**Discovery - Home Learning Protocol**

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 policy 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
* Ensures a consistent approach across all Discovery Schools, with expectations for children, parents, and staff

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 all children will be provided with a range of learning resources. The Trust expects all schools to 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. Each school 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 digital devices. We are applying for help from the Government support schemes, offering to support families to be able to purchase cheaper devices via the LGfL Device Scheme and we are asking the local community to donate unwanted devices so that we can reset, upgrade and reuse them.

* Mobile Phone Contact (through mutually agreed timings)
* Email (with limited response timings for replies)
* Microsoft Teams (the main learning platform for KS2 children)
* Tapestry (the main learning platform for EYFS and KS1 children)

Each school will provide learning through other online applications to seamlessly provide learning content within MS Teams and alongside Tapestry. Learning will usually take the format of an ‘explicit teaching’ content block - with the teacher delivering a pre-recorded or live short learning input such as an introduction through an animated power point or video (around a maximum of 20 mins) with lots of opportunity for children to practise what they have learnt using both traditional methods and digital applications . Additionally, some learning materials (around 15-20 minutes) will be dedicated for practise on fluency and recall.

The learning content can be accessed through a variety of means: -

* Secure You Tube Group Areas (phonics videos)
* Microsoft Team Areas
* Tapestry

*Some*​ examples of the supplementary applications that may be used are shown below:

* Maths (Century, TTRockstars, Mathletics, Education City, Numbots)
* English (Century, Accelerated Reader, Bug Club)
* Science (Century, Education City, Bug Club)
* All subjects (BBC Bitesize, Oak Academy)

It is important that we do fully understand the challenges of Home Education whilst handling other work and family commitments. Our schools 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.

We also recognise that some families will need long term support to develop the capacity within their home for their children to access all the learning resources. As a Trust we will be supporting our schools to develop solutions to improve access to digital technology and training for families.

**Please note that all learning materials produced by a school can be shared widely. However, pupil logins to website subscriptions that the school has purchased must not be shared externally (at Fossebrook these are; Mathletics, Times Tables Rock Stars, Century AI, Numbots, Bug Club, Education City, Accelerated Reader)**

**Contents**

1. Structure of the School Day (KS1-KS2)
2. Typical Lesson /Project Structure
3. What the Home Learning experience will look like in Early Years & Y1-6
4. Early Years
5. Year 1
6. Year 2
7. Years 3-6
8. Inclusion Support
9. Structure of the School Day for EYFS
10. Roles and Responsibilities (Children)
11. Roles and Responsibilities (Parents)

# Structure of the School Day (KS2)

The intention of this policy is to provide guidance for parents to ensure children can experience a range of educational learning experiences. It is not designed to provide a replacement structure for formalised learning. However, routines and structures are important, and to that end, we have provided an example of what an effective learning week might look like. It is not a formalised structure for families to follow but it is recommended, and we do advise that you try to adhere to the schedule as much as possible. The learning platforms will be open from 7am to 8pm occasionally they will be open until 10:30 pm to pick up possible safeguarding issues. (Please note that for well-being reasons, teachers may not respond to late messages until the following working day).

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments. Feedback will be given but will not be instantaneous and will vary due to the nature of remote learning. Your child will receive feedback by the end of the working school week. Your child's teacher will send a timetable of activities or events for the week specific to your child, which may be different from their siblings attending the same school. A typical structure is shown below.

**KS2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **R1**  8.45 -9.00am | **Registration**  Children to log into their class Microsoft TEAMS area where they will be welcomed by their teacher and take part in registration.  Children to access the daily introduction video via TEAMS where the teacher will explain the day’s learning, show children where to find it and share any feedback from previous learning. | | | | |
| **P1**  9.00-10.00 | **Maths** | **English** | **Maths** | **English** | **Maths** |
| **Break** - 10.00-10:30 | | | | | |
|  |  |  |  |  | **English** |
| **P2**  10.30-11.30 | **English** | **Maths** | **English** | **Maths** |
| **P3**  11.30-12.00 | **Guided Reading** | **Guided Reading** | **Guided Reading** | **Guided Reading** | **Guided Reading** |
| **Lunch -** 12.00 – 13.00 | | | | | |
| **P4**  1:00- 1:30 | **Accelerated Reader** | | | | |
| **P5**  1.30- 2.15 | **Topic / PE** | | | | |
| **P6**  2.15-3.10 | **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 (parents and children) | | | | |

**Topic Lessons:** Art, Music, Humanities, Science, Technology, MFL. These may be delivered by other teachers in the Trust.

Additionally, we recognise the value of physical activity as part of the normal school day. Our PE Leaders will share a daily video with some tips for staying active at home. Our school reading leaders will also share activities to support reading, including stories read aloud.

**KS1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **R1**  8.45 -9.00am | **Registration**  Children to log into their class Microsoft TEAMS area where they will be welcomed by their teacher and take part in registration.  Children to access the daily introduction video via TEAMS where the teacher will explain the day’s learning, show children where to find it and share any feedback from previous learning. | | | | |
| **P1**  9.00-10.00 | **Maths** | **English** | **Maths** | **English** | **Maths** |
| **Break** - 10.00-10:30 | | | | | |
|  |  |  |  |  | **English** |
| **P2**  10.30-11.30 | **English** | **Maths** | **English** | **Maths** |
| **P3**  11.30-12.00 | **Guided Reading** | **Guided Reading** | **Guided Reading** | **Guided Reading** | **Guided Reading** |
| **Lunch -** 12.00 – 13.00 | | | | | |
| **P4**  1:00- 1:30 | **Phonics** | | | | |
| **P5**  1.30- 2.15 | **Topic / PE** | | | | |
| **P6**  2.15-3.10 | **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 (parents and children) | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EYFS Timetable** | | | | | |
| **Time (GST)** | **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| **R1**  8:45-  9.00 | **Registration & Basic Skills**  Parents to register attendance using Tapestry  Children to access the daily introduction video via Tapestry where the teacher will explain the day’s learning, show children where to find it and share any feedback from previous learning  Children to carry out some ‘Basic Skills’ games with an adult where possible (e.g. Go Noodle!) | | | | |
| **P1**  9.00-  9.30 | **Phonics**  Activities available to all children (Trust YouTube videos - Will be posted on the ​platform to be agreed) | | | | |
| **P2**  9:30- 10:00 | **Maths**  Learning will be posted on Tapestry | | | | |
| **Break** 10:00-10.30 | | | | | |
| **P3**  10.30- 11:00 | **English Input**  This will be posted on the (platform to be agreed). | | | | |
| **P4**  11:00- 11:30 | **Free-flow activities**  Your class teacher will share some ideas for activities that you can do around the house, to help develop your child’s skills according to the day’s focus.  This may be:   * Mark making patterns/ Name writing * Fine motor activities/ Playdough * Movement and dancing   These will be a bank of activity ideas to draw upon to mirror our classroom ‘Free-Flow’ activities. | | | | |
| **P5**  11:30- 12.00 | **Other Areas of Learning**  There will be one different activity a day posted; this could be:   * Personal, Social and Emotional * Communication and Language * Physical Development * Expressive Arts and Design * Understanding of the World | | | | |
| **Lunch** 12.00-1.00 | | | | | |
| **P4**  1.00-  1.30 | **Storytime**  Stories will be posted from Teachers/ Support Staff/ Other Teachers from across the Trust.  These will be posted on the (platform to be agreed) | | | | |
| **P5**  1.30  3.15 | **Connect Time**  An opportunity to discuss the days learning with the class teacher and ask questions using (platform to be agreed) - Direct to class teacher on the ​ (platform to be agreed) ​. There will be an opportunity to evaluate the days learning (platform to be agreed) | | | | |

# 

# Topic Project Structure

|  |
| --- |
| **Project Content focused on an area of specialist interest** |
| 1. Video introduction by project coordinator – Project outcomes and success criteria shared. (10-15 minutes) (Ongoing specialism input) |
| 1. Children have an opportunity to plan what they are going to do/ research and share with project leader. Parents will be given guidance about the scope and level of detail expected to help support Project.   There will be a range of opportunities over the weeks in MS Teams and handwritten paper and pencil activities that can be photographed and uploaded. |
| 1. Project leader will hold team discussions and chat to support/facilitate projects children are doing. |
| 1. Projects will encourage dialogue between groups of children and the use of peer review to develop their work. |
| 4. Connect Time\* - An opportunity for the child to connect back with the Project leader and ask questions will be available at least twice a week |
| 1. Get children to share and present their project work back to the other children. |

|  |
| --- |
| Typical Learning Activity Structure |
| 1. Video introduction - lesson objective and success criteria shared. (5-10 minutes) |
| 1. Children have an opportunity to practise what they have learnt. Parents will be given some questions/common misconceptions to help support learning (20 minutes)     There will be a range of opportunities over the lessons between online docs and handwritten paper and pencil. |
| 1. Fluency activity - e.g. TT Rock Stars (10 minutes) |
| 1. Application and creative activity |

# 

# What the Home Learning experience will look like in Early Years

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. Following that videos will be posted onto a (platform to be agreed) - parents will be able ask questions so that all will be able to see answers. Parents will be able to ask questions also on the (platform to be agreed)
* A small collection of school resources that could be useful and to support learning will be sent home with the children during the closure.
* Each day there will be a English, maths and phonics session with practical activities with resources that can be found around the house.
* Each day there will also be another practical activity to carry out which will support other areas of the EYFS Curriculum.
* There will also be daily story time sessions using staff from around the school.

# What the Home Learning experience will look like in Y1-6

* Classes will be using the (MS Teams) for Home Learning.
* Each day the Class Teachers will be assigning one English and one Maths activity to the year group.
* For most of the activities you will hear voice recorded instructions from one of the Year 1 teachers.
* They will be sent weekly spellings to practise and the children will be expected to be tested on these words by an adult at the end of the week.
* Appropriate resources will be sent home with the children prior to closure.
* Online reading books and home learning exercise books for English and Maths will be provided.
* You will also be sent a story time every Thursday.
* Parents can use the TEAMS help desk to ask questions about the activities.
* Connect time will be via TEAMS

## Inclusion Support

Children on the SEND register will continue to be supported by school staff throughout the period of the shutdown. This may take the form of 1:1 mentoring/contact (Teachers and TAs) or specific learning activities. Where your child receives additional support from the inclusion team, please be mindful of your child's workload and consider that they may not be able to access all the lesson content in any given day.

* Children will access their specific learning activities through Tapestry or TEAMS.
* A child may have access to the following interventions, Maths, English, Phonics, Social Skills, Fine motor, Specific SEND work linked to their program of learning.
* Teachers will provide feedback to children and parents with regards to the work they have submitted via Tapestry or TEAMS.
* The SENCO will provide their contact details for ongoing communication between children and families.

# Roles and Responsibilities (Children)

|  |  |  |
| --- | --- | --- |
| *Maintain your excellent progress at school by:*   * Dedicating appropriate time to learning, your teacher will give you guidance to time expectations * Check TEAMS/Tapestry to understand your teachers’ expectations of what you are learning and what you need to produce * When you are working at home try to choose a quiet space free from distractions (such as TV) * 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 * Remember to eat and drink throughout the day * Be dressed in appropriate clothes (not your pyjamas) | | |
| **Questions related to:** | **Contact:** | **Typical Response Time** |
| Your learning | Class/specialist teacher – using the Help Desk on Microsoft Teams | 24 hours |
| Technology | ICT help desk | 48 hours |
| Any other issue related to distance learning | Headteacher | 24 hours |

# Roles and Responsibilities (Parents)

|  |  |  |
| --- | --- | --- |
| *Support your child/ren in their learning by:*   * Consider the age of your child- monitor how long your child is spending on their learning and make sure they take regular breaks * Providing an environment which will support their learning * Talk to your child about their learning * Respect that teachers will respond in a reasonable time frame but will not be instantly available * Monitoring time spent engaging in online and offline learning * Support well-being by allocating time for reflection, physical activity, conversation and play * Monitor their access to online materials * Provide a learning space * Ensure they fully engage and follow expectation | | |
| **Questions related to:** | **Contact:** | **Typical Response Time** |
| Your child’s learning | Class teacher – use Microsoft Teams via the Help Desk | 24 hours |
| Technology | ICT helpdesk | 48 hours |
| Any other issue related to distance learning | Headteacher | 24 hours |