

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 Year 1-6 children)
- Tapestry (the main learning platform for EYFS children)
- Class Dojo (through mutually agreed timings)

Each school will provide learning through other online applications to seamlessly provide learning content within MS Teams or Tapestry. Learning will usually take the format of an 'explicit teaching' content block - with the teacher delivering a pre-recorded or 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: -

- Twitter feed with links
- Secure You Tube Group Areas
- Microsoft Team Areas

- Tapestry

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

- Maths (Century, TTRockstars, White Rose, Numbots)
- English (Century, Accelerated Reader, Phonics games)
- Science (Century)

It is important to remember that schools 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.

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.

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments with MS Teams or Tapestry. 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 though. 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.

Year 1 – Year 6

Time	Monday	Tuesday	Wednesday	Thursday	Friday
R1 8.30 -9.00am	Registration				
	Children to register attendance using Teams via the register channel. Pupils can then join their class via their classroom channel to say good morning and understand the outline of the day.				
P1 9.00-10.00	Maths	English – Grammar/ Phonics	Maths	English – Spelling/ phonics	Maths
Break - 10.00-10:30					
P2 10.30-11.30	English – Grammar/ Phonics	Maths	English – Grammar/ Phonics	Maths	English – Grammar/ Phonics
P3 11.30-12.00	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study
Lunch - 12.00 - 13.00					
P4 13.00-14.00	Learning journey* (see individual year group timetables)				
P5 14.00-15.00	Connect Time – accessing century/TTrockstar/AR reader Finish the day by listening to pre-recording of the class text				

Learning Journey: Art, Music, Humanities, Science, Technology, MFL, PE. These maybe 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 lessons with some tips for staying active at home. Our school reading leaders will also share activities to support reading, including stories read aloud.

EYFS Timetable					
Time (GST)	Monday	Tuesday	Wednesday	Thursday	Friday
R1 9.00- 9.30	<p>Registration & Basic Skills</p> <p>Parents to register attendance using Teams</p> <p>Children to carry out some 'Basic Skills' games with an adult where possible</p> <p><i>Watch Class teacher video/PowerPoint (max 5 mins) welcoming to class and explaining the days focus - This will be posted on Tapestry</i></p>				
P1 9.30- 10.00	<p>Phonics</p> <p>Activities available to all children</p> <p>Teacher/Trust video/PowerPoint - will be posted on Tapestry</p> <p>Time to apply writing skills</p>				
Break 10:00-10.30					
P2 10.30- 11:30	<p>Maths Teacher Input</p> <p>This will be posted on Tapestry and will be a class teacher video/PowerPoint.</p> <p>This will cover different areas of maths.</p> <p>There will be one different activity a day posted; this could be:</p> <ul style="list-style-type: none"> • A set learning task • Using resources around the house • Applying learning through a question or activity <p>There will be a Question and Answer session at the end of the Teacher input.</p>				
P3 11:30- 12.00	<p>Free-flow activities</p> <p>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.</p> <p>This may be:</p> <ul style="list-style-type: none"> - Fine motor activities/ Playdough - Movement and dancing - Personal, Social and Emotional - Communication and Language - Physical Development - Maths - Reading/writing - Expressive Arts and Design/Art - Understanding of the World/Science - <p>These will be a bank of activity ideas to draw upon to mirror our classroom 'Free-Flow' activities.</p>				

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 Tapestry
P5 1.30 3.15	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions using Tapestry. There will be an opportunity to evaluate the days learning via Tapestry.

Specialist 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)
2. 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.
3. Project leader will hold team discussions and chat to support/facilitate projects children are doing.
4. 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
5. Get children to share and present their project work back to the other children.

Typical Learning Activity Structure

Period 1
1. Video/PowerPoint introduction by class teacher - lesson objective and success criteria shared. (5-10 minutes)
2. 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.
3. Fluency activity - e.g. TT Rock Stars (10 minutes)
4. Application and creative activity

5. Connect Time* - An opportunity for the child to connect back with the class teacher and ask questions (20 minutes)

What the Home Learning experience will look like in Early Years

For early years children we will be predominantly using Tapestry, 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/PowerPoints will be posted onto Tapestry - parents will be able to ask questions so that all will be able to see answers. Parents will be able to ask questions also on Tapestry.
- 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 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

Year 1 and 2

- Year 1/2 will be using MS Teams for home learning.
- Parents have been invited onto Teams and will receive summaries of daily activity.
- Everyday Year 1/2 Class Teachers will be assigning one English and one Maths activity to the year group.
- For some of the activities you will hear voice notes or video instructions from one of the Year 1/2 teachers.
- Year 2 will be sending 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.
- Extra reading books and home learning exercise books for English and Maths will be provided.
- Year 1/2 will be using Teams as a means to discuss learning misconceptions as well as ask any questions children may have. Parents will have a separate channel to discuss lessons with the teacher.
- All procedures are fluid and will be evaluated and reviewed accordingly.
- Parents are expected to fill in the daily attendance register with their child which will be shared through Teams. This will be located in the attendance channel in your class Team.

Years 3-6

- Years 3-6 will be using Teams as online learning platforms during Home Learning.

- Daily, learning activities will be uploaded onto Teams for children to access.
- Teams enables teachers to give feedback to children on their learning, and children will be expected to share their learning on Teams to allow the class teacher to do so.
- Parents have been invited onto Teams and can therefore access the children's learning also.
- KS2 children will be using Teams as a means to discuss learning misconceptions as well as ask any questions children may have. Parents will have a separate channel to discuss lessons with the teacher.
- KS2 children will be assigned a dedicated learning course within Century software which may supplement or replace some of the core subject work set by the teacher
- Children will be expected to practice their tables through TTRS. Your child has a password.
- Spellings will be given weekly and it is expected that an adult is to test the child at the end of the week.
- Children will be expected to read and engage with the class novel. These will be shared distributed to children at the start of each half term. Discussion groups will be set up through Teams.
- KS 2 children will be offered a range of projects which they can choose to be part of over the term as self-directed, learning these projects will involve independent study, thought and some teamwork. It is likely that they will work children from across the trust in these projects
- Exercise books will be sent home for children to complete their learning in - a book for English, world studies & science alongside a maths book will be sent home.
- All procedures are fluid and will be evaluated and reviewed accordingly.
- Parents are expected to fill in the daily attendance register with their child which will be shared through Teams. This will be located in the attendance channel in your class Team.

Inclusion Support

Children will continue to be supported by our inclusion department throughout the period of the shutdown. This may take the form of 1:1 mentoring/contact (Teachers and Tas/LSAs) or specific learning activities set by the Inclusion team. 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 Tapestry/Teams.
- Inclusion interventions will be made available on a Friday and can take place instead of the humanities project. For example, a child may have access to the following interventions, Maths, English, Phonics, Social Skills, Fine motor, Specific SEND work and other Enrichment sessions.
- Inclusion teachers will provide feedback to children and parents with regards to the work they have submitted via Tapestry/Teams and emails.
- The Inclusion team will work closely with the class teachers to ensure that misconceptions from classroom work can be addressed and additional activities and guidance can be provided.
- The inclusion team 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 Tapestry/Teams to understand your teachers' expectations of what you are learning and what you need to produce
- When you are working at home make sure you 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
- No eating. You may have a drink at the table
- Be dressed in your clothes not your pyjamas
- Be at the table where possible

Questions related to:	Contact:	Typical Response Time
Your learning	Class/specialist teacher – use Microsoft Teams	24 hours
Technology	ICT help desk	24 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 their child- adjust home learning environment to suit their educational needs.
- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- 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, including variables like that of preferred learning times (morning, afternoon, evening)
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Monitor their access
- Provide a learning space
- Ensure they fully engage and follow expectation

Questions related to:	Contact:	Typical Response Time
Your child's learning	Class/specialist teacher – use Microsoft Teams	24 Hours
Technology	ICT helpdesk	24 Hours
Any other issue related to distance learning	Headteacher	24 Hours

