

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.

Our plans for communication will be as follows:

- Mobile Phone Contact (through allocated timings)
- Class Email Address (with limited response timings for replies)
- Microsoft Teams (the main learning platform for Y3 – Y6 children)
- Tapestry (the main learning platform for EYFS, Year 1 & 2 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:

- Microsoft Team Areas
- Tapestry

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

- Maths (Century, TTRockstars, White Rose Online Materials, Oak Academy)
- English (Century, Accelerated Reader (AR), RWI Phonics, Reading Buddy, Oxford Owl eBook Library, Spelling Shed, Oak Academy)
- Science (Century, BBC Bitesize, Oak Academy)

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. The learning platform can be monitored by school staff outside of these times for safeguarding purposes.

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher to identify next steps in learning. Feedback may be given individually or to the whole class through verbal or written comments within 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's teacher will send a timetable

of activities or events for the week specific to your child's class, 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 8:30 - 9:00am	Start of the Day Class teacher will post a video in TEAMS welcoming the children and explaining the day ahead. Children to 'like' the post using a thumbs up emoji to show they have watched the video. Children can reply to the video if they wish to share their feelings, thoughts and challenges. They can also ask questions by using the reply function. <i>Share a time slot for assemblies during the coming week.</i>				
P1 9:00-9:45	Maths	Maths	Maths	Maths	Project Days (Humanities focus) <i>or</i> Intervention Activities (Enrichment Groups) Science Technology Engineering (DT) Arts Maths
P2 9:45-10:00	Get Moving!	Get Moving!	Get Moving!	Get Moving!	
Break – 10:00-10:30					
P3 10:30-11:00	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	
P4 11:00-12:00	English	English	English	English	
Lunch – 12:00 – 13:00					
P5 13:00-14:30	Specialist Projects* (see individual year group timetables)				
P6 14:30-15:15	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)				

Specialist Lessons: Art, Music, Humanities, Science, Technology, MFL. 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 a daily video with some tips for staying active at home.

KS1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
R1 8:30 -9:00am	Start of the Day Class teacher will post a video in Tapestry welcoming the children and explaining the day ahead. Parents/Carers can reply to the video if they wish to share their child/ren feelings and thoughts or ask questions. <i>Share a time slot for assemblies during the coming week.</i>				
P1 9:00-9:45	English – Phonics / Reading Comprehension	English – Phonics / Reading Comprehension	English – Phonics / Reading Comprehension	English – Phonics / Reading Comprehension	Project Days (Humanities focus) <i>or</i> Intervention Activities (Enrichment Groups)
P2 9:45-10:00	Get Moving!	Get Moving!	Get Moving!	Get Moving!	
Break 10:00-10:30					
P3 10:30-11:00	English - Writing	English - Writing	English - Writing	English - Writing	
P4 11:00-11:30	Maths	Maths	Maths	Maths	
P5 11:30-12:00	Online Learning Platforms	Online Learning Platforms	Online Learning Platforms	Online Learning Platforms	
Lunch 12:00 – 13:00					
P6 13:00-14:30	Home Learning Project set by teacher				
P5 14.30-15.15	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions if required via Tapestry.				

EYFS

Time	Monday	Tuesday	Wednesday	Thursday	Friday
R1 9.00- 9.15am	Start of the Day Class teacher will post a video in Tapestry welcoming the children and explaining the day ahead. Parents/Carers can reply to the video if they wish to share their child/ren feelings and thoughts or ask questions. <i>Share a time slot for assemblies during the coming week.</i>				

P1 9.15- 9:45	Phonics Activities available to all children (teacher video - Will be posted on the platform to be agreed)
P2 9:45-10:00	Get Moving!
Break 10:00-10:30	
P3 10.30- 11:30	Teacher Input This will be posted on Tapestry. This will cover all other areas of EYFS Learning and Development. There will be one different activity a day posted; this could be: <ul style="list-style-type: none"> - Personal, Social and Emotional - Communication and Language - Physical Development - Maths - Literacy - Expressive Arts and Design - Understanding of the World
P4 11:30- 12:00	Child-Initiated Learning 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: <ul style="list-style-type: none"> - 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 'Continuous Provision' activities. You may also choose other activities that follow your child/ren interests.
Lunch 12:00-13:00	
P5 13:00- 13:30	Storytime Stories will be posted from Teachers/ Support Staff/ other Teachers from across the Trust. These will be posted on Tapestry.
P6 13:30- 14:15	Child-Initiated Learning 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: <ul style="list-style-type: none"> - 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 'Continuous Provision' activities. You may also choose other activities that follow your child/ren interests.

P7 14.30 15.15	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions using Tapestry or via class emails. There will be an opportunity to evaluate the days learning on 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.
5. 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
6. Get children to share and present their project work back to the other children.

Typical Learning Activity Structure

Period 1
1. Video 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 via TEAMS (or Tapestry for Y1)

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 Tapestry - parents will be able to ask questions so that all will be able to see answers. Parents will also be able to ask questions using the class email address.
- 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

- Year 1 & 2 will be using Tapestry for home learning.
- Each day the Year 1 Class Teachers will be assigning two English (phonics & writing) and one Maths activity to the year group.
- Year 1 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.
- Phonics sound mats and a hundred square will be sent home with the children prior to closure.
- Home learning exercise books for English and Maths will be provided.
- Friday will be a project day. Children will be encouraged to present their projects to their families and record these for teachers. All pictures and videos of these presentations can be shared on Tapestry.
- You will also be sent a story time session once a week.
- Parents can use Tapestry or the class email address to ask questions about the activities.
- Connect time will be via Tapestry.

Year 2

- Year 2 will be using Tapestry for home learning.
- Everyday Year 2 Class Teachers will be assigning two English (phonics/reading comprehension and writing) and one Maths activity to the year group.
- Home learning exercise books for English and Maths will be provided.
- Friday will be a project day, where children will have the opportunity to explore foundation subjects and get creative. All pictures and videos of these presentations can be shared on TEAMS.
- Parents may use the class email address if they have questions about the learning.

Years 3-6

- Years 3-6 will be using TEAMS as online learning platform 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 to allow the class teacher to do so.
- KS2 children will be using TEAMS to discuss learning misconceptions as well as ask any questions they may have. Parents can use the class email address to discuss the learning 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.
- Spellings will be given weekly. It is expected that an adult is to test the child at the end of the week.
- Children will be expected to read their own reading book regularly throughout the week.
- KS2 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 with children from across the trust in these projects.
- Friday will be a project day, where children will have the opportunity to explore STEAM and get creative.
- Exercise books will be sent home for children to complete their English, Maths and other subject learning in.
- Parents are expected to fill in the daily attendance register with their child which will be shared through MS Teams.

Inclusion Support

With those children who have EHCPs, 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) or specific learning activities set by the class teacher. Where your child receives additional support 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 TEAMS or Tapestry.
- 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, or specific SEND work.
- Staff will provide feedback to children and parents with regards to the work they have submitted via TEAMS/ Tapestry and emails.
- Support staff 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.
- Ongoing communication about learning between school and families will be through the class email address. All other communication will be through the main office email address.

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 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
- You may have a drink available whilst you are working
- Snacks are to be eaten at break times
- Be appropriately dressed for the day
- Be at the table where possible

Questions related to:	Contact:	Typical Response Time
Your learning	Class/specialist teacher – use Microsoft Teams	24 hours Maximum
Technology	ICT help desk	24 hours Maximum

Roles and Responsibilities (Parents)

Support your child/ren in their learning by:

- Considering the age of your child/ren and adjust the 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 and projects
- Understanding that teachers will respond in a reasonable time frame but will not always be instantly available
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)
- Supporting emotional balance by providing ample room and time for reflection, physical activity, conversation and play
- Monitoring their access online
- Ensuring your child/ren engages and follows expectations

Questions related to:	Contact:	Typical Response Time
Your child's learning	Class/specialist teacher – use Microsoft Teams	24 hours Maximum
Technology	ICT helpdesk	24 hours Maximum
Any other issue related to distance learning	Senior Leadership Team via the Office Email Address	48 hours Maximum