Home Learning Protocol
St John's Angell Town CE Primary

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This protocol has been designed to support the parents and pupils of St John's Angell Town CE Primary School (SJAT) during a period of self-isolation or lockdown, be it for an individual, a class, a phase group or indeed the whole school. The purpose of outlining the protocol is to limit the impact of lost learning from any partial or full closure of the 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 our school, with expectations for children, parents, and staff

Should your child be subject to self-isolation or the school by forced to close or go through sustained period of extended closure due to the virus, all children will be provided with a range of learning resources. The school will continue 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 platforms:

- Mobile Phone Contact (through mutually agreed timings)
- Email (with limited response timings for replies)
- G Suite / Google Classroom the main learning platform for all children
- Class Dojo and a secondary/ backup learning platform for all children

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 with devices.

SJAT will provide learning through other online applications to seamlessly provide learning content within G Suite and alongside Class Dojo. 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: -

- Twitter feed with links
- Secure You Tube Group Areas
- Teacher tube
- Vimeo

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

- Maths (White Rose, Big Maths , TT Rockstars, Maths Frame ,)
- English (Literacy tree, Literacy Shed)
- Science (Snap Science, BBC Bitesize)
- Education City (all Subjects including SEND)
- Twinkl (Art and DT)
- Voyages (Humanities)
- PE (Premier Sport Online resources)
- BBC Bitesize (All Subjects)
- Oak National Academy (all subject)
- West Suffolk College (all Subjects)

It is important to remember that schools fully understand the challenges of Home Education whilst handling other work and family commitments. Our school 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 school, we will be supporting our families 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 will not be shared externally.

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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 advice 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. (Direct Teacher and Support Staff Support will be available during school hours (8.55am-3.30pm, except in exceptional circumstances0

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments through Google Classroom. Feedback will be given but will not be instantaneous and will vary due to the nature of remote learning. The school will aim to provide feedback by the end of the working school week. 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.

Suggested Timetables. May be subject to change depending on the needs of the school.

NURSURY / RECEPTION

Reception	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.10	Registration	Registration	Registration	Registration	Registration
9.10-9.45	RWI SL Reception 1 VH nursery 2 (when decided children split)	PE with sports coach until 10.45am	RWI SL Reception 1 VH nursery 2 (when decided children split)	RWI SL Reception 1 VH nursery 2 (when decided children split)	RWI SL Reception 1 VH nursery 2 (when decided children split)
9.45-10	In class worship		In class worship	In class worship	
10-10.45	Free flow/ Focused Activity Numeracy/Literacy inside and outside	Free flow/ Focused Activity Numeracy/Literacy inside and outside	Music Mr Bramfit	Free flow/ Focused Activity Numeracy/Literacy inside and outside	Free flow/ Focused Activity Numeracy/Literacy inside and outside
10.45-11	Play time and snack	Play time and snack	Play time and snack	Play time and snack	Play time and snack
11-11.45	Free flow/ Focused Activity Numeracy/Literacy inside and outside	Free flow/ Focused Activity Numeracy/Literacy inside and outside	Free flow/ Focused Activity Numeracy/Literacy inside and outside	Free flow/ Focused Activity Numeracy/Literacy inside and outside	Free flow/ Focused Activity Numeracy/Literacy inside and outside
11.45-12.30	Lunch	Lunch	Lunch	Lunch	Lunch
12.30-1	Playground	Playground	Playground	Playground	Playground
1.1.30	1pm Register Big maths	1pm Register Big maths	1pm Register Big maths	1pm Register Big maths	1pm Register Big maths
1.30-3	Free flow/ focused inside and outside	Free flow/ focused inside and outside	Free flow/ focused inside and outside	Free flow/ focused inside and outside	Free flow/ focused inside and outside
3-3.30	French	PSED Circle time	Music	PSED circle time	Achievement Assembly

YEAR ONE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45-9:00	**REGISTRATION**	**REGISTRATION**	**REGISTRATION**	**REGISTRATION**	**REGISTRATION**
9:00 -9:40	**RWI**	**RWI**	**RWI**	PE	**RWI**
9.40-10.45	**Literacy**	**Literacy**	**Literacy**		**ICT- LEXIA**
10.45-11:00	**BREAK**	**BREAK**	**BREAK**	**BREAK**	**BREAK**
11:00-12:15	**BIG MATHS (11:00-11:15)**	**Maths Problem solving**	**BIG MATHS (11:00-11:15)**	**BIG MATHS (11:00-11:15)**	**BIG MATHS (11:00-11:15)**
	MATHS		**MATHS**	**MATHS**	**MATHS**
12:15-1:15	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**
1:20-2:00	PSHE / CIRCLE TIME	**MATHS**	FRENCH (1.20-1:45)	**Literacy**	Science
2:00- 2:55	SCIENCE	ART/DT	TOPIC (1:45 – 2:55)	RE	Computing
2:55-3:10	**Worship**	**Worship**	**Worship**	**Worship**	
3:10-3:25	**Story Time**	**Story Time**	**Story Time**	**ERIC**	Achievement Assembly

YEAR TWO

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45-9:00	**HANDWRITING REGISTRATION**	**HANDWRITING REGISTRATION**	**HANDWRITING REGISTRATION**	**HANDWRITING REGISTRATION**	**HANDWRITING REGISTRATION**
9:00 -9:45	RWI	RWI	RWI	RWI	GUIDED READING
9:50-10:45	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
10:45-11:00	**BREAK**	**BREAK**	**BREAK**	**BREAK**	**BREAK**
11:00-12:15	BIG MATHS (11:15-11:30) MATHS	BIG MATHS (11:15-11:30) MATHS	BIG MATHS (11:15-11:30) MATHS	BIG MATHS (11:15-11:30) MATHS	BIG MATHS (11:15-11:30) MATHS
12:15-1:15	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**
1:20-2:00	TOPIC	CIRCLE TIME/ RIGHT OF THE WEEK	MUSIC (13:30-14:00)	PSHE: VOTES FOR SCHOOLS	ART
2:00- 3:00	ICT	SCIENCE	RE	PE (2:00-3:00)	Achievement Assembly
3:00-3:25	STORY TIME	STORY TIME	ERIC	SPELLINGS	French

YEAR THREE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 – 10:00	Phonics/Guided Reading	Phonics/Guided Reading	Phonics/Guided Reading	Phonics/Guided Reading	Phonics/Guided Reading
10:00 – 11:00	English	English	English	English	English
11:00 – 11:15	BREAK				
11:15 – 12:15	Maths	Maths	Maths	Maths	Maths
12:15 – 1:15	LUNCH				
1:15 – 2:15	PSHE	RE	PSHE	Computing	Science
2:15 – 3:30	Science	Art	Topic	PE	Achievement Assembly / French

YEAR FOUR

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Spellings				
9:30-10:00	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
10:00-10:30	Break				
10:30-11:30	English	English	English	English	English
11:00-12.00	Maths	Maths	Maths	Maths	Maths
12:00-13:00	**Lunch**				
13:00-14:00	Science	PE	RE	ART/DT	Discovery Learning
14:00-15:30	Science	PE	Computing	PSHE	French Achievement Assembly

YEAR FIVE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00	Registration				
9.05 – 9.35 9.35-9.55	GUIDED READING SPELLING/HANDWRITING	GUIDED READING TIMES TABLES	GUIDED READING SPELLING/HANDWRITING	GUIDED READING TIMES TABLES	GUIDED READING SPELLING/HANDWRITING
10.00 – 11.00	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
11.00 – 11.30	BREAK				
11.30 – 12.30 (TA break 11.15 – 11.30)	BIG MATHS MATHEMATICS	BIG MATHS MATHEMATICS	BIG MATHS MATHEMATICS	BIG MATHS MATHEMATICS	BIG MATHS MATHEMATICS
12.30 – 1.30	LUNCH				
1.30 – 2.30 (TA lunch 1.30-2.00)	COMPUTING	DISCOVERY LEARNING	SCIENCE	RE	PE
2.30 – 3.30	ART/DT	DISCOVERY LEARNING	SCIENCE	MUSIC	Achievement Assembly French

YEAR SIX

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Daily Practice	**Additional daily work** Spelling/Vocab/times-table Handwriting	**Additional daily work** Spelling/Vocab/times-table Handwriting	**Additional daily work** Spelling/Vocab/times-table Handwriting	**Additional daily work** Spelling/Vocab/times-table Handwriting	**Additional daily work** Spelling/Vocab/times-table Handwriting
9:00	**REGISTRATION**				
9:00 - 9:45	Guided Reading **Go Noodle dance/exercises**	Guided Reading **Go Noodle dance/exercises**	Guided Reading **Go Noodle dance/exercises**	Guided Reading **Go Noodle dance/exercises**	RE **Go Noodle dance/exercises**
9:45 – 10:45	Big Maths/Maths	Big Maths/Maths	Big Maths/Maths	Big Maths/Maths	Big Maths/Maths
11:00 – 11:15	**BREAK**				
11.15 - 12:30	Spag /English	Spag /English	Spag /English	Spag /English	Spag /English
12:30 - 1:30	**LUNCH**				
1:30 – 2:30	PPA	Science	PSHE	Discovery Learning	COMPUTING **Go Noodle dance/exercises**
2:30 – 3:00	PPA	**Go Noodle dance/exercises** Science	**Go Noodle dance/exercises** Art/DT	**Go Noodle dance/exercises** TOPIC	**Achievement Assembly**
3:00 - 3:25	PPA	French	**Go Noodle dance/exercises** Art/DT	PE	PSHE

Typical Learning Activity Structure

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 (20 minutes)

What the Home Learning experience will look like in Early Years

For early years children we will be using a combination of Class Dojo and Google Classroom 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 a (platform to be agreed) - parents will be able ask questions so that all will be able to see answers. Parents will be able to ask questions also on the (platform to be agreed)
- 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 will be using the (Google Classroom and Class Dojo) for Home Learning.
- Each day the Year 1 Class Teachers will be assigning one English and one Maths activity to the year group.
- For most of the activities you will hear voice recorded instructions from one of the Year 1 teachers.
- 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.
- Extra reading books and home learning exercise books for English and Maths will be provided.
- Thursday will be a project day for those children who are not receiving Enrichment Support from the Inclusion Team. Children will be encouraged to present their projects to their families and record these for teachers. Pupils can share their Project day presentations on (platform to be agreed) for their teacher to see.
- You will also be sent a story time every Thursday.
- Parents can use the (platform to be agreed) ask questions about the activities.
- Connect time will be via (platform to be agreed)
- Parents are expected to fill in the daily attendance register with their child which will be shared through (Google Docs). The password is will be assigned via the ICT Technician/ Class Teacher.

Year 2

- Year 2 will be using Google Classroom and Class Dojo for Home Learning.
- Parents have been invited onto Google Classroom and Class Dojo and will receive summaries of daily activity.
- Everyday Year 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 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.

- Thursday will be a project day, where children will have the opportunity to explore STEAM and get creative. All pictures and videos of these presentations can be shared (platform to be agreed).
- Year 2 will be using Google Classroom and Class Dojo 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 Google Classroom . The password is will be assigned via the ICT Technician/ Class Teacher.

Years 3-6

- Years 3-6 will be using Google Classroom and Class Dojo as online learning platforms during Home Learning.
- Daily, learning activities will be uploaded onto Google Classroom and Class Dojo for children to access.
- Google Classroom enables teachers to give feedback to children on their learning, and children will be expected to share their learning on (platform to be agreed) to allow the class teacher to do so.
- Parents have been invited onto Google Classroom and can therefore access the children's learning also.
- KS2 children will be using Google Classroom 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.
- Children will be expected to practice their tables through Google Classroom
- 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 Google Classroom.
- KS2 children will be offered a range of projects which they can chose to be part of over the term as self-directed learning these projects will be involved independent study, thought and some teamwork. It is likely that they will work children from across the phase / school in these projects
- Thursday 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 learning in - a book for English, humanities ,PSHE and 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 Google Classroom. The password is will be assigned via the ICT Technician/ Class Teacher.

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) 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 through Google Classroom and Class Dojo.
- Inclusion interventions will be made available on a Thursday 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 linked to ……. and other Enrichment sessions.
- Inclusion teachers will provide feedback to children and parents with regards to the work they have submitted via (platform to be agreed) 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 (platform to be agreed) 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 Google Classrooms	Within 24 hours
Technology	ICT help desk	Within 48 hours

Any other issue related to distance learning	Headteacher	Within 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

- KS2 children will be using Google Classroom 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.
- Children will be expected to practice their tables through Google Classroom
- 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 Google Classroom.
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Questions related to:	**Contact:**	**Typical Response Time**
Your child's learning	Class/specialist teacher – use Google Classroom	Within 24 hours
Technology	ICT helpdesk	Within 48 hours
Any other issue related to distance learning	Headteacher	Within 24 hours