

JUNE 2020



ADDENDUM TO TEACHING & LEARNING POLICY

SPRING COMMON ACADEMY,
AMERICAN LANE, HUNTINGDON,
CAMBRIDGESHIRE PE29 1TQ

Appendix 7

Home Learning in the context of school closure

In light of the Covid-19 pandemic, Spring Common Academy quickly implemented home learning protocols.

Our primary vehicle for supporting home learning is our website:

<https://www.springcommon.cambs.sch.uk>.

In the drop-down menu under 'pupil' there is a 'home learning' tab. Materials are organised by Key Stage groupings – EY/KS1, KS2, KS3, KS4/P16. There are separate sections dedicated to e-safety and mental health. The 'home learning' landing page is used to post links to relevant materials, for instance links to the NHS.

Within each Key Stage section there are:

- A generic activities sheet of suitable, open-ended tasks and guidance for supporting learning;
- Specific activities sheets for each class of suitable tasks related to their topics;
- A 'literacy' tab, with Key Stage specific learning activities (including phonics or Entry Level work where appropriate);
- A 'numeracy' tab, with Key Stage specific learning activities;
- An 'other' tab, for other curriculum areas, linking to topics.

Paper copies of materials can be sent out to families on request.

1. Videos

During a period of extended school closure, it is an expectation that teachers will provide a short video to be uploaded to the website to maintain a meaningful connection with pupils.

2. Expectations for setting home learning activities:

There is no expectation that pupils are required to do any of the work or activities set by school – the materials we provide are there to be drawn on if families find this supportive.

• Principles

We recognise that pupils who are following pre-formal and semi-formal learning pathways in particular benefit from practical, experiential learning opportunities. Therefore staff should:

- Set tasks which are skill-based, provide exciting ways to practice, and are not just 'busy work'.
- Set tasks which are open-ended, practical, and not heavily paper and pen oriented.

For pupils who are following a formal learning pathway, tasks should reflect this – many of these pupils will be working towards Entry Level qualifications.

- **When**

It is an expectation that class teachers review the material available at least every calendar month. Materials should be reviewed and updated every half-term in line with the planned topics for that class.

- **How**

Home learning materials should be saved to the curriculum team, where there is a 'home learning' folder. Subfolders exist for 'New Content' in each Key Stage area. New material should be saved to this folder so it can be quality assured by the staff designated for quality assuring the content.

It is an expectation that work is posted via the website and not emailed directly to families. This allows all learners the opportunity to access the material if it is suitable.

- **Feedback**

During a period of extended school closure teaching staff make weekly safe and well contact with families by telephone or email. Discussion should include a reminder of where home learning material can be accessed, its suitability and if any specific resources are required.

Families with access to email are encouraged to send in photographs of things they have been working on.

Spring Common does not have sufficient capacity to offer video calls with families.

3. Reassuring parents

It is important that staff reinforce that extended school closure is a result of exceptional circumstances, and therefore everyone's expectations around learning need to be modified.

Spending 5-6 hours every day working at home should not be seen as a mirror of the 'normal' school day.

Staff should use the following points of advice when supporting parents:

- Enjoy the time you spend with your child.
- Look for the learning opportunities in the things you would be doing anyway – this is life skills in action!
- Start with activities that engage them and you.
- Breathe and try to stay calm. Many pupils can feel anxious if the person working with them feels that way. A change of face can be really helpful at these times if that's possible, or if not, take time-out while they do a simple independent activity.
- Pick your battles. Some days won't go as well as others. A simple visual timetable can be useful. The first activity of the day could be to make the timetable, drawing pictures or choosing a picture online if you're doing a list on the computer.

- First and Then statements (or drawings) can help motivating your young person (especially when the 'next' is something fun).
- Keep activities short and focussed.
- Repeating activities over a number of sessions will help develop confidence and independence.
- Break activities into small steps.
- Use minimal language, support with signing, gestures, and facial expressions.
- Repeat, don't rephrase, instructions to support language processing.
- Be prepared to model an activity a number of times (it may feel like you're the one doing all the work at first, but this will help them join in confidently when / if they become ready).
- If you're feeling worried about anything, please talk to your class teacher who will be happy to help.
- Don't forget that you are an amazing parent doing an amazing job!

Policy agreed on: _____

Signed on behalf of the Trustees _____

Committee: _____

Author: _____

Review date (optional): _____

Website Y/N