



Oxenhope Church of England Primary School

Home Learning Offer



Our Named Persons for Child Protection are (Headteacher), Alice Jones and Gillian Dyson (Pastoral Manager), Caroline Auty (Class Teacher) and Laura Smales (Explorers Club)

Useful Phone Numbers

School – 01535 642271

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West Yorkshire Police – 101 or 999

Created By:	Date:	Next Review Date:
A Jones	January 2021	End of February 21

Safeguarding for lost or missing children policy guidance

Principles and purpose:

In January 2021 the Government announced it's 3rd Lockdown in an attempt to control the Coronavirus and protect the NHS.

As part of this Lockdown all schools closed for all children other than those of Critical (Key) Worker parents and carers and those children are described as vulnerable.

With the majority of children now at home, Oxenhope C of E Primary School has put together a Home Learning Offer. This document is designed to give a clear rationale, support and set expectations around Home Learning for parents, carers, staff, and children to ensure that a quality education can be accessed by all during these unprecedented times.

This Offer will outline our Intent, how we will Implement learning and how we will monitor and track the Impact. It will also summarise how Oxenhope will support children with their mental health and emotional needs during this time and ensure safeguarding.

We have used both government and Trust guidance to build this offer ensuring that we meet our legal and moral obligation to our children and families.

Glossary

Home learning – How Oxenhope describes learning happening at home this may also be called remote learning and online learning in the media and government and Trust documents

Critical Workers – How Oxenhope describes professions which are critical to the Coronavirus response. These may also be described as Key Workers in the media and in government and Trust documents. For more detail as to who classifies as a Critical Worker please follow this link:

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Vulnerable Children – How Oxenhope describes children who fall into the government's Vulnerable Children classification. For more information as to which children fall into this category please follow this link:

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Oxenhope C of E Primary School's

Home Learning Offer - Intent

Our aim is to provide our children with engaging, practical and inspiring learning opportunities which ensures a mirroring of what is offered for children accessing school.

At Oxenhope C of E Primary our Home Learning Offer is designed to give children the opportunities to question the world around them. Gifting them time to wonder, to reflect and to grow as learners and as individuals.

The education our Home Learning Offer gives, means that children build upon previous learning in school and allows opportunities to practice and play with basic skills and refine knowledge, allowing new learning to then take place.

We emphasise the importance of relationships between school staff and families guaranteeing there is a level of support and guidance available for all. Throughout this Offer we prioritise safeguarding for children families and staff ensuring in school mechanisms and ethos' are reflected into the home.

Our Home learning Offer is built on a firm pedagogy of linked learning within topic activities, giving children pathways in which to join up thinking and therefore learning.

We focus on the whole child when building this Offer and we believe it promotes both academic knowledge and real-life skills. We ensure that we support all learning styles and abilities, differentiating work when needed. Envisioned barriers to learning both practical and emotional are identified by school staff and are quickly resolved using a range tools to ensure children receive the best possible chance.

We strongly believe children's education needs to be a combination of academic experiences, feeling socially and emotionally nourished and gaining the knowledge needed to lead healthy lifestyles. Consequently, we want children to be physically active during this time. Therefore, we offer physical activities and practical learning at home and as many opportunities to be outside as possible – within the government's lockdown restrictions.

During this time, we want to open children's eyes to the world around them, building on their experiences and helping them find a spiritual and moral compass which drives them to make decisions which can contribute and add positive value to both their own community and the wider world. Through our Home Learning Offer we teach children the importance of working together for the greater good, respecting people who help us and gaining an understanding of how we can help others who are vulnerable. We also instil empowerment ensuring children's' voices are heard.

We passionately believe that children need a solid foundation of social skills if they are to succeed in the future. We also are aware of the isolation faced by children when learning from home. Therefore, our Home Learning Offer provides learning which teaches, resilience, coping strategies, conflict resolution, taking responsibility, being reflective, understanding choices, compromising, seeing things from other people's perspective and being emotionally aware. These are key features which are interwoven throughout our Home Learning Offer and Collective Worships, embedding fundamental life skills which are the bedrock of a successful individual.

We want this time to add value to our children's education through skills and knowledge development, a nurturing of their emotional and physical wellbeing and developing a self-perpetuating learning and questioning cycle. They will have a sense of a tight knit community and have the confidence, knowledge and skills to flourish, make connections and relationships and excel at being life-long learners upon returning to school.

Our driving force is to ensure that wherever the location of learning, Oxenhope children are given the tools to progress both academically from their starting points and develop resilience and the emotional tools to come through these unprecedented times with the least amount of disruption to their education and emotional state.

Oxenhope C of E Primary School's

Home Learning Offer - Implementation

Aims

Within this section of our Home Learning Offer we aim to outline how we as a school and Trust aim to implement our intent for home learning.

This section will focus on the practical elements of what children can access, how they can access it, when they can access it and how they can get help if it is needed.

It will also outline the school's vision for supporting the social, emotional, and mental health of children families and staff during this time.

Amount of work

Although this information is changing all the time, Oxenhope C of E Primary School works hard to provide an Offer which is right for it's families and prioritises this above other information. We appreciate that all families are different and have their own circumstances and we are always available to talk to and to find ways through challenging circumstances. If families find this Offer is too much then they are encouraged to talk to school staff so that a way forward can be reached. Above everything we prioritise mental health and happy families.

The Government outlined on the 11.1.21 that:

Schools need to provide teaching that is equivalent in length to the core learning pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

3 hours for KS1 (years 1-2)

4 hours for KS2 (years 3-6)

At Oxenhope this means that there will be 3-4 hours of teaching and activity will be available for children in day.

For Reception aged children this will be different and there will be a range of activities (outlined in more detail below) which families can dip in and out of through the day.

How children will access the learning

Throughout this time, we will be using Seesaw (years reception to year 2) and Class DoJo (years 3-6) This provides a safe and private learning portal for children's learning.

Children will be given a login username and password and they will use this access their bubble's portal for home learning. In the portal, teaching will have been uploaded and a range of activities such as PowerPoints, videos, ideas and photographs. The children will then work through the work and upload any completed work back to the portal for the staff member to see.

Live lessons or videos

Oxenhope C of E Primary School will **not** be using live lessons due to safeguarding reasons. Teacher will upload videos of themselves teaching and children can access this through their portal

Collective Worship

We will be having collective worships (CWs) running daily and there will be a rota for staff. These CWs will focus on supporting spiritual, moral, cultural and emotional needs and will always offer places to find help and support if needed.

CWs will also be delivered by ministers and another clergy as well; as school staff. These will be through video format and uploaded to all portals.

Tuesdays will feature a reflection time session which will be introduced by the teacher and then will offer children and families the chance to reflect and talk about relevant issues.

What will be uploaded?

Below dictates what will be uploaded to each portal and the regularity of the work. It also outlines the different resources school is using (this list may be added too).

For years 2 – 6)

- Daily English
- Daily maths
- Weekly spellings
- Daily reading
- Weekly topic-based activities
- Daily phonics
- Weekly science
- Weekly RE
- Daily physical challenge – exercise based or outdoor learning type activity
- Weekly Personal Social Health Education (PSHE)

For Reception and year 1

- Daily Maths
- Daily English
- Daily Phonics
- Story time video
- Topic work (once a week for Reception and twice a week for Year 1)
- RE (one piece of work a week)
- Joe wicks
- Dough disco

Activities will be presented in different ways we'll be using:

- The Oak Academy
- Literacy shed
- Ed Shed
- Teacher videos and teacher made resources
- Mathletics
- Times Tables Rock Stars
- Joe Wicks

- BBC Bitesize
- Seesaw – y1 and Reception
- White Rose Maths

Teacher monitoring and logistics of uploading work

Throughout this time teacher workload, wellbeing and safety must remain a high priority. Oxenhope C of E Primary School have elected to work using a rota system for staff therefore ensuring children both working from home and school have access to a qualified teacher and teaching assistant.

Below please view our rota system:

TEAM A

Bubble name and age of children	Teacher	Support Staff
Willow (Reception)	Mrs Parker	Miss Hopkinson
Beech (y1-2)	Mrs Brown	Mrs Jones
Elm (y3-4)	Miss Auty	Miss Dawson
Oak (Y5-6)	Miss Cooper	Mrs Johns

TEAM B

Bubble name and age of children	Teacher	Support Staff
Willow (Reception)	Mrs Fitzgerald	Mrs Jennings
Beech (y1-2)	Mrs Fuller	Mrs Mapstone
Elm (y3-4)	Miss Lovett	Mrs Fawcett
Oak (Y5-6)	Mr Thurlby	Miss Smales

The use of rotas means that when one team are working in school the other team are leading home learning from their home. They will be monitoring usage, making well being calls, marking and providing feedback and troubleshooting problems. It also means that we have flexibility if we have staff absence due to isolation or non-covid related illnesses.

Each Wednesday morning the teachers and teaching assistants who are working at home will have planning, preparation and assessment time (PPA) this will mean that a dialogue can happen around what the children have accessed during the week and how successful this was. They can plan moving forward and prepare resources for the portals.

New work and resources will be ready to be uploaded every Monday morning to the portals.

Roles and responsibilities

Head Teacher - Alice Jones

It is the role of the Headteacher to ensure that home learning matches the Home Learning Offer Intent and she will monitor this accordingly. This will then be used in staff performance management. It is also the role of the Headteacher to monitor the wellbeing of staff.

Home Learning Coordinator – Alice Jones

It is the role of the home learning coordinator to gather data on who is accessing the home learning portals and who is not. Using this information, they will delegate fact-finding tasks to relevant staff members weekly to ensure all children are able access learning. The home-learning coordinator will also assess trends in data from who is accessing and who is not. The home learning coordinator will send out parent and children questionnaires at regular intervals to gather general feedback about home learning. They will also speak to class teachers and subject leaders about how children are accessing.

Safeguarding team – Alice Jones (DSL), Gillian Dyson, Caroline Auty, Laura Smales, Oliver Thurlby and Jo Brown

This team are responsible for following the set safeguarding referral guidelines, uploading information to CPOMS, accessing relevant and new training and disseminating this to other staff members.

Subject Leaders

Subject leaders will have a monitoring timetable where they will monitor the quality of the work set and how it is being checked by the teacher. They will measure this against the Home Learning Offer Intent.

Pastoral Manager – Gillian Dyson

It is the role of the pastoral manager to work alongside families to ensure their emotional wellbeing is being supported. They will attend review meetings and work with external professionals and feed this back via CPOMs to the Head Teacher and other relevant staff. They will conduct 1:1 session with vulnerable children when in school and conduct welfare calls to identified families. They will produce support and guidance for families around mental health and upload these to the portals. They will refer children and families where needed and complete relevant paperwork for children with SEND alongside the SENCO and SENCO assistant.

SENCO and SENCO Assistant – Alice Jones and Heather Cooper

The Senco will overview the work of the Senco Assistant and the Pastoral Manager. They will ensure that children with an EHCP are accessing the provision the need.

The Senco Assistant will work alongside the Pastoral Manager to review and refer children when needed. They will work alongside external professionals and attend review meetings feeding back to the Senco. They will also ensure that children on the SEND register are accessing the correct provision at home and school.

Class Teachers – When working at home

Teachers will upload work and resources to the portals which meets the requirements of the Home Learning Offer. When working from home, the teachers will also conduct wellbeing calls and be responsible for checking which children are accessing home learning and reporting this daily to the office. Where children are not accessing they will be tasked with

fact-finding to engage with the family and provide support. They are also responsible for providing feedback to home learners

They will set up meetings with colleagues for PPA time

They will provide a weekly 'bubble' at a glance newsletter for home and school learners.

They are responsible for reviewing and updating CPOMS.

Teachers will need to keep a record of who is accessing home learning via the portals and then feed this back to the Home Learning Coordinator.

Teaching Assistants – When working from home

TAs will be responsible for conducting wellbeing calls, attending PPA meetings, creating resources, attending training, providing feedback for work, developing interventions and creating videos.

Office Staff

Office staff will remain in contact with families and report back to staff when needed. They will provide paper copies of resources for families. They will re-direct trouble-shooting issues from families to the appropriate members of staff.

They will monitor attendance and report this to the various bodies.

Governors and the Trust

The governors and the trust are responsible on checking how many children are accessing home learning and that it meets government criteria.

Parents and carers

Parents and carers have a responsibility to keep informed with what the school are offering, follow government guidance and keep in contact with the school.

They need to provide access to the learning for their child and if they have difficulties doing this then they need to report this to the school.

Children

Children need to work hard and try their best with the work given. They should treat working at home as working at school and understand that their learning is important.

Oxenhope C of E Primary School's

Home Learning Offer – Assessing Impact

Our Home Learning Offer clearly explains that we want this experience to add value to children both academically and emotionally.

For the purposes of this document the word 'impact' refers to emotional state of families and children and progress academically.

Below states how we will be assessing the impact of our Home Learning Offer on our children and families.

Wellbeing phone calls

A number of children across school have been selected for a weekly wellbeing call. Staff have been allocated children and they call these families on Tuesdays logging their conversations on CPOMS

Some children will be allocated a fortnightly call from staff members.

If a child is accessing school they will not be allocated a wellbeing call but will have a chance when they are in school to talk.

Marking and Feedback

Teachers and support staff working from home will undertake marking and feedback of learning. This will in the form of a recognition of effort and a next step challenge on core subjects and a recognition of effort on non-core.

All work will be acknowledged by staff – teaching and support

Work will be used to inform teacher assessment.

Assessment

We will continue to use Teacher Assessment during the lockdown. Examples of work will be gathered at various monitoring points and cold writes will be given out at certain times. Teachers need to be mindful that children may have been supported with these independent tasks.

We will use test activities such as Mathletics and TTRock stars to gain further knowledge about independence.

Teachers will use some of their PPA time to talk about children's progress and you Assessment for Learning strategies to further support their learning.

Assessment dates will be guided by the Trust.

Subject monitoring

Teachers, leaders and subject leaders will use a monitoring calendar to assess the quality of work set. This will involve a level of scrutiny which will then feedback into performance management for staff.

Home Access Regularity

School will be monitoring the regularity of interaction with the home learning through an register managed by staff. It is the responsibility of the Home learning Coordinator to monitor this and identify children who are not accessing and organise making contact with these families.

Questionnaires and reviewing meetings

The home learning coordinator will periodically send out a questionnaire to home learning families and have review meetings with leaders and staff to check that systems are still appropriate.