

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Springwood Federation Home Learning and Remote Learning Policy

Statutory Policy

Approved By: **Governing Body**

Effective Date: **September 2023**

Review By: **September 2025**

Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud

HOME LEARNING AND REMOTE LEARNING GUIDANCE

The Home Learning and Remote Learning Policy has been developed in line with national expectations detailed in The School Inspection Handbook (Ofsted, October 2022), Guidance for full opening (Department for Education guidance, September 2020) and Providing remote education: guidance for schools (Department for Education, March 2022).

Springwood Federation's 'Home and Remote Learning Policy' is written to explain expectations to parents and carers and is published on the schools' website. Guidance to support at home is regularly offered through attendance at parental consultations and information sessions.

Springwood Federation define '**Home Learning**' as half termly planned tasks that pupils are requested to complete on a weekly basis outside of school lesson time. These tasks provide opportunities for pupils to consolidate previously taught skills and deepen understanding. Although home learning is designed to be completed by pupils independently, we very much value parental involvement and consider home learning a way in which such partnerships work well to help pupils achieve the best they can. Note that the half termly curriculum overview is on the reverse.

Springwood Federation defines '**Remote Learning**' as contingency planning designed to provide the continuity of education for children (individuals or groups of pupils) who are unable to attend school due to:

1) Partial school closure – under the instructions of Public Health England it may be necessary to partially close the school to select groups of pupils due to emergency and prolonged partial closures, either due to a health related outbreak, or other emergency closure, which is decided locally, by the Chair of Governors, in communication with the Executive Head Teacher, and in risk assessing the emergency situation.

2) Full school closure – due to a local lockdown taking place, outbreak within the school or in a situation where there may not be enough staff to run the school safely (this will be decided based upon numbers of absent staff and their roles within the school). The reasons for a full school closure are the same as those outlined for a partial school closure.

'Remote learning' mirrors school-based learning and provides blended learning opportunities which enable core subject knowledge and skills to be taught and learnt in a timeframe that is equivalent to the school day.

Remote learning will only be set in the cases of:

- Partial school closure (as detailed above)
- Full school closure (as detailed above)
- A pupil being unable to physically attend their school (for a limited period of time) but are able to continue learning, for example pupils with an infectious illness.

If holidays are taken during term-time, parents may **not** request home or remote learning from the teacher. The exception to this is that school will provide home or remote learning if a pupil is excluded from school or experiences a long term illness.

What are the Springwood Federation's expectations regarding Home Learning and Remote Learning?

Springwood Federation strives to ensure that both home-learning and remote learning are enjoyable and manageable for all our children and families but we appreciate that challenges can arise.

If this happens, parents and carers should firstly contact the school office and request advice from the class teacher. If you still have concerns, please request the Executive Head Teacher, a Deputy Head Teacher or an Assistant Head Teacher to contact you.

Children are expected to try to maintain the same presentation standards in their home and school learning so they value all learning equally. Age related expectations are shared during parent consultation meetings and parents/carers are also invited to view exemplification shared on our school website under 'home learning'.

Pages 3 to 6 of this policy refer specifically to '**Home Learning**' whilst pages 7 to 8 focus on '**Remote Learning**'.

What does Home Learning involve and how often do children receive it?

Home learning for each half term will be shared with children and their parents/carers during the first full week after any school holiday. All children will be given a home learning book (or Tapestry login for EYFS) to use when completing their weekly tasks. Rather than teachers giving written feedback on weekly learning, they will be monitoring the independent application of the practised skills in children's daily school work.







The creative family project was introduced following positive parental feedback and the submission date for such creations will be detailed on the home learning proforma together with a date inviting parents and / or carers to visit a display of our families' creative contributions.

It is understood that children with Special Educational Needs or Disabilities (SEND) may not be working with the guidance for their year groups. In these individual cases, the class teacher will contact parents to discuss any variation from the year group expectations.

Below are some examples of half-termly home learning sheets designed to reflect year group expectations across the Federation.

EYFS (Reception)

An example of an EYFS half term's home learning is illustrated below:






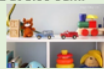

Task to be completed over this half term	<div><div><div>Early Reading / Phonics</div><div></div><div>Help your child to login to their Oxford Owl E Library Account using the password you have been provided with separately.</div><div>To best support us in teaching your child how to read we ask that you read the online decodable text shared by the school 4 times across the week.</div><div>Spending 10 minutes a day reading with your child will hugely support them in their journey to becoming an independent reader</div><div>If you do not have access to a computer, tablet or smart phone, please contact the school.</div></div><div><div>Early Mathematics</div><div></div><div>Help your child to login to their Numbots account using the password you have been provided with separately.</div><div>Numbers to 10</div><div>*Can you find numbers around your home</div><div>*Can you count the number of stairs in your house?</div><div>*How many toys you have?</div><div>*What are the door numbers on your road?</div></div><div><div>Reading for Pleasure</div><div>Share a mix of story books and an information book this half term.</div><div>Your teacher recommends this author and will be reading some of their books with you:</div><div></div><div>We're going on a bear hunt – Michael Rosen</div><div></div><div>Give that back Jack – Phil Roxby</div><div></div><div>Harry and the dinosaurs go to school - Ian Whybrow.</div></div><div><div>Creative Family project:</div><div>Please bring in your creative projects week beginning 17th October ready for Home Learning Celebration in class rooms on 21.10.22 at 8.30-9am.</div><div>Understanding the world Past and Present</div><div>Talk about the lives of the people around them and their roles in society.</div><div></div><div>Pick one challenge from the list below:</div><div>*Make a family tree</div><div>*Draw and label picture of your family</div><div>*Find out about your family traditions</div><div>*Investigate what jobs people in your family have</div><div>*Make a timeline of your family's birthdays</div></div></div>					
	<div><div>Week 1</div><div>Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div><div>*What part of the book did you like?</div><div>Numbers – Count to 5</div></div>	<div><div>Week 2</div><div>Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div><div>*What did you not like about the book?</div><div>Numbers – Count to 5</div></div>	<div><div>Week 3</div><div>Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div><div>*Who did you like in the book?</div><div>Numbers – Count to 10</div></div>	<div><div>Week 4</div><div>Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div><div>*Where did the story happen?</div><div>Numbers – Count to 10</div></div>	<div><div>Week 5</div><div>Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div><div>*What else could have happened in the end?</div><div>Numbers – Count to 10</div></div>	<div><div>Week 6</div><div>Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div><div>*Who else would enjoy this book?</div><div>Numbers – Count to 10 forwards and backwards</div></div>

Suggested timetable

- Children will be challenged to count forward and backwards to 10
- Children will be challenged to read four times a week using their Oxford Owl account.
- Children will be challenged to choose a book to enjoy with their parent / carer.

Key Stage 1 (Years 1 and 2)


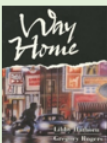

An example of a Year 1 half term's home learning is illustrated below:

Task to be completed over this half term	<div>Early Reading / Phonics</div> <div></div> <div>Help your child to login to their Oxford Owl E Library Account using the password you have been provided with separately.</div> <div>To best support us in teaching your child how to read we ask that you read the online decodable text shared by the school 4 times across the week.</div> <div>Spending 10 minutes a day reading with your child will hugely support them in their journey to becoming an independent reader</div> <div>If you do not have access to a computer, tablet or smart phone, please contact the school.</div>		<div>Maths</div> <div></div> <div>Help your child to login to their Numbots account using the password you have been provided with separately.</div>	<div>Reading for Pleasure</div> <div>Challenge yourself to read a mix of story books and an information book this half term.</div> <div>Your teacher recommends this author and will be reading some of their books with you:</div> <div></div> <div>Lost and Found – Oliver Jeffers</div> <div></div> <div>Room on the Broom – Julia Donaldson</div> <div></div> <div>The Frog who lost his croak – Toni William</div>	<div>Creative Family project:</div> <div>Please bring in your creative projects week beginning 17th October ready for Home Learning Celebration in class rooms on 21.10.22 at 8.30-9am.</div> <div></div> <div>Toys</div> <div>*Create your own toy.</div> <div>Draw a picture and label its features. E.g sock toys, toy vehicles, handmade whirligig, pebble toys see 15 Amazing And Easy DIY Homemade Toys For Children To Play (momiunction.com)</div> <div></div>
	<div>Suggested timetable</div> <div>Week 1</div> <div>Maths – Number bonds to 10.</div> <div>Reading – Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div> <div>*Where is the book set?</div>	<div>Week 2</div> <div>Maths – Recognising numbers to 50</div> <div>Reading – Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div> <div>*Who is the main character?</div>	<div>Week 3</div> <div>Maths – Number bonds to 10.</div> <div>Reading – Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div> <div>*Does it remind you of any other books?</div>	<div>Week 4</div> <div>Maths – Recognising numbers to 50</div> <div>Reading – Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div> <div>*Are there any new and interesting words in your book?</div>	<div>Week 5</div> <div>Maths – Number bonds to 10.</div> <div>Reading – Phonics / Reading – read we ask that you read the online decodable text shared by the school 4 times across the week.</div> <div>*Can you think of a different ending?</div>

- Children in Year 2 will be challenged to practise Maths skills using their Numbots account and also secure their X2 X5 and X10 multiplication tables using Times Tables Rock Stars
- Children will be challenged to read at least four times a week using their Oxford Owl reading account
- Children will be challenged to choose a book to enjoy with their parent / carer.

Key Stage 2 (Years 3, 4, 5 and 6)

An example of a Year 5 half term's home learning is illustrated below:

Task to be completed over this half term	<p>SATS Companion Below is the pupil link to SATS companion https://app.satscompanion.com/login</p> <p>Continue to complete the weekly SATS companion task.</p> <p>Aim to complete 1 reading, 1 GPS and 1 maths task a week.</p> <p>Your teacher will continue to set you some challenges to complete each week.</p> <p>If you do not have access to a computer, tablet or smart phone, please contact the school.</p>				
	<p>Multiplication tables Help your child to login to their Times Tables Rock Stars account using the password provided.</p> <p>Keep practising your times tables up to 12 x 12.</p>  <p>Try to aim for 1000 coins a week as this will support you in many other areas too.</p>				<p>Reading Help your child to login to their Oxford Reading Buddy account using the password provided separately.</p> <p>Continue to read at least 3 times a week.</p> <p>At least one of these reads should be using Oxford Reading Buddy but make sure you also enjoy a library book or a book of your choice.</p> <p>Your teacher recommends and will be reading with you:</p> <p>Way Home by Libby Hathorn</p>  <p>Use non-fiction to learn about the United Kingdom</p>
Suggested timetable	<p>Creative Family project: Please bring in your creative projects week beginning 17th October ready for Home Learning Celebration in class rooms on 21.10.22 at 8.30-9am.</p> <p>In DT, we are looking at Harvest and seasonal vegetables. Can you answer following questions: *Why is harvest celebrated? *Why is harvest important to different groups of people? *What harvest traditions are there? How is Harvest celebrated around the world? Research using the sites below: https://school-learningzone.co.uk/key_stage_two/ks2_religious_education/ks2_harvest/harvest_ks2.html https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-harvest-festival-food-being-thankful/z896qfr You can present your learning in your own creative way: a recipe, a poster, a leaflet, a PowerPoint, a model, a painting, a print Try and use recyclable materials where possible</p> 				
	<p>Week 1</p> <ul style="list-style-type: none"> • Complete Reading, Maths and GPS tasks on Sats Companion. • Gain 1000 coins on TTRS • Reading – Read x 3 times • *What have you learnt about the main character/subject? 	<p>Week 2</p> <ul style="list-style-type: none"> • Complete Reading, Maths and GPS tasks on Sats Companion. • Gain 1000 coins on TTRS • Reading – Read x3 times • *How do you feel about the character/subject? 	<p>Week 3</p> <ul style="list-style-type: none"> • Complete Reading, Maths and GPS tasks on Sats Companion. • Gain 1000 coins on TTRS • Reading – Read x 3 times • *Does this book remind you of another book? 	<p>Week 4</p> <ul style="list-style-type: none"> • Complete Reading, Maths and GPS tasks on Sats Companion. • Gain 1000 coins on TTRS • Reading – Read x3 times • *Why do you think the author chose to write this book? 	<p>Week 5</p> <ul style="list-style-type: none"> • Complete Reading, Maths and GPS tasks on Sats Companion. • Gain 1000 coins on TTRS • Reading – x3 times *What other title would suit this book?

- Children will be challenged to practise and secure their multiplication tables using Times Tables Rock Stars
- Children will be challenged to read at least once a week using their Oxford Reading Buddy account
- Children will be challenged to read a broad range of text types to enjoy and use to research

Reading at home

At Springwood, it is our aim for children to learn to read fluently, with confidence and understanding so, they can develop a life-long love of books and other reading materials. It is believed that our families are vitally important in helping their children learn to read and develop such a love of learning.

Early Reading in Key Stage 1 – Essential Letters and Sounds – Oxford Owl E-library

Following an update from the DfE around phonics teaching, Springwood Federation invested in Essential Letters and Sounds which is a government approved phonics programme based on Letters and Sounds (2007). This phonics programme will support children in making quick progress to become fluent and confident readers. To best support the school in teaching children how to read, parents are asked to support their child to read the decodable text provided by the school four times across the week. Parents spending ten minutes a day

reading with their child will hugely support them in their journey to becoming an independent reader.

Key Stage 2 – Oxford Reading Buddy

To support the continued development of reading fluency and comprehension for children in Key Stage 2, Springwood Federation has invested in Oxford Reading Buddy. This is a digital reading programme that supports each child's personal reading journey, motivates them to succeed, and provides teachers with valuable insights into their attainment and development. To best support the school in teaching children how to read, parents are asked to support their child to read three times a week with at least one of these practises using their Oxford Reading Buddy account.

10 Other ways that reading can be promoted at home:

1. Find and create a comfortable spot to read away from distractions, such as the TV.
2. Make reading fun and show your child that you are a reader too.
3. Enjoy a variety of reading materials, such as newspapers, comics, leaflets.
4. Find a regular time to read and make a comment in your reading logs using the questions provided.
5. Be patient and praise your child's efforts.
6. Involve your child in making choices about what they read.
7. Correct mistakes in a positive manner.
8. Ask questions before and after reading.
9. Show your child how to care for books. Join the local library – it's free!
10. Enjoy!

Recommended texts for each year group are shared on our home learning sheets, school website and library staff in our local library in Waterloo are always happy to guide children to new and exciting texts that can be accessed in person or read online.

It is important to remember that as children enter Key Stage 2 (Year 3+) the child should be reading more widely to develop a sense of authorial style. By the end of Year 6, national assessments require children to demonstrate a wide range of reading skills across a range of text types so we request that parents and carers support their children in understanding the importance of reading a broad range of books rather than becoming fixed on one author.

Maths in Early Years and Key Stage 1 - Numbots / Times Tables Rockstars

To support the continued development of fluency in number and the rapid recall of multiplication facts, Springwood Federation has invested in two digital programmes, Numbots and Times Tables Rockstars which children are invited to use at different times throughout their education.

NumBots is all about every child achieving the “triple win” of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating.

Times Table Rock Stars is a fun and challenging programme designed to **help pupils master the times tables!** It is recommended that children do a little bit of times table practice at least four times a week.

What does remote learning involve and when do children receive it?

The Department for Education (DfE, 2020) expect schools to:

- Set assignments so that pupils have meaningful and ambitious work each day, in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good clarity about what is being taught and practised in each subject
- Provide frequent, clear expectations of new content, delivered by a teacher in school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a program that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. Good practice is considered to be:

*3 hours a day on average for children attending Key Stage 1, with less for younger children (EYFS)

*4 hours a day for children in Key Stage 2

In the event that the school is notified that a pupil needs to self-isolate due to an infectious coronavirus (COVID-19), the following procedure to ensure a continuity in their education will follow:

1. Office staff will notify teachers in pupil's year group that remote learning provision is required together with confirmation as to whether the family has access to a laptop/computer and the internet.
2. If a pupil has access to a laptop/computer, year group teachers will email the next day's remote learning requirements to parents' or carers' contact email address. If a pupil does not have digital access, a daily remote learning pack can be collected by a family member or friend (who is not self-isolating) or will be posted daily.
3. Each year group has their own email address (see below) which should be used by parents to submit their child's daily remote learning. This will enable a teacher to provide daily feedback.

Yearr@springwood-inf.hants.sch.uk

YearOne@springwood-inf.hants.sch.uk

YearTwo@springwood-inf.hants.sch.uk

YearThree@springwood.hants.sch.uk

YearFour@springwood.hants.sch.uk

YearFive@springwood.hants.sch.uk

YearSix@springwood.hants.sch.uk

4. Feedback may be shared by telephone, email or in writing (only for those who do not have digital access and who will submit a 'completed pack').
5. Teachers will continue to set and provide feedback on daily remote learning tasks for the duration of the self-isolation period

In the event that the school is advised by Public Health England (PHE) that a group of pupils are required to self-isolate due to coronavirus (COVID-19)

or

In the event of a local or national lockdown due to coronavirus (COVID-19) the following procedure to ensure continuity in their education will follow:

1. Office staff will notify teachers with confirmation as to whether the family has access to a laptop/computer and the internet.
2. If a pupil has access to a laptop/computer, the admin office will send an email or text advising parents or carers as to where remote learning will be uploaded. If school is notified that a pupil does not have digital access, a daily remote learning pack will be prepared by the year group and can be collected /submitted by a family member or friend who is not self-isolating at 10am every day.
3. A two-day year-group appropriate curriculum project created by Hampshire Local Authority to complete will be uploaded to the year group pages on the school website. During this time, teaching staff will make any necessary adaptations to their school planning so the learning journeys can continue and be accessed by all at home from day 3.
4. Teachers will review and provide daily written feedback on submissions. If remote learning is received by 3pm, feedback will be emailed between 7am and 9am the following morning (or Monday if Friday is submission day). If remote learning is received after 3pm, feedback will be emailed at the end of the next school day. Additionally teachers in the year team will conduct phone calls to provide ongoing support throughout the remote learning period.