



Hampton Infant School and Nursery

Remote Learning

Version	Date	Review date	Comments
1	January 2021		New policy – shared with all staff
2	January 2023		Updated in line with current school expectations

'Be the best you can be!'

Purpose

If school is unable to open or suspended then this Home Learning is implemented and the following guidelines are put in place. The intended outcome is that the curriculum is at the forefront of the learning support that is offered at home.

Guidelines

- Home learning is organised through the home support micro site on the website.
- **For Nursery**, this will include a range of activities linked to developing the children's skills in the Prime areas of learning; personal, social and emotional development, communication and language and physical development. You will also find activities linked to one of the focus stories suggested timetable for learning at home.
- **For Reception**, this will be updated with home learning activities for all areas of the curriculum. There will be specific phonics, reading, writing and maths tasks as well as suggestions for art, music, PE and cooking. On the Reception pages on the micro site you will find slides for phonics, maths and topic work broken down into each day of the week. You will also find activities to support your child with reading and writing at home as well as the story of the week and a suggested timetable for learning at home.
- **For Year 1 and Year 2**, these individual class pages will be updated daily with pre-recorded lessons for the next days' learning. The class teacher will provide a message at the start of the week to set expectations for learning, as well as a weekly recorded story. Home learning activities and tasks will cover English, Maths and 'Busy Bee challenges' for the foundation subjects such as art, history, science etc.
- The home support pages for Year 1 and Year 2 will be updated daily with pre-recorded lessons for the next days' learning during school closure in term time. They will also be updated weekly on a Sunday by 8pm with any new content to support learning, during term time.

Class teachers (including non-class based teachers)

- A variety of tasks should be set across the curriculum, taking into consideration possible limitations a child might experience at home such as access to a device, writing materials, physical resources and adult support
- The learning tasks should be organised so parents can clearly see what to do each day of the week
- The new work set each week should consist of:
 - A recorded message at the start of the week from the class teacher to the class setting the expectations for the week with regards to learning focus and tasks to be completed.
 - Reading – a set of questions ensuring coverage of the different question types linked to comprehension. Use a google quiz for this format.
 - Recorded weekly story time using a high quality text
 - Maths and English – 5 challenges per week with at least one linked to new learning – teacher to pre - record the main class teaching input and set the task. This pre-recording should be no longer than 20 minutes and could include the task the children are to do.
 - Phonics
 - EOV – weekly focus words to develop vocabulary – limit to 2 or 3 words linked to a subject area. Recap these in the 'Friday Quiz'.
 - Foundation Subjects – 'Busy Bee challenges' these should cover areas of the wider curriculum that would have been a focus in school.
 - Set up 'How are you feeling today?' forms for children to complete. These need to be checked daily by class teachers and responded to.

- Wherever possible, work set should reflect the normal curriculum however with a focus on revision of previously taught concepts and retrieval practice. Wherever possible answers should be provided so parents can mark the work set easily
- 'Friday Quiz' for English and Maths tasks weekly to recap the learning
- Teachers must keep a record that identifies the work set and children's engagement
- Teachers ensure that children's work is acknowledged at least weekly when uploaded to the class page through a showcase carousel. Also through responding to emails that parents send with updates about home learning within 2 working days. EYFS to use Tapestry to comment/respond to children's learning at home.
- Children who are not accessing online work should be noted by the teacher and highlighted as a cause for concern through SLT. Children who are unable to access the materials will be contacted by a member of staff from the SEND/PPG team and provided with paper copies of work if appropriate.

Home learning leaders in each year group

- Should oversee the consistency and quality of work set weekly
- Should check in regularly with their year group and Key stage to ensure that staff are consistent in the curriculum content that is being provided.
- Should provide support to colleagues in their year groups to ensure that work is provided as required in line with national school guidance.

Head of School

- Should check in on staff members weekly to see if there are any difficulties either academic or pastoral
- Should oversee children's engagement with home learning, intervening and escalating as appropriate
- Should connect with parents and / or children with social worker involvement, weekly to check how they are coping with the home learning

Inclusion Leader/SEND leader teacher/PPG teacher

- Should connect with parents and / or children on the SEND/PPG register weekly to check how they are coping with the home learning

Parent Support Advisor

- Should connect with parents and / or children who have been identified as vulnerable to check how they are coping with the home learning

Children

- Children should endeavour to complete all work set as much as possible bearing in mind the resources available to them and the adult support
- Children should engage with online forms and discussions in a positive and respectful manner using written English of the same standard expected in school.

Parents/Carers

- Should encourage and support their child's / children's learning and we would suggest including a minimum 3-hour daily focus on reading, writing, maths and foundation subject work with adult support in KS1. In EYFS the daily focus on learning is less than 3 hours and we would suggest between 1 and 2 hours. This needs to be age appropriate and should take into consideration any learning needs. Learning could be spread out throughout the day in smaller chunks
- Provide an appropriate place that the child can work with minimal interruption and check that the set work is completed to a sufficiently high standard
- Should contact the class teacher if there are any questions or positive feedback through office.hisn@hpp.school email address.

- We would encourage parents to email pieces of work over the week so that the class teacher can respond and give appropriate feedback.