



High Wycombe Church of England Home Learning Guidelines December 2021



In the event of your child needing to isolate:

If your child is isolating at home and the rest of their class is in school, their home learning will revert back to teams. Daily lessons will be posted to your child that mirror the lessons they would be having in school. Work will be posted ready for the day after you have informed the school of your child's absence. Children are expected to respond to activities and their work will be marked by their teacher.

An example timetable for an EYFS child isolating at home:

All work will be set on Tapestry	
Subject	Amount
Reading	Daily
Maths	5 Sessions a week
Phonics	5 Sessions a week
Literacy activities	4 Sessions a week
4x Other activities (including PE and art)	4 Sessions a week

An example timetable for a KS1/KS2 child isolating at home:

Subject	Activity	How long do I spend doing this?
Literacy	<i>The class teacher will set a writing or reading based task to complete.</i>	40 minutes
Spelling	 <i>Play the games to improve your spelling</i>	15 minutes
Reading	<i>Quiet reading for pleasure or reading aloud to someone. Discuss your predictions before reading or summarise what you have just read to an adult.</i>	30 minutes
Maths Starter		15 minutes
Maths Lesson	 	40 minutes
Active learning	https://app.gonoodle.com	<i>Select a couple of go-noodles as a movement break to do in between each activity</i>
None core subjects	 <i>Respond to the activities set on Teams for you. This may include a writing base activity and or another task to complete.</i>	2 hours

In the event of a part/ whole school closure

If class bubbles or the whole school close, we will offer a 'blended' learning approach which will include a combination of **live Teams sessions** with a teacher (**unless teacher is unwell**), lessons posted on **Teams** and the use of a range of **online learning platforms**. Teaching and learning will mirror the National Curriculum objectives that would have been taught in school. Teachers will consider that households are likely to have differing demands on access to computers, tablets and other devices.

Weekly expectations

Teachers will share a weekly timetable with their class. This will outline the different subjects that will be covered on different days with guidelines on how long should be spent on particular lessons. We understand that families will manage home learning in different ways and that some lessons and activities will be completed by children at different points during the week.

Early Years Foundation Stage

The reception class are offered a range of learning opportunities, which cover all seven areas of learning in the EYFS curriculum throughout the week. The learning offered is a range of online and practical tasks which, if maximised, could take up to 3 hours. For most children, some tasks may require adult support and some are designed to enable children to complete them independently. Active learning and suggestions for learning outside are provided within the daily challenges set.

Key Stage 1

KS1 children are expected to spend 3 hours each day completing home learning activities. This includes differentiated daily Maths, Phonics, Literacy and Topic lessons, reading, regular spelling practice on Spelling Shed, TTRS, Maths Whizz as well as suggestions for physical activities. Lessons provided by the teachers often have the scope to last beyond the expected 3 hours and can be managed to suit the attention span of a child. We appreciate that some children will be managing their home learning with some independence, and therefore teachers encourage children not to rush, but apply themselves in the same manner as they would in the classroom

Key Stage 2

KS2 children are expected to spend 4 hours each day completing home learning activities. This includes the differentiated Maths, Literacy and Topic lessons set via Teams, daily practice of times tables skills on TTRS, daily practice of spelling skills on Spelling Shed and reading. Lessons provided by the teachers often have the scope to last beyond the expected 4 hours and can be managed to suit the attention span of a child. As many children will be managing their home learning independently, teachers encourage children not to rush, but apply themselves in the same manner as they would in the classroom.

Collective worship is an important part of our school day and will continue to be shared with all children via Teams; it is included as part of their day's learning. Collective worship during the week may include:

- An introduction to the monthly Christian value or collective worship.
- A video link to a Clergy worship video.
- Weekly learning behaviour focus.
- An assembly regarding a news theme, Christian value or special event e.g. Internet Safety day.

Daily lessons:

To provide greater flexibility of device use during the day, teachers will continue to upload daily lessons and activities to Teams. Lessons are scheduled to upload at 6pm the night before they are expected to be completed. This is to support parents in managing home learning and prepare ahead of the day of lessons if you wish. Lessons provided on teams and planned with the resources that will be available at home in mind and may include the following:

- Links to White Rose Maths videos to support Maths.
- Teacher-recorded videos.
- Teacher narrated PowerPoints.
- Links to YouTube videos etc.



Teams live session(s)

At least one daily interactive Teams session will be provided for children with a teacher, whenever possible. These sessions will be timetabled and weekly schedules shared with children and parents as soon as possible. Children should access the scheduled meeting via their Teams calendar. Children invited to the meetings **will be expected to attend** and be audible and visible to their teacher when requested. However, initially when joining a meeting, we ask that your child's microphone is muted.

Meetings will last no longer than 30 minutes (for younger children, this may be shorter) and include one or more of the following:

- Instructions for activities/tasks for the day.
- Teaching input- e.g. explanations, guided writing, modelling of concepts, sharing learning resources.
- Interactive teaching/assessment-e.g. sharing work, questioning/response.
- Review of previous tasks/feedback.

When children attend a live Teams meeting, please can parents ensure that:

- Devices are used in appropriate places, with a neutral background (check there is nothing personal or private on display) and away from other household members.
- No other family members 'join' lessons. A remote lesson should be a reflection of the attendance of a normal classroom setting
- All members of the household are aware of the meeting and that they may be visible and heard in the vicinity of the device and therefore the importance of appropriate dress, limited background
- conversation/noise/interruptions and appropriate language.
- The meeting is not recorded or videoed (**this is a safeguarding expectation**).

Please report any concerns regarding these expectations, to the phase email for the attention of the class teacher.

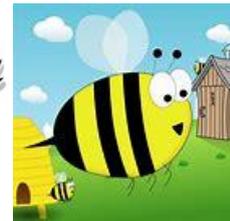
If your child is unable to access any Teams meeting, please email your child's class teacher with details via the phase email.

If your child is unwell, please email the office via **office@highwycombcombined.bucks.sch.uk**

Online Platforms

As a school, we subscribe to a broad range of online learning platforms that we utilise to further enhance home learning.

- **Maths Whizz-** This is a personalised maths program that enables teachers to monitor the amount of time spent and progress made each week. Teachers send weekly messages to children on Maths Whizz to encourage and praise children's efforts and a 'Maths Whizz Champion' is identified. To maximise its impact, children should spend 1 hour per week on this program.
- **Times Tables Rockstars (TTRS)-** This program mirrors the times tables test that is completed in Year 4. It is personalised to your child and develops their speed in recall of multiplication facts. It is expected that children spend 15 minutes per day on this program.
- **myON-** This is a digital library of books for children in Year 2-6. Children are able to search for fiction and non-fiction texts that suit their preferences. Children are encouraged to spend 30 minutes reading per day, this could be physical books OR books available on myON.
- **Spelling Shed-** Weekly spelling and phonics patterns are set, children practice and improve their spelling through games. It is expected that children spend 15 minutes per day on this program.
- **Charanga-** A world-leading music teaching and learning platform used in 62 countries. Children across the school log in weekly to access their music lesson.



Additional Expectations

- All children should continue to read each day.
- In Key Stage 1, children should continue to practise counting forwards and backwards from any number up to 100, know their number bonds to 10, 20 and 100 and be able to count confidently in 2s, 5s and 10s.
- In Key Stage 2, children should continue to learn the multiplication and division facts for all times tables up to 12- daily practice on TTRS will support with this.
- Maths and English tasks should take approximately an hour to complete. If your child finishes early, please can they use the following checklist to ensure they have made the most of the lesson time.

Maths:

- Have I checked my work?
- Have I shown all my working clearly?
- Can I write an explanation about what I have learnt?
- Could I create my own questions and answer them? (this could include worded problems)

English:

- Have I edited my writing and checked spellings/ punctuation/sense?
- Have I presented my work clearly and neatly?
- Can I improve my writing? (e.g. vocabulary choice, use of varied sentence structure)

Teacher Marking

Teachers will provide 'on the day' feedback to children on work that is submitted by 4pm. Any work that is submitted after this time may not receive a response until the following day. Teacher feedback will be sent in a range of ways to offer support, encouragement and move learning forward;

- Audio messages- offering suggestions or highlighting spelling errors.
- Praise through 'likes' and emojis.
- Comments of encouragement and praise.
- Constructive feedback- 'This would be even better if...', 'Can you redraft the final paragraph using your best handwriting and remembering full stops and commas' etc.

Teachers will also motivate whole classes with announcements and messages of congratulations to individual children at the end of the week.

Further Support

- Queries regarding school work, behaviour or a child's well being can be sent directly to teachers via the phase email address. This email address is checked once per day. Teachers will aim to reply to posts and emails by the next day, but this may be dependent on the quantity of messages received.
- Some children will be invited to additional Teams meetings in order to provide further support with tasks set.
- If your child has an SEN support plan, teachers will aim to set tasks that are suited to your child's ability/needs. Please contact the class teacher via the phase email as soon as possible if your child is struggling to complete a set task.

Promotion of Mental Well-Being, Active Lifestyle and Other Interests

We will provide learning activities which aim to promote mental well-being and an active lifestyle. These activities, by their nature, cannot be submitted, but we hope that these will be given value and time during your child's normal school day and that they will be able to talk about these activities in meetings.

Challenges to further enhance your child's education, attitude to learning and well-being are also posted via our social media platforms, please encourage a love of learning and community spirit in your child/ren by participating when possible.



Online Provision Review

Our Home Learning policy has been created to continue a balanced curriculum and continue communication between teachers and pupils, despite being apart. We are committed to review and adapt how we deliver our home learning according to how this works in practice. We continue to adapt to suit the needs of all our children and provide the best possible provision for our children both in and out of school.

Please visit the Home Learning section of our website for links to useful resources and more detail.