

## Home learning plan – South Hiendley Primary School

### **Remote education support – Government expectations**

*Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.*

*When teaching pupils remotely, we expect schools to:*

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *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*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*

At South Hiendley, children, staff and families are already familiar with the See-Saw platform for home learning. **If possible please check you have signed up for the See saw app. If you need any support with this, please contact the school office.**

**Please see below for our plan for delivery of home learning in the event of the above:**

**How will work be assigned?**- The class teacher will put English, maths and wider foundation subject work on the see saw platform each day for the class. This work will be in line with the already planned learning sequences for the year group.

**How will we provide frequent and clear explanations of new content?** If it is the whole class isolating, the teacher will record a short input video and put these on see saw, alongside the work provided to the children. In the case of an individual child, where the class teacher is continuing to teach the rest of the class, the class teaching assistant will make daily phone contact with the child to check how they are doing and explain new content. The class teacher will make regular contact with the child and family over this period as well.

**How will we check work and provide feedback?** Children should submit their work when completed using the see saw app, and no later than 2pm each day. The class teacher will review the work and provide feedback and recognition for the work completed, and adjust work accordingly.

**How will we provide work for pupils with SEND?** For children with a My Support plan or Education and Health Care Plan, the SENDCo Mrs Webber will support the class teacher in providing appropriate work at your child's level. This could be on the See Saw App or in printed materials as appropriate to your child's need. Mrs Webber and your child's class teacher will be in regular contact to help support with home learning. Where a child has a Supporting Me to Learn plan, in conjunction with the SENDCo the class teacher will differentiate and assign work appropriate to your child's current stage of learning. We will work closely with families to tailor this as much as possible.

**How will we support children without access to online services?** We encourage if at all possible parents to sign up to the see saw app and explore their options with enabling children to access this. Where this is not possible, the school can provide printed materials for families; please speak to your child's class teacher about this.

## Continuity of education – how will home learning ensure that the curriculum continues to mirror that of in school learning?

Our teachers are able to assign work on a daily basis, provide video input and give feedback on the children’s work submitted, all through the See Saw app.

We will be delivering homework through the app this year, to help children, families and staff become familiar with how to use it.

Each of our subjects is carefully planned, and has the knowledge and vocabulary for each topic area already planned in across the year for each age group. We will therefore be able to deliver these subjects. Here is a brief guide to how we will do this in the event of a whole bubble isolation situation:

Subject	How will we deliver this subject?
Reading & phonics	Phonics – teachers will deliver a daily phonics session using the Read, Write Inc materials and programme  Reading – teachers will provide texts, with age appropriate questions (using VIPERS) which children will respond to. Children will record a weekly reading diary. Younger children may be asked to read to an adult and record this if possible.
Writing & Grammar	The “Power of Reading” units, which deliver the writing curriculum, can be delivered at home using video inputs and teacher instruction. Specific Grammar and Punctuation will be taught using the pre planned PlanIt! Units we have in school.
Maths	We will deliver the White Rose Maths Hub Mastery lessons, with a teaching input and set work for children to complete.
Science	Children will receive a weekly science lesson. We use the pre planned PlanIt! Units to ensure consistency and progression across the school.
History & Geography	By using the REACH curriculum, teachers have access to work booklets for children that help deliver the pre planned humanities units.
Computing	Children will receive a weekly computing lesson. We use the pre planned PlanIt! Units to ensure consistency and progression across the school.
Modern Foreign Languages	We have a planned Spanish curriculum for children, with weekly lessons. The teachers will provide a weekly lesson for the children based on this plan.
Art	We intend to reserve our “Progression in Drawing” unit of work if possible, which as can then deliver at age appropriate level to children. This will reduce the need for materials etc should there be restrictions in place.
Design Technology	We have pre planned DT units (Planning on a Page) which we will deliver. We may need to focus on the Research, Design and Evaluation aspects; teachers will adapt this subject to the length of absence.
Physical Education	We have reserved the yoga units of work from our long term plans. This will then delivered at home, as it has minimal requirements for equipment and space. This is progressively planned across the age range.
Religious Education	We use the Wakefield RE scheme; teachers will deliver a weekly RE lesson.
PSHCE & RSE	We use the 3D syllabus; again these feature weekly one hour lessons which are age appropriate and cover the curriculum.

**In the event of individual isolation, the class teacher will work with families to ensure that children are provided with appropriate home learning, and we will maintain regular contact with families and pupils to ensure appropriate input and feedback.**