

New Cumnock Primary School

Home Learning Policy



Updated February 2021

INTRODUCTION

Learning that takes place at home can be for a variety of reasons. It may be the result of an entire school closure or a full class being sent home. In addition, it may be an individual child who is absent from school for a long period of time. Furthermore, it could be a model where children learn from both home and some time in school within a working week. It is important to define the difference between each of these learning models.

Remote Learning

Remote Learning occurs when learners and teachers are separated by time and distance and therefore cannot meet in a traditional classroom setting. Instead, they will access online learning materials. This may occur when a full class are sent home for a period of time, or in the event of a full school closure.

Home Learning

Home Learning is when an individual pupil is at home for a period of time and requires access to learning materials. The class teacher and peers are still in school, therefore said pupil will access generic learning materials catered to their level.

Blended Learning

Blended Learning is a style of learning in which students learn via electronic and online media as well as traditional face-to-face teaching. Learners will have access to in school teaching on a reduced timetable and will work from home for the rest of the school week.

RATIONALE

On Friday 20th March 2020, schools closed as part of the UK's "national fightback against the coronavirus". Learners worked from home, following a Remote Learning model and liaised with class teachers over digital platforms. Schools reopened after the summer holidays on 11th August. Pupils returned initially using a Blended Learning model, ensuring children were distanced 2m apart. This then changed to a full return from the 18th August, with safety measures firmly in place.

Should an individual child be at home to self-isolate short term, whether having been in close contact with someone who is displaying symptoms or has tested positive for COVID-19, or whether they have displayed symptoms and are awaiting the results of a COVID test, home learning materials have been provided by the school and made available on the school blog.

In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities which will, as far as possible, meet their needs and build upon prior learning.

AIMS AND OBJECTIVES

As a school community, in the event of either remote, home or blended learning, we aim to:

- Recognise and celebrate learning that already happens at home.
- Promote parents and children working together.
- Be supportive to parents about the ways in which they can help their child at home.
- Encourage perseverance, self-discipline and pupils taking responsibility for their own learning.
- Enable children to develop their learning independently, without the teacher's presence.
- Allow time for children to pursue interests outside of school and enable them to have unstructured time to themselves, including time to rest and relax.
- Communicate with parents if their child is not engaging with learning materials to see how we can help.

With this in mind, **UNCRC Article 28** states that:

"You have the right to a good quality education. You should be encouraged to go to school to the highest level you can."

It is envisioned that by following the guidance in this document not only will young people in New Cumnock be in receipt of this right, but teachers will be delivering our vision:

In New Cumnock Primary School, we work together to ensure a welcoming, nurturing and innovative environment which allows everyone to excel on the journey to excellence.

ROLES AND RESPONSIBILITIES

Teaching Staff

- To embrace the mode of learning delivery.
- To inform learners and their parents of the appropriate level of work for their child to access in the event of a child Home Learning.
- To upload a full curriculum as far as possible onto class blogs in the event of Remote Learning.
- To ensure the Home Learning section of the school blog is equipped with a variety of Literacy, Numeracy and Wider Curriculum materials for their stage.
- To take responsibility for their own Professional Learning when working from home through active research and collaboration.
- To provide new learning opportunities as well as reinforcement and consolidation of prior learning.
- To build upon the "home learning" experience, systems and skills learned during lockdown.
- To promote an ethos of inclusion, respect, fairness and equality.

- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils and provide them with feedback on their submitted work.
- To engage with effective learning and teaching resources e.g. White Rose Maths, BBC Bitesize etc
- To foster an open pathway of communication between the school and home where appropriate.
- To keep abreast of research and national agenda.
- To adhere to government Safeguarding and Health and Safety guidelines.
- To provide targeted, "differentiated" support to learners with particular needs.
- To provide feedback to pupils, as appropriate, in response to questions or requests through Microsoft Teams (P3-7) individually or as a whole class.
- Be mindful that extra support may be required where parents and guardians are less confident to provide such support themselves.

Senior Leadership Team

- To develop the school vision and achieve engagement among the school community for the appropriate learning model.
- To make strategic decisions, based on the unique context in which the school operates, that best meets the needs of learners and staff.
- To provide opportunities for staff to engage with professional learning activities that will equip them to effectively plan for and implement remote learning.
- To communicate with families via our digital platforms - school blog, app and Twitter.
- To collate pupil engagement trackers from each class and carry out wellbeing phone calls, focusing primarily on families who are not engaging or communicating with the class teacher.

Office Staff

- To liaise with parents to find out the most successful format for the learning materials. We are aware that due to families' ability to access ICT equipment some parents and carers prefer to receive work in hard copy. These will be collected or delivered to homes as appropriate to individual circumstances.
- To communicate with families via our school app.

Home Link Practitioner

- To communicate with our vulnerable families (SIMD 1+2) and feedback to Senior Leadership Team.
- To liaise with families to find out the most successful format for the learning materials. We are aware that due to families' ability to access ICT equipment some parents and carers prefer to receive work in hard copy. These will be collected or delivered to homes as appropriate to individual circumstances.
- To seek support for our vulnerable families in need of food parcels, clothing and free school meals in the event of their child's absence from school.

Parents

- To have their input and views on the quality of provision of learning taken into consideration.
- To have access to staff (during normal school hours) regarding learning and the well-being of their child.
- To encourage and support their child's learning by engaging constructively, as appropriate.
- To support the school values.
- To foster an open pathway of communication between the school and home where appropriate.
- To support children in accessing the variety of learning opportunities provided to the best of their ability.
- To ensure children complete remote learning tasks online or on paper as required.
- To understand that teachers need time to respond to questions or queries.

Pupils

- To begin to take greater ownership of their learning process.
- To be respectful to their community as digital citizens.
- To have their input and views on the quality of provision considered.
- To engage with learning opportunities and complete remote learning tasks online or in paper form.
- To engage in learning through our digital platform - Glow/Teams, asking questions to clarify understanding if required.
- To ensure everyone feels valued, respected and included.
- To contribute their views whilst working remotely.

See **APPENDIX 1** for East Ayrshire guidance for parents and pupils. Learning online is new for pupils, parents/carers and many teachers. This document provides advice on how to set up for learning, to be part of online meetings and access learning in Microsoft Teams.

LEARNING AND TEACHING

Teachers will plan to deliver learning experiences using imaginative, interactive approaches, so that young people feel immersed in the learning whilst being removed from the classroom.

Home Learning materials provided on the school blog and within paper packs as required, are a consolidation of previous learning and skills.

Remote Learning will also involve some new learning as detailed within the Backdrop Plan for that stage.

See **APPENDIX 2** for Remote Learning guidance for staff. The purpose of the checklist is to ensure consistency across each class and to support teachers to deliver the minimum expectation. This guidance reflects National and Local guidance as well as consultation with staff and the wider parent body.

PLANNING

Backdrops plans will inform what is to be delivered. In the case of Remote Learning, the full curriculum will be delivered as far as possible. Materials for Home Learning have been provided on the school blog ensuring progression across levels and a variety of activities within Literacy, Numeracy and the Wider Curriculum. These materials are a consolidation of previous learning.

RESOURCES

Learning materials will be produced in an electronic format through the class blogs, with P3-7 having access to Microsoft Teams to communicate with staff and peers. P1-2/3 will have access to VScene to allow a virtual meeting to take place.

Families who require paper copies of learning materials must notify the school. Our office staff and Home Link Practitioner will support to identify who these families are. In the event of a whole school closure, our partnership with the NCDT will be utilised to facilitate with printing of paper-based learning materials and distribution to those families in need of them.

Our Home Link Practitioner has previously identified families who do not have access to technology devices to access learning materials, and families were given a Council issued iPad device to support this. School laptops will also be distributed in cases where families do not have access to online learning materials.

Staff will also utilise school subscriptions when setting home learning tasks.

ADDITIONAL SUPPORT NEEDS

Pupils who require additional support with learning will be included fully with the teacher facilitating their individual needs through differentiation of tasks. Children who receive support from EAST, may be provided with a leaflet from the EAST staff member with support suited to the needs of their child's plan.

MARKING AND FEEDBACK

Learners will be encouraged to share completed work with class teacher via email (P1-2/3) or via Microsoft Teams (P3-7). P5-7 are encouraged to upload their work to their e-portfolio under a Remote Learning page. Upper children may prefer to submit their work via email as it is private, this will also be encouraged if they are more comfortable with this.

Teacher comments should refer to the Learning Intention and Success Criteria, as well as the level of effort from the pupil.

Class teachers may want to make their emails available for communication. P3-7 staff should note within Teams a time they will be available to be contactable at. They are not expected to be active on this platform for the full school day.

The Senior Leadership Team should ensure their email address is made available to parents and carers through the school blog and app.

ASSESSMENT

Assessment is for Learning strategies are used on a daily basis. Formative and summative assessment will be used in the learning & teaching process:

- To share learning objectives and success criteria clearly.
- To assess understanding through skilful questioning.
- To give pupils clear and regular feedback via email or Teams.
- To engage in the process of self-assessment.

TRACKING AND MONITORING

Pupil engagement trackers will be recorded to monitor engagement of our learners in the learning materials being provided in a remote learning case. Any children who have not made contact with their class teacher within 1 week, will be contacted by a member of the SLT to carry out a wellbeing phone call.

Regular tracking will help to form CfE levels. Teachers will input their judgement of a level into the East Ayrshire Tracking and Monitoring online tool during key periods, allowing them to track progress across a level.

QUALITY ASSURANCE

It is the responsibility of the Senior Leadership Team to monitor the learning materials being provided throughout the class blogs, ensuring consistency of delivery across all stages and allowing depth, breadth and progression from Early through to Second Levels.

APPENDIX 1

PARENT AND PUPIL GUIDANCE

Learning online is new for pupils, parents/carers and many teachers. This document provides advice on how to setup for learning, to be part of online meetings and access learning in Microsoft Teams. The key points are:

For pupils:

- find a quiet space
- use headphones if you can
- place your device so the camera does not show too much of your home (to protect your privacy). If you are using the App switch on the blur background option.
- behave in the lesson as you would be expected to in school
- be kind and considerate of others
- follow up tasks will be in Microsoft Teams – you can ask questions of your teacher there.

For parents/carers:

- Help your child find the best place to work (if possible, not a bedroom, if your child is using the MS Teams App ask if they have switch on the blur background option)
- Be on hand, if you can, to help if needed
- Take an interest in your child's work and ask them about the tasks they have been given.
- MS Teams is available for the delivery of learning and teaching. It is not a means of communication between parents and school. Parents should use normal communications channels as set up by the school.

Microsoft Teams Meeting (Video Conferencing) – Live lesson

Pupils - Getting set up

First of all, you do not need to be on camera if you do not wish to be.

Using a Microsoft Teams Meeting is like inviting someone into your home. You need to think carefully about the view from your web camera and how you are set up at home for learning online. Here are some top tips.

1. Be dressed suitably - no PJs - get dressed as you would be happy to be seen outside of your home.
2. Sit somewhere with your back towards the wall. This will reduce how much of your home is in the camera frame. If you are using the App switch on the blur background option.
3. Turn the TV and other distractions off. Try to find a space which is quiet. Don't worry - we know this might not always be easy for everyone to do. Your teacher will help you set up the noise reduction setting.
4. If you have some headphones, please use them. You might need to change the meeting settings after you plug-in your headphones. This will work even better if they have a microphone.
5. Choose somewhere with good light but don't have your back towards a window if you can avoid it. Too much light can make it difficult for others to see you on your camera.
6. Have your device on a table rather than on your knees. If you don't have a table, use cushions under your device to make yourself more comfortable.
7. Have some paper/jotters handy with a pen or pencil so you can write notes if you need to. You could also use Microsoft OneNote or O365 Word to write short notes with your device during your meeting.



Pupils: Connecting to your meeting

Your teacher will set a time for your meeting / lesson in Microsoft Teams. This is also where you will find the link for the meeting when it starts. Your teacher will be the first person in the meeting room and will be the last person to leave it. You may have to wait to be admitted to the meeting / lesson.

Top Tips for your meeting

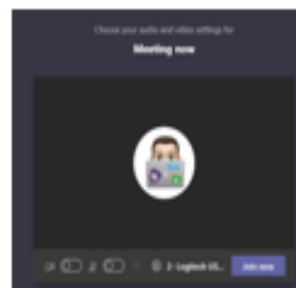
1. Visit your Microsoft Team to get the meeting link just before the meeting is due to start.



2. You will not be able to join before your teacher.

3. Mute your microphone before you enter the meeting. You can also switch off your camera if you wish.

4. Click **Join now** to enter the Teams Meeting.



5. Once connected, listen carefully to your teacher. You can use the chat to ask questions or **unmute** your microphone and ask your question. You should **mute** your mic again after you have asked your questions.

6. In your Teams Meeting, be kind and considerate of other people. The Teams Meeting is just like being in school and you need to behave appropriately. Your teacher may remove you from the meeting if you do not do so. If you are removed from a meeting, the headteacher or another member of staff may discuss this with you and your parents/carers.

7. When the call is complete, disconnect by clicking the red "hang up" button.

8. Remember to check your Microsoft Team after the meeting for any assignments that your teacher may have set for you.



Pupil Expectations:

- only use your Glow email address for class communication;
- be punctual for all lessons;
- where required, access the files for each lesson on Glow in advance and have the materials to hand;
- make sure you have all power adaptors, laptops, screen connections ready before the lesson begins;
- submit all assignments on time in accordance to the agreed protocols;
- show respect for everyone in the online classroom;
- dress appropriately for all classes, thinking about modesty and respect for others;
- ensure the location you log in from is appropriate [i.e.](#) give consideration to background, camera angle, privacy etc. Consider making use of appropriate customised backgrounds.
- seek to contribute to the class in a positive manner and not be disruptive at any time;
- leave the Microsoft Team Meeting if you are feeling uncomfortable;
- understand that no part of the 'live virtual lesson' will be recorded; **Do not** record or take pictures of any part of a livestream / video-conference lesson.
- understand and agree that no documentation stored for learning, whether it be assignments or materials shall be duplicated, copied or shared with anyone other than the pupil or school;

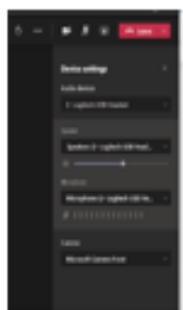
Parents: Helping your child to set up & connect

Our tips for helping your child to be part of an online video lesson.

1. Remind your child that they need to behave appropriately in online lessons. Encourage them to be polite and respectful during the call. Be aware that inappropriate behaviour may result in your child being removed from the meeting and a follow-up discussion with school staff.
2. Position the computer/device in a room where you can monitor their activity, preferably not a bedroom and ask your child if they are using the App to enable the blurred background.
3. Keep the background clear, with good lighting and sound (see our pupil tips above).
4. Information about who is hosting the lessons, what the lesson will be about and what tasks are set following it will all be shared in your child's Microsoft Team. The link to the meeting will be shared in your child's Microsoft Team just before the meeting is due to start.
5. Your child may need support in setting up the Microsoft Team Meeting, connecting their headphones, if they have them, and selecting the camera.

Audio and video settings can be adjusted by –

Clicking on the three dots (...) and select **Device settings**



Help your child to do this and check the preview of the webcam before your child joins the meeting, and enable the blurred background [option](#) click the three dots (...). You can then preview the effect and when ready choose **Apply**. The video is not shared until you press **Apply**. You can also join the meeting with the camera OFF if you prefer this.

6. If you can, it is helpful for you to take an interest in your child's lesson and stay close by so you can assist if needed.
7. To protect your own family's privacy and that of others, we ask that participation in online meetings is kept to your child, their class and teacher.
8. If you have any concerns about the use of Microsoft Teams Meetings or the content of live lessons, you can contact your school via the normal channels.
9. Microsoft Team Meetings can only be used **by learners** accessing Microsoft Teams through Glow to join video-conferencing meetings / lessons calls with members of staff.

Here is a helpful guide provided by Education Scotland - [MS Teams Meeting](#)

You will also find useful information at- [Glow for parents and carers – Glow Connect](#).

Establishments will not share pupil logins or password with parents, this is a national decision.

Pupils will have already signed 'An Acceptable Use of ICT Agreement' at the beginning of their school year and this agreement still stands in the virtual learning environment.

APPENDIX 2

Remote Learning Guidance

The purpose of this checklist is to ensure consistency across each class and support teachers to deliver the **minimum** expectation. This guidance reflects National and Local Guidance as well as consultation undertaken with staff and the wider parent body.

	Remote Learning	✓
1.	Class teacher's main platform to communicate with pupils are Teams (P3 – P7) or VScene and Online Learning Journals (P1-P2/3).	
2.	<p>Class teachers will provide 2 'live' learning opportunities a day. These may take the form of a:</p> <ul style="list-style-type: none"> • Pre-recorded lesson. The teacher needs to identify times they will be on the chat or video function to discuss (camera can be on or off). For instance, <i>'Between 10-11am I will be on the TEAMS chat function to discuss today's literacy task and between 1-2pm I will be available to discuss today's numeracy task'</i>. • Team's live chat with either the camera on or off. Remember there is a whiteboard function which can be accessed through the sharing content – everyone on the team call can then collaborate using this function (practitioner can turn collaboration function on or off). • Live lessons shouldn't be long. Around 10mins for infants and 20mins for uppers. • Staff and pupils have the choice if they would like to have their own cameras on or off. 	
3.	<p>The coverage of the curriculum includes:</p> <p>4 x Literacy 4 x Numeracy 3 x HWB 2 x wellbeing check-ins 2 x IDL/wider curricular activities</p>	
4.	Class teachers will give a suggested time allocation for each activity.	
5.	Feedback should be regular and purposeful and should include whole class, group as well as individual.	
6.	Assessment should be undertaken regularly to ensure successful monitoring and tracking.	
7.	If class teachers wish, e-mails should be made available to parents to allow communication.	
8.	Class teachers should try where possible not to use an excess of worksheets for their activities.	

9.	Class Teacher will include PATHs Pupil of the Day within their Blog.	
10.	Class teachers will complete an Engagement Tracker for their class and update for 12pm on a Friday for that week.	
11.	G Hastings will support staff and parents with any technical issues.	
12.	Those members of staff in charge of whole school initiatives should continue to plan and progress/maintain these-Lesley-Anne/Donna (RRS), Gary (PATHS), Clair/Donna (DFS), Corrine/Laura (Eco). J McMurdo will upload a weekly Wider Achievement Activity and Whole School Assembly and G Hastings will upload a weekly whole school PE lesson.	
13.	Any contact with families from our Senior Leadership Team or HLP will be recorded on appropriate systems and class teachers informed.	
14.	The SLT will provide support and guidance for class teachers to ensure a high quality provision.	
15.	Should key workers children be in school, school staff will support the children in school on a rota basis.	
16.	A member of the Senior Leadership Team will be in school each day to oversee the in-school provision and take any phone calls.	
17.	Pupils should use their own resources when in school (provided by school).	
18.	Shared resources within each bubble will be cleaned on a daily basis.	

