

# Home Learning Plan

Adapting Teaching Practice for a return to Home Learning in the event of a Local lock down or Bubble / Year Group or Class closure

JANUARY 2022

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Primary Academies Trust



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# Home Learning Plans

Dear Parents and Carers,

As a Trust we are extremely keen not to move back to Online learning in part or in whole as we are extremely clear of the negative impact this has on children's educational progress, wellbeing and development as well as the strains this places on our families, community and staff team.

As a result any move to Home Learning would only be as an absolute last resort and inline with advice from the Department for Education and Public Health England / Bexley or Bromley (School dependent).

We are therefore looking flexibly at staff use in 2022, in order to redeploy teaching and non-teaching staff as necessary, in order to do all that we can to avoid this, whilst also ensuring the safety of our Pupils, Families and Staff Team. As a result you may notice changes in the staff used around your child's education in 2022 as we respond to levels of absence, changes in government policy and the needs of our school family.

The following plan sets out the minimum standards that as a Trust we have set out for our schools in delivering any home learning that does become absolutely necessary in the future and is based on DfE and EEF (Education Endowment Fund) research, to ensure that our children receive the best education and support we can offer regardless of what 2022, holds in store.



Mr P Rhodes: Chief Executive Officer

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# If needed what will underpin Home Learning Across the Trust?

As a Trust we have considered the options available to support remote education, our priority is to keep our approach simple, making sure pupils, parents, carers and teachers know exactly what is being expected of them. The exact approaches adopted by each school in the Trust will vary depending on the needs of its pupils and school context, however the approaches used will be underpinned by the following expectations:

- A) ALL learning opportunities MUST be available for ALL pupils
- B) The IT infrastructure to support home learning MUST be updated proactively ahead of any future lockdown or group closure.
- C) Online Safety Policies MUST be reviewed in order to protect pupils.
- D) ALL pupils working offline must be contacted weekly.
- E) SEND Pupils must receive a differentiated offer and 1 call a week from the SENCO home as well as being provided with a dedicated link LSA in contact where possible continuing interventions.
- F) Schools MUST reassess the platforms they are currently using, ahead of need, to ensure they adequately fulfil the expectations set out.
- G) Schools MUST re-evaluate training needs for staff and pupils ahead of need, addressing these to ensure skills are secure.
- H) Core Lessons should be delivered live and recorded via video where at all possible, with live teaching preferable as it enables live feedback / formative assessment. (School level decision regarding proportion to ensure wellbeing)
- I) Our online offers must enable regular live feedback, assessment and recording of pupil work.

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# How will we ensure Inclusion?

As not all pupils' home environments will support their education and some may not have access to a device or have an internet connection at home which allows them to learn online, or join in at scheduled lesson times we will ensure that in the offer made all online learning is also offered offline where necessary or provision is made to support IT access at pace and this will be planned for ahead of need.

Where practicable schools will identify these pupils ahead of need and provide these pupils with devices. To help address this issue, schools with specific groups of disadvantaged pupils will consider use of the current years Pupil Premium Funding in order to support this alongside the governments fund for all pupils.

Schools will be proactive in reassessing their budgets in order to reconsider use of curriculum and devolved capital finances to ensure the stability of their IT infrastructures and access to devices for this purpose, ensuring that we are ahead of the curve, proactive in preparation for this need.

Educational activities must be created in a range of formats, so that they are accessible to all, reducing the risk of pupils being left behind.

Pupils may only have access to mobile phones, rather than laptops or computers, so using multiplicity of formats (like PDFs as well as google app products) that can be viewed on mobile devices will be used to improve access to resources. Where this is not possible schools will identify teaching resources that can be easily printed and posted or hand delivered safely.

With children spending more time online, all Amadeus schools will restructure their online safety policies ahead of need and address staff training in this area in order to ensure pupil safety in all activities.

Pupils using hard copies will be asked to submit work by taking photos on their phones and texting or emailing them to their teachers, or by returning them physically as safe. In this case Teachers will make phone calls home to provide formative feedback.

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# How will we support SEND Pupils?

School will use video calls, instant messaging and / or weekly phone calls to support pupils with additional needs, unless they are attending school. Schools will have prepared for a future lockdown / closure by researching accessible opportunities to ensure this when planning and designing their teaching this term.

Approaches and support will be tailored to individual needs to prevent children falling further behind. This is particularly important for vulnerable children who might have further barriers to learning in their home environment. This will require differentiated work directed for these pupils, particularly targeted to meet their needs.

To support this further schools will ensure a twice-weekly phone call from the Special Educational Needs Coordinators (SENCO) to support their learning.

The SENCO will ensure weekly online team meetings with staff setting work to discuss the pupils with an education, health and care (EHC) plan and each pupil will where possible allocate a Learning Support Assistant (LSA) link to contact the pupil and their parents or carers on a weekly basis to check in and to offer support. Where possible we have advised that LSAs should continue to run booster lessons with targeted groups of pupils via our online platforms.

SEND departments will have prepared for this eventuality by ensuring easy access to specialist items needed for support at home such as screen readers and accessibility tools, ahead of lockdown or group closure.

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# How will we provide Training?

The most effective home schooling as highlighted by the EEF has used technology already familiar to staff, pupils and parents, rather than introducing new technology. This made the process of moving to remote education practices smoother.

As a result schools will have re-evaluate their available online platforms ahead of need, considering accessibility and the ability to meet the needs of all pupils and as needed will have adapted their approach in preparation for any closure. This will ensure that the approach selected meets all of the expectations set out.

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# How will we ensure Effective Practice?

Teachers will have a good understanding of what effective teaching practice looks like in a classroom setting, but these same practices will often be more difficult to maintain when teaching remotely. Some teaching practices will need additional planning to work well. This might include providing pupils with different ways of explaining concepts or identifying any likely misconceptions in advance.

Teachers will begin any period of future lockdown / closure by revisiting prior learning, ensuring that they chunk up any new knowledge providing clear teacher explanations or modelling. This will where possible be achieved through the delivery of video lessons, which can be delivered live or pre-recorded enabling flexibility of logon and rerecording for the less confident. Preferably and unless not possible live lessons with recorded availability will be used.

Wherever possible it is preferable that this is live as in a normal classroom lesson the session would be dialogue-rich with lots of questioning and the teacher getting feedback all of the time. This amount of feedback isn't as readily available in an online lesson, therefore teacher explanations will be planned more thoroughly. Many teachers will need to be careful not to be too ambitious initially about what can be achieved in a remote lesson compared to a normal classroom lesson and may therefore do this in smaller groups. This will also allow targeted teaching to children's specific needs.

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# How will we ensure Feedback and Assessment is Effective?

Our learning from prior closures evidenced that it is essential that schools consider carefully what monitoring of pupil progress is realistic in a further closure, and are therefore in control of the steps needed when schools / groups start to re-open again.

Teachers will use formative assessment and feedback as part of their teaching approach through a mixture of quizzes, digital tools and modelling of good answers. These will help teachers understand how pupils are achieving.

Feeding back remotely has the capacity to increase workload and it is therefore essential that we prioritise work-savvy methods to improve the immediacy and frequency of feedback.

Teachers will be dissuaded from using 'mark-scheme language' or giving pupils mark-schemes to self-assess, and instead feedback will be immediate both through live feedback in live video group sessions and through live feedback. It will therefore be ensured via quality assurance that when re-evaluating their online offer that schools ensure live feedback is possible, whilst children's work is in progress.

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# Adapting Teaching Practice for pupils isolating or away from School for a sustained period:

Where a pupil is unable to attend school because they are complying with clinical or public health advice, schools will be able to immediately offer them access to remote education.

Schools will monitor engagement with this activity as set out below:

**In developing these contingency plans, schools will:**

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, linked to the school's curriculum
- Give access to high quality remote education resources
- Select online tools that will be consistently used across the school in order to allow interaction, assessment and feedback
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support

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# When teaching pupils remotely, our schools will:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, matching the full school day
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide regularly, clear explanations of new content, delivered by a teacher in the 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 a 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 programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers

Schools will consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. Schools will avoid an over-reliance on long-term projects or internet research activities.

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