



Whipton Barton Federation Home Learning and Support Offer

Spring Term 2021

DfE guidance on remote learning: *The remote education provided should 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. The amount of remote education provided should 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*

This document outlines how Whipton Barton Federation will provide remote learning, additional support for pupils with SEND, access to devices and connectivity and pastoral support for parents.

Remote Learning

Staffing allows us to run teacher-led, face-to-face teaching in school and teacher led remote learning for pupils at home. Our aim is to provide remote learning which does not feel remote to the children. We have a blend of independent tasks, Google Meets, telephone calls and posted videos. In summary, our offer is as follows:

	Learning at home	Assessment and Feedback
Nursery	As we are open to all nursery children, there will be no home-learning set on Tapestry. We will, however, send home a learning pack with paper, pencils, a name card and some number digits for pre-school children.	Nursery staff will not be providing home-learning feedback as all nursery children are eligible for a nursery place under current guidance.
Reception	We have slightly revised our planning so that the work is easier for children and parents to do together. Reception children learning from home will also receive learning packs. Work and videos will be posted daily on Tapestry.	In Reception, assessment and feedback is almost exclusively done through Tapestry by responding to personal posts from children. There are two elements to this feedback: positive comments to encourage parents and children and a “next step” for children and parents to work on. Next steps are linked to next day’s activity rather than simply practising what has already been learned. We ask parents to post one reply a day on Tapestry, to which the teacher will respond. Teachers will not respond to more than one post in order to manage the large workload involved in remote learning.
Year 1	Work will be posted on Tapestry as in the previous lockdown and we are asking parents to respond to this daily. We will also be offering all parents and children a Google Meet every morning as a face-to-face catch up.	Year One also use Tapestry to share work and give feedback and this is essentially very similar to Reception in that teachers will comment on one post per day. In giving “next steps” to children, teachers will have a clear expectation of all children that these are practised and that parents ensure that this happens. Year One will also host a daily Google Meet for all children learning at home. In these meetings, teachers will celebrate learning engagement and demonstrate examples of successfully completed learning. Teachers will use this opportunity to feedback to children and parents about what makes the work successful.

Year 2	We will post work daily on the Home Learning page of our federation website. Parents and children visit the website at www.whiptonbarton.org and click on Year 2 on the Home Learning drop-down. Children will be expected to complete this work daily and email some examples they are really pleased with back to their teacher at year2@whiptonbarton.org Like Y1, Y2 will also be offering all parents and children a Google Meet every morning.	Teachers will upload daily learning on the website along with links to the Google Meets for home learners, which will take place daily as in Year One. Teachers will also comment on individuals' work via email or give collective feedback and show a gallery of best work from previous day on the website. Teachers will respond to children using Read Write Inc praise phrases for encouragement and then focus on giving individual feedback on a piece of work, which is likely to be either mathematics or writing. Teachers will annotate photographs of the pupils' work with a positive comment and a next step and then email it back to them daily. Where teachers feel a child has significant misconceptions or is struggling generally, they will arrange 1:1 Google Meets with individuals via parents.
Phonics for all Reception and KS1 children	It is vital that we keep up the excellent phonics work we have been doing with the children. To enable this, parents will receive a weekly email with links to phonics videos to watch daily. This is an excellent resource and will enable parents to practise regularly with their children.	
Year 3, 4, 5 and 6	Accessing learning for these year groups is the same as for year two, via the federation website: www.whiptonbarton.org . Again, we expect children to send examples of work to their teachers. The email addresses to send work are also similar: year3@whiptonbarton.org , year4@whiptonbarton.org etc We will also be offering all parents and children of KS2 a Google Meet every morning.	Assessment and feedback for children in the Junior School is very similar across all year groups. There is a daily Google Meet for home learners in all years which is used to discuss learning and screen-share to show examples of work for assessment and discussion. Teachers send personalized emails to children for the work they receive and these often contain images of the children's work annotated by the teacher and a clear "next step" for the children's learning. Teachers will do this twice a week as a minimum. Teachers will use a range of methods to gauge children's understanding of what has been taught including quizzes and self-marked tests. If teachers feel the children have made simple mistakes in their work, they will address these through the feedback described above. If children have more serious misconceptions, teachers will adjust their planning and address the misconceptions in their teaching.
Keeping our learning family together!		
<p>It is really important that we stick together in these difficult times and that those children learning at home and at school do not become strangers to each other. To overcome this we are doing a number of things:</p> <ul style="list-style-type: none"> • Weekly year group Google Meets – a chance for all the children to meet up online to say hello and share the best bits of the week. • Facebook posts to share a selection of the learning happening at home and at school. • Challenge Tuesday – a chance for all our school community to undertake a small challenge; on a Tuesday! • Home Learning Newsletter – a weekly newsletter to share a selection of home learning from Reception to Year 6. 		

Teachers will monitor pupils' level of engagement daily. They will be responsible for following up non-engagement with parents in the first instance and then pass on any concerns to SLT at the end of each week. SLT will follow this up.

Additional support for pupils with special educational needs and English as an additional language

Any child not in school who has an EHCP, who is on our SEND register as needing additional learning support or who has EAL will receive support from the class teacher or personalised support from our SEND/EAL team depending on their level of need (tier). In summary, our offer is as follows:

Level of need	Level of support for pupils with SEND
Tier 1	<p>Class teachers plan the home learning activities and T1 additional support for SEND children in their class:</p> <ul style="list-style-type: none"> • Class teachers monitor SEND children and how they are accessing the home learning. • Class teachers work with the SEND TA and SENDCo to ensure SEND children are engaging in the home learning and if there is a need for T2 level of SEND provision / support. • Class teachers raise any concerns / issues with access, engagement or safeguarding with the SENDCo. • SENDCo monitors the home learning and 'in school' provision / practices & reports to SLT
Tier 2	<p>SENDCo and SEND TAs plan and deliver the T2 additional support:</p> <ul style="list-style-type: none"> • Google meet / phone / email remote support from SEND TA for target SEND children • SALT programmes & Language Link interventions: <p>Infants - individual home packs provided and weekly phone/google meet support from HC / JC. Children in school continue with the speech programmes Juniors - any children on a speech programme google meet sessions with KE</p> <p>SENDCo monitors engagement and quality</p>
Tier 3	<p>SENDCo identifies individual needs with class teachers and SEND TA.</p> <p>Infants:</p> <ul style="list-style-type: none"> • 1:1 sessions for target children (children come in to school for an hour for 1:1 teaching with a SEND TA) • Willow times per week • KS1 Personalised Learning Provision – daily 11-12am <p>Juniors:</p> <ul style="list-style-type: none"> • SEND TAs remote working with individual children e.g. Stairway to Spelling, Project X, Thrive • KS2 Personalised Learning Provision – daily <p>SENDCo continues to work with other services and professionals to support how the school is managing the outcomes on the EHCPs. SENDCo – monitors engagement and quality.</p>
Level of need	Level of support for pupils with EAL
Tier 1	<p>EAL school lead (JB) & SENDCo (AH) RAG rate EAL children – to identify T1-3 level of support:</p> <ul style="list-style-type: none"> • JR alerts parents to information that comes out from school (generic sent message in home languages) • Sign post parents to local authority / government advice. • Sign post parents to EAL (Babcock) support they are offering during lock-down.
Tier 2	<p>JB – check in families Teachers speak to JR. JR will contact EAL parents if they have concerns.</p>
Tier 3	<p>School works with EAL advisory service and other relevant professionals.</p>

Access to devices and connectivity

Access to reliable internet connection is vital if remote learning is to be successful. We have ring-fenced a bank of tablets and laptops and have an efficient system for distributing these to parents. By Thursday 14th January, we had distributed thirty-six of the forty requested devices. Parents request devices via a forms link which will be circulated weekly to ensure parents continue to be able to request devices if needed. We have also gathered information from parents who do not have fixed home broadband and will apply on their behalf for additional data under the DfE scheme: <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

Pastoral support for parents

Supporting children with home learning is a challenge for most parents. Parents will have support from teachers via daily Google Meets and have email access to those teachers providing home learning. Where we know that parents are struggling for whatever reason, we have two staff members dedicated to supporting them: Lydia Hughes (07469 912906) and Liz Leather (07939 384774). They will be able to connect with parents and give advice on structuring the learning day, managing expectations, providing motivators for children and in some cases for Liz, reminding parents of strategies discussed in Solihull or Timid to Tiger programmes.