



## **Home Education Policy: January 2021**

This policy has been written in response to the closures of schools to all children with the exception of those who are considered to be vulnerable or whose parents/carers are considered to be key workers .

It is intended to support the continuation of effective learning for pupils who must learn remotely as they are unable to attend school due to the recent national lockdown.

This policy has been written using, and is based on, the Government's guidance [Remote Education Good Practice](#)

It should be noted that the Government's guidance offers suggestions to help schools meet the expectations for remote education set out in the [guidance for full opening](#). These suggestions are non-statutory.

## **Ensuring access to high quality remote provision**

Remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigate any widening of the attainment gap for the disadvantaged when in lockdown in Spring/Summer 2020 and when a 'bubble' has closed due to a positive case

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. We prepared for a potential closure by:

- Sending a questionnaire to all parents/carers about the home education provision delivered in Spring/Summer 2020.
- Generated a list of which pupils who do not have device or internet access.
- Purchase additional devices that can be used at home.
- Provided high quality CPD for all teachers linked to home education, specifically how to use Google Classroom to provide effective lessons.

## **What matters most in remote education**

This policy focuses on approaches to the delivery of the curriculum. This presupposes clarity about what is to be taught by teachers and learned by pupils in a carefully sequenced curriculum.

## **Replicating the classroom remotely**

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as an effective 'real life' classroom. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice



- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'real life' classroom or through remote provision.

### **Effective Remote Teaching Provision: Google Classroom**

All children will access their work through Google Classroom. By using Google Classroom, it enables a single point of access for all lessons and resources and allows teachers to record lessons, provide written explanations, upload documents to support learning. It also provides a facility to provide feedback about learning.

Where lessons are video links, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access. Google Classroom allows teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.

Other resources, which include other good-quality free and subscription-based online resources, can be linked or embedded.

Because these platforms enable the creation of simulated or virtual classrooms, it is easier to carry over what we know about effective teaching from the 'real life' to the virtual environment. This can include clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

### **Continuing the planned curriculum**

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the 'real life' classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations can substitute well for practical work, particularly if accompanied by teacher explanation, commentary or an electronic resource.

### **Physical Education**

Physical Education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations. At Thornton Primary School, our specialist PE & Sports Teacher will lead lessons for all classes by recording demonstration of activities that the children can take part in at home or in an open space in their local area as part of their daily exercise.

### **Pupils having difficulties submitting work**



Work can be submitted via Google Classroom in a variety of formats. For children where this isn't an option, an email to their class teacher can replace this.

## **Keeping pupils motivated and engaged**

As a school, we will monitor pupil engagement on a daily basis. We will note participation and motivation levels. Parents/carers are responsible for contacting the class teacher to report any difficulties or issues with their child completing or accessing their work. However, class teachers/the Family Learning Mentor will also make contact with parents/carers where children are not engaging with their learning.

Each morning and afternoon, the Class Teachers will be available 'live' in the Google Classroom at specific times.

Children will receive regular feedback about their learning after the work has been submitted on the Google Classroom.

## **Assessing Pupil Progress**

Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and submitted using Google Classroom. Consideration will be given to ensure availability for pupils without ready online access, including through the distribution of hard-copy versions.

## **Organising structured remote teaching suitable for very young pupils**

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. As a school, we will ensure continued access to appropriate reading books and resources is available for early readers. This will be done in two main ways: all parents/carers will have the opportunity to collect hard copies of specified reading books for their child once per week. All children will also have the opportunity to access Pearson's 'Bug Club'.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Phonics learning will be led by Class Teachers on Google Classroom.

## **Supporting pupils with special educational needs and disabilities (SEND)**

At Thornton Primary School, we have a high proportion of children with SEND. Due to this, we have created two additional Google Classroom groups: Oak and Beech Class. Each group will be led by a class teacher and the work is pitched in ambitious way that meets all the children's learning requirements.

## **Parents not being able to effectively support remote education**

Parents are encouraged to communicate with their child's Class Teacher where issues arise. All parents have access to their child's Class Teacher's email address. As well as this, parents/carers can contact their child's Class Teacher by using Google Classroom.



## Safeguarding

Remote learning involves an increased use of the internet, electronic devices and online platforms. Our Online Safety Policy works in conjunction with this policy. As does the Keeping Children Safe in Education document.

With children accessing learning from home, it is essential that they engage safely with the resources provided.

It is essential for staff to use school email addresses only and all remote contact between Class Teachers and their pupils regarding remote learning, will take place through Google Classroom.

**Date: January 2021**

**Review Date: February 2021**

**Signed: Mr David Ashcroft, Headteacher**