



St Peter's School

Home Learning Policy

Written by:	Headteacher	This version	January 2021
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Introduction

St Peter's School believes that education is a partnership between pupils, parents and school.

The overriding purpose of our Home Learning is to continue to provide our children with the very best quality of education that we can within the current challenging circumstances. It remains our responsibility to ensure that every child has the opportunity to make excellent progress while at home, despite the closure of a 'Bubble' or the whole school for a period of time, whilst continuing to establish a love of learning. We are therefore providing a combination of essential learning, delivered through core curriculum lessons, with a wide-ranging array of additional activities that we hope will engage and inspire our children as if they were at school. We continue to recognise the massive demands that Home Learning places on you and your family and we remain committed to supporting you and your child throughout any period of school closure. Remember, support is always available to you.

Expectations

We understand the huge pressures that school closure will put onto our families as learning must, once again take place at home. We will be doing all we can to support you with this through the provision of our online programme. Part of this is being clear about our expectations: not all families will be able to engage with all aspects of the content produced and, if so, that is absolutely fine; we understand that each family's situation is different and we will respect entirely the decisions that you make with regards to how much you feel able to complete Home Learning. It is important, however and as a minimum, that your child engages with the core curriculum, as defined below.

We expect Home Learning to be flexible and adaptable but in general, we aim to provide at least:

Reception	2 hours per day
Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

Our Approach in Early Years

For our youngest children, we have made some adjustment to the approach, laid out below, to accommodate the expectations of the Early Years Foundation Stage Framework and the very different approach to learning that we take in Reception. Weekly skills overviews, highlighting Literacy, Numeracy, PSED, Understanding the World and Expressive Art and Design intentions will be provided, alongside daily Literacy and Numeracy lessons. This content will provoke and invite learning, interest and creativity but families will also be given a variety of ideas that will incorporate skills into their daily routines, following the direction led by their child and using the resources available to them. Our skilled Reception teachers will support each family with bespoke advice on supporting their young learner.

Our Approach in Years 1 and 6

Each week, all curriculum lessons (with the exception of Swimming) will be available for your child to interact with. Lesson content will be uploaded to Google Classroom. Our expectations for what these Assignments look like, how they should be interacted with by your child and the manner in which important marking and feedback will be provided is laid out below.

Lesson Content

Every teacher has their own style and every classroom has its own landscape, which enables our lessons to be delivered with a balance of individual passion, structure and quality. However, to ensure parity across the school the following will be present in core and subject specialist lessons:

- Learning objectives that explain what the aim of the lesson is;
- Success criteria that explain what successful learning should look like at the end of the lesson;
- Live Lessons or Teaching videos that teach, model and explain a particular concept to the child;
- Activities that will enable all children to demonstrate this new concept through a range of tasks;
- Associated documents and resources as might be appropriate or required to support learning.

The Curriculum

Over the course of the week, Class teachers will deliver a daily English and Maths lesson (core curriculum). Grammar, reading, writing, spelling and phonics will be covered as appropriate and incorporated into English lessons, as they would be in school. Children will be expected to continue with their reading to further develop comprehension and language skills. This will be directed and supported by their Class Teacher. Weekly lessons will be delivered in Computing, PE, Science, PSHE, Music, RE, Geography and/or History. The length of time that an assignment should take will be in keeping with the time the equivalent lesson might take in class.

Extra-Curricular Activities

We may not be able to offer our full range of clubs and extra-curricular activities but all teachers will endeavour to signpost you and your child to enrichment activities. We will share resources to national trusts, museums and organisations who can support each family in delivering a more diverse curriculum. We will also try to facilitate School Council, Choir and whole school events online. Weekly assemblies will be either broadcast live or recorded into Google Classroom for families to watch together and promote togetherness.

Lesson Delivery

All lesson content will be delivered through Google Classroom; these will consist of live lessons or pre-recorded teaching videos and a range of associated resources to support engagement with the set task. The length of time that a lesson should take will be in keeping with the time the equivalent in-class experience. Assignments will be adjusted for groups and individuals to ensure that they contain the necessary support and challenge.

Handing in Work

When an Assignment has been completed, your child should submit it to the relevant teacher. They can achieve this by using the 'Hand in' button. If you're experiencing exceptional circumstances and submitting work is proving a challenge, please email your Class Teacher to talk this through.

Marking and Feedback

Each piece of work that is handed in by the due date will be acknowledged as received, marked with specific feedback and returned as appropriate to the piece of work. All Maths and English work will be returned promptly. Exceptional pieces of work will be displayed in the 'Hall of Fame' Google Classroom and House Points will be issued accordingly. Any child who requires additional support will be given 1:1 support through a live teaching session or through additional resources.

Live Lessons

All children will have an 9am (KS2) or 9:15am (KS1) meeting with their Class Teacher, which will involve pastoral and wellbeing support, registration, a chance to answer questions and queries that the children may have about prior learning and an introduction to the learning activities that will be taking place during the day. We will also operate a daily live afternoon session, at 3pm (KS1) and 3:15pm (KS2), where Class Teachers will bring their class together for a reflection about the day, to answer questions and queries about the work covered, for mindfulness and wellbeing activities and to read a story together.

English and Maths

Children will have live English and Maths lessons every day; this will involve an introduction and teaching by the Class Teacher. Following this initial period of instruction, most children will continue their learning independently, albeit with access to the Class Teacher, through Google Classroom, for support and to ask questions should they need help. In each English and Maths lessons, a small group of children will remain online with the teacher to engage in focused guided learning activities.

Educational Support

The continuation of support is imperative if we're to ensure all children, regardless of learning need, continue to make the progress we strive for. Scheduled one-to-one or small group sessions will be arranged, through email, for your child should it be appropriate; from there, a Google meeting will be set up, which will appear in your child's Google Calendar. These sessions may also take place through Google Classroom and the Classroom meeting link on an adhoc basis.

Music Tuition

Music is an essential part of our provision and we're excited for it to continue through Google Classroom. Every class will receive music activities, delivered by a music specialist teacher each week. Those who

have extra-curricular music activities will be encouraged to participate in virtual choirs and musical groups to work collaboratively on music projects. Some peripatetic music lessons will also continue through Google Classroom on a 1:1 or 1:2 basis, much like in school. LAMDA will also be delivered through our Google Classroom platform.

Sports

Sporting activities will be set weekly with additional challenges set each day. The children will be guided through their normal PE curriculum of skipping, Gymnastics and Dance by subject specific teachers. This will be enriched with yoga, fitness videos and skills development challenges.

Developing Routines

Each household's rhythm will be very different to that of the normal school day and so replicating our usual programme, hour for hour, is just not possible. However, we recommend that you do try to find a manageable routine that works for you in order to establish a sense of supportive consistency for your child. It may prove useful to bear the following in mind when doing this:

- Engage with the core content in the morning when children are usually more focused and, only if you're able, the wider curriculum in the afternoon;
- Find plenty of time for your child to rest, relax, play, eat and spend quality time with their families;
- Consider scheduling regular family breaks and meals together to promote a sense of togetherness as the shared challenges of work and school coincide.

Technology and Resources

Never has there been more pressure placed on a family's WIFI bandwidth and technology. This is something we're hugely aware of. Indeed, we have looked to structure our Home Learning programme with absolute consideration of families who are working from home and with multiple children learning online simultaneously. Content can be accessed through any device capable of connecting to the internet but, once the learning videos have been watched and activities understood, most tasks can be completed away from the screen (we see this as an important part of our provision and don't wish our Home Learning to result in an over-reliance on screens). As such, it is important that children haven't only access to a device capable of engaging the internet but a range of additional books and stationery as well.

Learning Spaces

Mindful use of existing spaces can make a huge difference to your child and how they feel about their learning. Television, radio and most music prevent meaningful learning from taking place; so, when determining where your child will work, do consider creating a learning environment that is uncluttered, calm and without, as much as is possible, background noise.

Supervision and Support

We have not forgotten how challenging the delivery and support of remote teaching and learning was for some families; indeed, we appreciate that the dynamics in each family varies from day to day and that the level of support that is available at home will also vary; as such, alongside the live sessions, staff will provide regular support through the Google Classroom streams, in which they will respond to queries and provide ongoing help to children and parents as necessary. Parents can contact staff through the usual means to seek guidance and support or organise individual Google Meetings to discuss specific issues.

Queries, Concerns and Questions

As there are in the classroom, there will inevitably be difficulties faced by your child during their remote lessons; in these moments, questions are always welcome and we encourage you or your child to get in touch with us. The most effective way to do this is through Google Classroom bearing the following in mind:

- Please use the relevant channels to post messages and not just through assignments;
- Using @name to alert staff members will help raise the issue with the right person;
- Teachers will be logging in during the morning and afternoon to check, comment and respond to queries
- We encourage our older children to seek support themselves at school and so would like them to do the same remotely, using the mechanisms outlined above
- Whilst we will always get back to you or your child as quickly as we can, we won't be able to respond immediately on every occasion. If there is a delay, please do try to encourage your child to employ independent strategies to answer the questions they might have as this is what we absolutely encourage in school.

Keeping devices secure

All members of the St Peter's School community will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol) Ensuring hard drives and memory sticks are encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device;
- Making sure the device locks if left inactive for a period of time;
- Not sharing the device among friends;
- Installing antivirus and anti-spyware software;
- Keeping operating systems up to date – always install the latest updates.

Tips for Teachers delivering Home Learning

- Daily lessons must follow your normal weekly lessons - daily English and Maths lessons;
- Share planning material;
- Create a weekly timetable of lessons;
- Each teacher is in control of their own classroom unless ill or otherwise unavailable;
- Continue to follow the curriculum taught in school;
- Keep English and Maths at the same times every day and vary the lessons either side;
- Ensure there is a mixture of live lessons and pre-recorded lessons;
- When holding live lessons use Google Meet and share your screen, here you can use prepared files on which you can annotate and share with the children to model strategies;
- Keep live lessons focused on the learning, pause to give children time to think, ask them to share their ideas in the chat or show to the screen;
- Don't rush the lesson;
- Provide the children with a Google Doc on which they can complete their work and submit it;
- All assignments must have a due date set and be allocated to the topic;
- Children must submit every piece of work completed throughout each day;
- Teachers are to acknowledge all work received and give feedback where necessary;
- Quizzes can be set for independent work or at the end of lessons to check learning.

Reading

We expect all pupils from Reception to Year 6 to read daily for at least 20 minutes to an adult. We would expect parents to record daily reading in the child's reading record, which should be brought to school regularly, as directed by the class teacher. We would recommend the adult holds the following sorts of discussions post reading:

- Can you summarise the story so far?
- Why do you think that the author chose that word?
- What effect does this sentence have on the reader?
- Does this remind you of any other books you have read?

Out of School Learning Experiences

Subject to local COVID and tier restrictions, providing children with rich experiences outside of school helps their holistic development. We would recommend parents take every opportunity to enhance their children's learning outside of school through a range of activities, e.g.:

- Children being involved in sporting clubs, scouting or guiding, even online;
- Children learning an instrument or singing in a virtual choir.
- Travelling, when permitted, to interesting places, for example the park, seaside, the countryside.

The Importance of Talk

Research supports the importance of vocabulary development from an early age. We would therefore encourage parents to daily converse with their children about what they have learnt, for example, by holding the following sorts of discussions:

- Tell me about the most interesting thing you have learnt today.
- How could you have improved your learning today?
- What did you enjoy most about today's learning?
- What do you predict you are going to be learning about next?

Example of a weekly Home Learning Timetable



Year 6's Weekly timetable - 18.01.21

To join Mrs Butler online this week please go to the Google Classroom and click on the Meet Link at the top of the page. Each Meet, after the introduction to the lesson, I will remain on the call with my microphone and camera off, but I will still be able to hear if you wish to rejoin and ask for extra help. When using a Google Doc, I will also be able to work on your document alongside you.



Here is a timetable showing how we will organise our lessons for this week. Please note, the timing of morning break is slightly different on a Tuesday and Friday. It would be great if you could complete the tasks at a similar time at home but I fully appreciate that many of your parents are also trying to work, and you may be having to share computers. If this is the case, please let me know. Enjoy, and if you have any questions please email me on t.butler@st-peters.org.uk

Ongoing work includes:

- ☐ If you finish the Maths work early, use this time to revise and practise other Maths skills via Active Learn Online Games or use www.timestables.me.uk
- ☐ Your Science Experiment on mouldy bread / drinks;
- ☐ Your Ancient Egyptian Home Learning Project;
- ☐ Discovery Education;
- ☐ Activities that have been suggested on our Classroom Stream;
- ☐ Individual reading - keep a record of these please. You should be doing this every day.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30am	'Wow Words'	CGP Grammar (purple) Set B Test 3	CGP Reading (orange) Set B Test 2	CGP Maths (green) Set B Test 2	Times Table Week 2
9.00am	REGISTRATION AND MEET ONLINE USING THIS LINK FROM OUR GOOGLE CLASSROOM BANNER https://meet.google.com/lookup/c3gacnkp3x?authuser=0&hs=179 Please, have the early morning task ready for our Meet where we shall go through the answers.				
9.15-10.30am	Maths - Live introduction Meet with Mrs Butler online to work on using partitioning to mentally multiply 2-digit numbers with 1dp by whole 1-digit numbers. All children can then complete the Maths tasks set on the Google Classroom.	Maths - Live introduction Meet with Mrs Butler online to work on multiplying numbers with 2 decimal places by 1-digit numbers. All children can then complete the Maths tasks set on the Google Classroom. 10:00 PE with Mr Cox. There will be an activity set by Mr. Cox and Mr. Holmes using Cyber Coach	Maths - Live introduction Meet with Mrs Butler online to work on using short multiplication to multiply amounts of money. All children can then complete the Maths tasks set on the Google Classroom.	Maths - Live introduction Meet with Mrs Butler online to work on using long multiplication to multiply 3-digit and 4-digit numbers All children can then complete the Maths tasks set on the Google Classroom.	Maths - Live introduction Meet with Mrs Butler online to mark your times table test, work on Numeracy Ninja, Week 14 Homework and a mathematical problem. All children can then complete the Maths tasks set on the Google Classroom. 10:15- 11:00 PE - with Mr Cox There will be a yoga session with or set by Mr. Cox
10.30-11.00am	BREAK	BREAK @ 11:00 - 11:30	BREAK	BREAK	BREAK @ 11:00 - 11:30
11.05-12.25pm	11:00 Assembly with Mr Thomas via video. After assembly: English - Live introduction Meet with Mrs Butler online to read, discuss and track 'Holes'. All children to complete the 'Hole' tasks set on the Google Classroom.	11:30 English - Live introduction Meet with Mrs Butler online to work on Week 2 of Comprehension Bug All children to complete the Comprehension Bug Workbook tasks set on the Google Classroom.	Music Mrs. Palmer will set you a lesson in our Google Classroom. This should take you an hour to complete, including recorder practice. 11:30 RHE Live introduction Meet with Mrs Butler for a live RHE discussion on Healthy and Happy Friendships .	English - Live introduction Meet with Mrs Butler to work on identifying and using the passive voice. All children to complete the Grammar tasks set on the Google Classroom.	11:30 English - Live introduction Meet with Mrs Butler to work on writing skills and your spelling test. All children to complete the English tasks set on the Google Classroom.
12.30-13.30	LUNCH BREAK				
13.30-14:55	Topic - Live introduction Meet with Mrs Butler online to investigate The River Nile and its importance All children to complete the Topic tasks set on the Google Classroom. When finished, use the remaining time effectively to work on your Ancient Egyptian Home Learning Project .	Topic - Live introduction Meet with Mrs Butler online to investigate Key Rivers of the World . All children to complete the Topic tasks set on the Google Classroom. When finished, use the remaining time effectively to work on your Ancient Egyptian Home Learning Project .	RE - Live introduction Meet with Mrs Butler online to explore the Hinduism Creation Story All children to complete the tasks set on the Google Classroom. 14:25 Games with Mr Cox Continue with your Games Challenge - can you beat your scores from last week?	Science - Live introduction Meet with Mrs Butler online to investigate Shadows and what affects their size . All children to complete the Science tasks set on the Google Classroom. When finished, use the remaining time effectively on your Verbal or Non-Verbal Books (directed by Mrs Butler)	Art/DT elements of your Ancient Egyptian Home Learning Project Meet with Mrs Butler for registration. Work on one of the Art / Design tasks from your Home Learning Project. We shall start our final Meet of the day at 14:45 so that you can share your work from the afternoon.
15.00-15.30	Meet Mrs Butler online for a show of work / story / game / ...	Meet Mrs Butler online to continue reading 'Holes' by Louis Sachar.		Meet Mrs Butler online to continue reading 'Holes' by Louis Sachar.	Friday - Upper School Celebration Assembly Click on the link that I have pasted onto the Stream.

Review

This policy is monitored, reviewed and updated regularly and its effectiveness evaluated by the Headteacher. Monitoring is based upon the outcomes and progress of all children.