least one online communication with the children each day, so to minimise the impact on their long-term progress.
- We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.
- We recognise that all children need leisure time and hope that our policy reflects a balance, so children can extend and consolidate their learning with parental support, while still allowing 'down time' for the whole family.
- Children should do what they can. Parents can only do what they can – we do not expect parents to take on the role of a teacher. Enjoy spending some time together, try to balance school work and family time.
- The wellbeing of children should be the main focus for parents and making sure that they maintain healthy relationships with their child should be their first priority. If the work being set by teachers is not meeting this criteria the

parent must communicate this with the school via Tapestry as a matter of urgency.

- We will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- We have selected Seesaw as a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.
- We will make sure staff are trained and confident in its use.
- A range of learning tasks will ensure that children who do not have access to the computer or internet will not be disadvantaged. However, you will need email to access the work. We will also provide laptops or iPads to children who are not able to access the work due to a lack of technology. We can apply to the Government for extra wifi data if needed too.
- We will use online exercise books on Seesaw so that work can be celebrated immediately.
- We expect parents to make sure children are uploading their work, via Seesaw each day so that we can monitor and support all children during this time.
- Parents must refer to our e-safety policy and make sure their child is abiding by this through this period. This is the parent's responsibility but school are able to support with this if needed.

3. The responsibility of the teacher

- On all school days the staff will provide English and Maths activities each day of an appropriate length to the year group eg. You would expect a child in Year 6 to receive more work than a child in Year 3.
- The remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. T

The amount of remote education provided will be, as a minimum: Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day

- All home learning tasks should be designed to ensure that students are able to consolidate their learning and make progress. In many cases, this will involve opportunities for them to be creative, include an element of choice and develop areas of interest to them. It should be recognised however, that tasks should be meaningful and relevant, enabling students to improve their learning.
- The nature of the task will vary considerably and can range from completion of short activities (such as completing worksheets) to extended tasks. Where

extended tasks are set over a number of weeks these should be broken down into a series of smaller steps for students to complete which should be communicated to students as appropriate

- Teachers will post work onto Seesaw, we will be continually reviewing this process for how well it works for teachers and parents.
- In addition to English and Maths teachers will set work relating to topic, so that children's learning across curriculum continues, with tasks aimed at ensuring that children acquire some of the key knowledge that we teach in school. For example, learning the 7 continents, drawing a world map to label them or writing a poem about the journey of a raindrop in the water cycle or creating a timeline with pictures to plot key events during the Tudor Era.
- Teachers will share strategies to teaching different things, for example spellings as they see necessary.
- We will try and support children across the school with a social time once a week. This will be through Zoom communication tools.
- Parents are expected to make sure their child is getting exercise each day in line with government guidelines that children have 60 minutes of activity each day and suggestions for how to do this will be shared by the PE coordinator

4. The Responsibility of the Parent

We expect parents to take an interest in their child's home learning and encourage them to complete it to the best of their ability. The following guidelines are offered to support parents in establishing good routines for home learning.

- Encourage students to find a suitable comfortable and quiet place for completing home learning task, ideally an area that has a table. This area should be free of distraction such as TV, phones, etc.
- Establishing a regular routine every weekday for home learning time. This will be helpful in setting up good habits.
- Use Tapestry to communicate with teaching staff re any issues including home learning.
 - Access Seesaw to check that home learning has been set and if it is completed by the deadline.
 - Parents must refer to our e-safety policy and make sure their child is abiding by this through this period. This is the parent's responsibility but school are able to support with this if needed.

5. Communication

- We welcome communication to teachers for help with work or other matters required via Tapestry.
- Teachers will reply to notes at a time convenient to them, but parents cannot expect a reply outside of working hours.
- In an emergency, the school is always here to support you and your family. Please do not hesitate to contact us in the case of an emergency. We will always do our best to help.

6. Technology & Resources

- We use technology in a profitable way. We are clear that technology at home is not just a replacement for activities that might take place in school in more traditional ways: teachers plan for appropriate and value added activities drawing on what tech is good at.
- Appropriate training and support in home learning and tech is provided for staff.
- Timescales are usually longer for home based tasks and teachers' expectations are adjusted accordingly.
- "Marking" takes on a new meaning and different forms with digital. Marking standards and expectations are set with this in mind.
- Not all home learning is screen based in order to achieve a healthy balance.
- Support is provided for parents, where appropriate to help them understand how they can best support their children and how to adjust their own expectations.

2a Seesaw

Our main **content management / workflow system** throughout the school is Seesaw.

- Seesaw is used routinely **in the classroom during the school** day:
 - Share this work of the children with their parents/caregivers.
- In addition to all of that, **as a home learning tool** we use Seesaw to:
 - Provide a versatile "homework" tool allowing meaningful tasks to be carried out at home.
 - "Flip" the classroom by allowing preparation for learning to be undertaken first at home (eg background ready, responding, gathering photographs, internet resources, responses from family members) and sending them digitally into school.
 - Allow each child to interact, exchanging work and comments, only with the teacher
- In addition to all of that, **as a home learning tool** we use Tapestry to:
 - Provide an essential communication tool.
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2b Zoom – Video conferencing

We have chosen to use Zoom for controlled and supervised interaction between children because it offers a hassle free, easily setup and managed environment.

Teachers make their own decisions about how best to use it with their own classes but broadly it is used:

- To play online quizzes and play games together .
- To provide a platform where children can exchange and share ideas live
- To enhance wellbeing and mindfulness for children who will not otherwise see their friends.
- As a tool for staff meetings, parents meetings, governor meetings

2c Content

Content is drawn from the content providers we use normally in school. An example of these are:

- Real PE
- Hamilton Trust
- Tara Maths
- Talk for Writing
- Twinkl
- Education City

7. Involving parents

- In line with the terms and conditions of online platforms we obtain parental consent for all online tools we use in school.
- We do this once a year / as children enter the school by obtaining blanket consent.
- We ask parents to take an active role in the oversight of their children's learning at home.
- We help to facilitate this by encouraging them to use Seesaw to share work created by their child.
- We use Tapestry to maintain online conversations with parents.
- Parents are able to respond to group messages, however for matters which need more privacy are asked to create a new thread between themselves and the teacher.
- Parents and teachers should like a comment to show that they have read it. This does not necessarily mean they like what has been written.
- Where video conferencing takes place we ask parents to oversee this.
- If children wish to take part in their own conferences it is essential that this is done by the parent from an account they have created. It is even more important that these are overseen by parents.

- We initiate conversations with parents on the subject of access to technology at home to try to ensure equity of provision (see below).

8. Online safety & safeguarding

- All online activity is undertaken in school within the parameters of our online safety policy which can be found on the school website
- Similarly Safeguarding is an important consideration in all we do, this extends to home learning.
- Teachers use only official school email accounts and are encouraged only to use school equipment.
- We recognise that home learning may bring with it extra opportunities to be vigilant about safeguarding. For example, video conferencing can provide an insight into home situations. Safeguarding concerns are reported according to our policy.
- Children are encouraged to report any concerns they may have to a member of staff.
- Teachers regularly discuss with children the importance of keeping passwords secure and secret, we recognise that this is especially important beyond the protection of the classroom.
- Children are reminded about taking breaks from screens and the dangers of overuse.
- Equally, teachers are encouraged to set their own parameters around when they are available online. It is made clear to parents that they will not always be so.
- Children are reminded about camera, microphone and device security and about privacy controls on devices.
 - [NCSC Guidance on security of cameras](#)
 - [NCSC Securing devices](#)
- Teachers remind children of the rules that apply when taking part in a video call and about etiquette. These are revised at the start of every session:
 - Children must be appropriately dressed and in an appropriate room
 - Everyone needs to wait their turn to speak (perhaps put hands up, teachers should consider muting pupil's devices)
 - Consider what is in the background
 - Be aware of open mics and cameras
 - "classroom standard" behaviour is expected
- All use of technology affords opportunities for online safety discussions; this is no less true of technology at home.
- Unsupervised one to one tuition is not permitted in order to protect both the child and the adult.
- Acceptable use policy guidelines (see our Online Safety Policy) apply equally with remote learning

- Teachers may record video sessions and make these available to children after checking (it can be a valuable support tool for some children to be able to watch explanations repeatedly). Where this takes place it is made clear from the outset that this is happening.
- Expectations are made clear to children about not sharing such recordings further, and that they will be kept only for as long as is necessary.
- Children are not permitted to record live video sessions.
- Teachers keep a record of when recordings were made and who participated in them.

9. User accounts and personal data

- We use Education City and TT Rockstars and children are given “account codes” in this way children need only these to sign in and can see only their own work. Children also have personal home learning codes for Seesaw.

10. Parity of provision

- We are clear that inequality of home provision of technology is not used as a reason for the majority not to use it.
- Older devices which we no longer use routinely in school are discretely offered to children for home use.
- Teachers engage parents in conversations about what is possible with tech at home.
- We have a named point of contact in school for children / parents to approach over technical provision at home.
- Conversations with parents also touch on connectivity, broadband and payment plans. We are keen that vulnerable parents understand the implications of working with video files, for example, outside of an unlimited data plan on mobiles.

11. Additional resources which may be helpful

Online learning resources EYFS Free resources:

<https://www.bbc.co.uk/bitesize/topics/zcqqtftr>

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

<https://gabigames.co/numberblocks>

<https://www.bbc.co.uk/iplayer/group/b08bzfnh>

KS1 and KS2 Online resources:

Times table Rockstars – <https://trockstars.com/>

Education City - <https://www.educationcity.com/>

Active Maths - Add link from home learning

Oak National Academy

CBBC and BBC bitesize

Oxford Owl and GOEPIC

Other fun websites that you may be interested in:

GoNoodle - <https://www.gonoodle.com/>

The Kids Should See This <https://thekidshouldseethis.com>

Mystery Science <https://mysteryscience.com>

Stories <https://www.storylineonline.net/>

NASA <https://climatekids.nasa.gov/>

Mindfulness and exercise <https://www.gonoodle.com/>

Daily drawing lessons

<https://www.youtube.com/watch?v=MjaYnyCJDdU&feature=youtu.be>

Phonics play comics www.phonicsplaycomics.co.uk

Edinburgh Zoo <https://www.edinburghzoo.org.uk/webcams/rockhopper-penguin-cam/>

Phonics Play www.phonicsplay.co.uk/freeIndex.htm

BBC Bitesize www.bbc.co.uk/bitesize