

# Stonehouse Park Infant School



Stonehouse Park  
Infant School

The BEST start for every child so every child can be the BEST they can be.

## Home Learning Policy

(This policy should be read in conjunction with  
Safeguarding Policy)

**Date Ratified by Governors: October 2020**

**Review Date: October 2021**

## **Our Vision Statement**

**For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring towards other people.**

### **Our Aims:**

#### **Curious about the world**

- To promote awareness and understanding of other cultures.
- To develop the children's motivation, discovering their special interests and talents.
- To introduce children to a wide range of new experiences, ideas and activities.
- To encourage the children to ask questions about the world, talk about their ideas and express their opinions.

#### **Excited about their future**

- To make children excited about learning and eager to move on to the next stage of their learning.
- To help children to look beyond their immediate surroundings and their own personal circumstances.
- To shape a curriculum which will develop the knowledge and skills that children will need to meet the challenges of their future lives.
- To involve children in problem solving and develop their capacity to be active citizens

#### **Positive of their ability**

- To help children to reach the highest levels of achievement in all they do.
- To demonstrate to all children that they are able to learn and that they can succeed.
- To provide the highest quality of teaching for all children and to meet every child's individual needs.
- To develop children's awareness of their own learning and the value of resilience, perseverance and dedication.

#### **Caring of other people**

- To develop sensitivity to the feelings and concerns of other people.
- To demonstrate compassion, respect for others and develop a moral understanding.
- To learn how to co-operate and work with other people.



## Stonehouse Park Infant School Home Learning Policy in Response to Covid-19



### **Rationale:**

At Stonehouse Park Infant School we are determined that every child who attends our nursery and school will have the BEST possible start to their primary education. We are currently living and working through unprecedented times. This policy sets out the actions we will take to ensure that children's learning is not interrupted and we keep in regular contact with families in the event of:

- Full school closure as directed by the government/ local authority due to covid-19 restrictions.
- Year group/class bubble closure due to a confirmed case of covid-19 in a child or member of staff in that bubble.
- A child at home self-isolating due to a confirmed case of covid-19 within their household.
- A member of staff working from home as they are self isolating due to a confirmed case of covid-19 in their household.

This policy is also intended to protect the physical and mental health of our staff team as well as that of our children and families.

This policy aims to:

- Ensure consistency in the approach to learning at home for children who aren't in school.
- Set out expectations for all members of the school community with regards to home learning
- Provide appropriate guidelines for data protection

### **Roles and Responsibilities:**

#### **Teachers:**

When providing home learning teachers must be available between 9.00 am and 3.00 pm. If they are unable to work for any reason during this time, e.g. due to illness or caring for a dependent, they should report this using the normal absence procedure.

When setting home learning teachers are responsible for setting work for individuals who are self-isolating and/or for the class bubble. They are also expected to contribute to the planning/resourcing/delivery of home learning for the year group bubble.

The school will provide a pack of resources for the family to include learning journal, pencil, crayons, pencil sharpener & learning sheets e.g. to practise phonics, number and handwriting.

The learning plan for the week will be e mailed to parents. The learning plan will clearly define the learning activities for each day and the expected duration.

The teacher will make contact with individual families who are self- isolating daily via text or e mail.

In the event of the whole class bubble being shut/ full lock down the teacher will facilitate a Zoom learning session at the start of the day to greet the children, teach a short session and to set out the learning activities for the day. This will be followed up with an e mail to parents. The teacher will also facilitate a daily Zoom storytime

During the Zoom sessions staff will be dressed as though they were teaching in school and be filmed against a bare background and in a quiet space.

Parents can respond to the teacher via e mail. Messages and e mails to staff will not be answered after 4.30 pm but will be addressed the following day.

Teachers will keep in regular touch with families during the period of absence by daily text/ email and weekly phone call.

Teachers will co-ordinate the preparation of a weekly home learning pack. This will contain all of the learning activities that the child will be expected to complete during the week. These will be differentiated according to the child's learning and developmental needs.

Teachers will mark any completed work returned to school and provide feedback and next steps to parents via e mail and or the weekly telephone calls.

Any complaints or concerns shared by parents will be managed using our school complaints and safeguarding policies. These are available on our website.

The teacher will follow up any non-engagement with the parent initially and then report this to the DHT/HT.

### **Teaching Assistants:**

When supporting with home learning the teaching assistants must be available for their contracted hours. If they are unable to work for any reason during this time, e.g. due to illness or caring for a dependent, they should report this using the normal absence procedure.

Teaching Assistants may be asked to make telephone contact with families who are not at school. They may also be asked to be with the teacher during Zoom sessions. In the Zoom sessions staff will be dressed as though they were teaching in school and be filmed against a bare background and in a quiet space.

Teaching assistants will contribute to the organisation of the home learning packs under the guidance of the teaching team.

### **Curriculum Leaders:**

Alongside their teaching responsibilities curriculum leaders will be responsible for supporting teachers to provide a broad and balanced curriculum and alert teachers to subject specific resources.

### **Headteacher & Deputy headteacher:**

Alongside any teaching responsibilities senior leaders will monitor the effectiveness & security of the home learning. They will also provide support to class teachers and ensure they have resources they need to deliver home learning.

Senior leaders will monitor the attendance of children taking part in the Zoom learning sessions and the engagement of parents in supporting their child to complete the home learning activities.

Senior leaders will ensure that home learning packs will be delivered to the family home if the family are unable to leave the house due to their self-isolation, illness, or disability.

### **Designated Safeguarding Leads:**

The DSLs will ensure the school's safeguarding protocols and procedures are being followed. They will also make at least weekly contact with all vulnerable families.

### **Office Manager**

The office manager will be the first response to any issues with IT and report them to our IT support service. The office manager will also ensure that all school GDPR policies are followed.

## **Children and Families**

### **Parents and Children**

- Should be contactable during the school day
- Complete work set by teachers
- Seek help if they need it from Teachers or Senior leaders.
- Alert teachers if the child cannot complete the work or is ill
- Be respectful if making comments or concerns known to staff

### **Governors**

- Monitor the school's approach to the provision of home learning to ensure that education remains as high quality as possible
- Ensure that staff are certain that home learning systems are secure for both data protection and safeguarding reasons

### **Data protection**

The accessing of personal information is in line with our Data protection Policy  
Staff will need to collect or share personal data such as names, telephone numbers, email addresses as part of the home learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

All staff must take the appropriate steps to ensure that their devices are secure. This includes

- Keeping devices password protected
- Ensuring that the hard drive is encrypted
- Making sure that the device locks if left for a period of time

### **What provision is in place for those families who cannot access online learning**

Due to the age and developmental stage of the children the use of on-line learning will be minimal. Printed resources and packs will be made available to all families. Teachers will e mail and text ideas for daily learning. The daily and weekly learning plans will include practical learning as well as on-line learning. If parents are experiencing difficulties they would contact the class teacher in the first instance. Where a family are experiencing real difficulties the school will provide additional practical resources and printed learning.

### **Assessment/ Monitoring of learning and providing feedback:**

Parents will be able to return completed learning to the school for marking when they collect their learning pack for the following week. If parents require teachers to provide marking & feedback work will be left at school for 72 hours to quarantine before marking. It will then be quarantined for a further 72 hours before parents can collect. There will be set pick up and collection times. If a family is isolating they will not be able to collect or drop off work in person.

### **Provide regular curriculum updates to all stake holders**

Governors will receive an update from the Headteacher when a Year Group is isolating and accessing home learning.

An end of term update of individuals isolating will be provided.

Further updates will be shared via text, email and newsletter to parents.

### **Communication and support for parents**

Parents can access the school's facebook page and website from their telephones or computers.

Teachers will text and/or e mail parents every day. Any message received after 4.30 pm will be responded to the next day.

Any complaints or concerns shared by parents and pupils should be managed using our school complaints and Safeguarding policies.

### **Monitoring of child/parent wellbeing and progress**

Class teacher to be first point of call for any issues then to refer to the Headteacher/Deputy Headteacher.

The Headteacher/Deputy Headteacher will liaise with parents to reassure and provide practical support for both parents and children.

A questionnaire to parents regarding access to learning and resources will support any review process.

### **Monitoring of staff well being**

Clear and realistic expectations are in place. All staff are held responsible for the learning and progress of their children.

Clear guidelines are in place for staff to follow and update training for the system for staff support is provided. This includes setting of work, accessing work ,responding and feedback.

There are open communication lines with SLT for all staff

### **Evaluation of the effectiveness of all systems**

Ongoing clear communication with all stakeholders will provide evaluation of systems in place. The school will regularly examine how effective the approach is for groups: Vulnerable, disadvantaged and SEND children.

The number of children accessing and responding to the learning will be continually monitored. Improvements of our school system will be encouraged with regular feedback and sharing of good practice

Date: October 2020

Ratified by Governors: November 2020

Amended: January 2021

Shared with Governors: January 2021

Review: October 2021

## Appendix 1: YR Home Learning Overview Example.

Week commencing:18/1/2021

**We will zoom at 10 am to introduce the work and then 11.30am see how the work has gone and read a story. Please use the link in the email sent on 5<sup>th</sup> January 2021 for all zoom meetings.**

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Writing</p> 				<p><b>To be able draw my own story map.</b></p> <p>Do you remember the story from last week?</p> <p>Can you draw your own story map for the story Beegu?</p> <p>Don't forget to draw arrows to show which direction your story will go!</p>  <p>Here is an example of a story map for the three little pigs.</p> <p><i>(This activity should take no more than 15minutes 😊)</i></p>	<p><b><u>Handwriting</u></b></p> <p><b>To be able to begin to form letters correctly.</b></p> <p>Can you have a go at forming these letters correctly?</p> <p>Don't forget to start at the top and don't take that pencil off!</p>

<p>Reading</p>			<p><b>To be able to sequence pictures from a familiar story.</b></p> <p>Sequence pictures from the story from the beginning to the end?</p> <p><b>Challenge:</b> Can you read and cut and stick the words under the correct picture?</p>		
<p>Phonics</p> 	<p>Recap on all the sounds on your sound mats up to <b>oa</b>, can you say them quietly and then shout them out.</p> <p>Learn the new digraph sound <b>short oo, watch</b> this video to help you.  <a href="https://youtu.be/vR47jG-imRo">https://youtu.be/vR47jG-imRo</a></p> <p>Then have a go at the dated phonics sheet.</p>	<p>Recap on all the sounds on your sound mat up to <b>oo</b>, can you say the sound with the action.</p> <p>Learn the new digraph sound the <b>long oo</b>, watch this video to help you.  <a href="https://youtu.be/UfMKV_9agiY">https://youtu.be/UfMKV_9agiY</a></p> <p>Then have a go at the dated phonics sheet.</p>			<p>Learn the new tricky word <b>We</b></p> <p>Listen to the tricky word song.  <a href="https://youtu.be/TvMyssfAUx0">https://youtu.be/TvMyssfAUx0</a></p> <p>Have a go at the matching tricky word sheet.</p>
<p>Maths</p> 	<p><b>To be able to talk about 3D shapes using everyday language.</b></p> <p><b>To begin to name 3D shapes.</b></p> <p>Listen to the 3D shape song:  <a href="https://www.bbc.co.uk/bitesize/clips/zps34wx">https://www.bbc.co.uk/bitesize/clips/zps34wx</a></p> <p>Can you remember any of the 3D shape names?</p> <p>3D shapes are different to 2D, they're not flat! They stand up and have faces that are made from 2D shapes.</p> <p>Can you use the 3D shape mat to find things that are a 3D shape in your house?</p>	<p><b>To begin to name 3D shapes.</b></p> <p><b>To begin to talk about their properties.</b></p> <p>Listen to the 3D shape song:  <a href="https://www.bbc.co.uk/bitesize/clips/zps34wx">https://www.bbc.co.uk/bitesize/clips/zps34wx</a></p> <p>Can you remember any of the 3D shape names?</p> <p>In your house, collect of the 3D items you found yesterday. Today we are going to sort them into the different 3D shapes. Can you decide which is a cube, which is a cuboid, which is a sphere, which is a cylinder. Have you got any</p>			

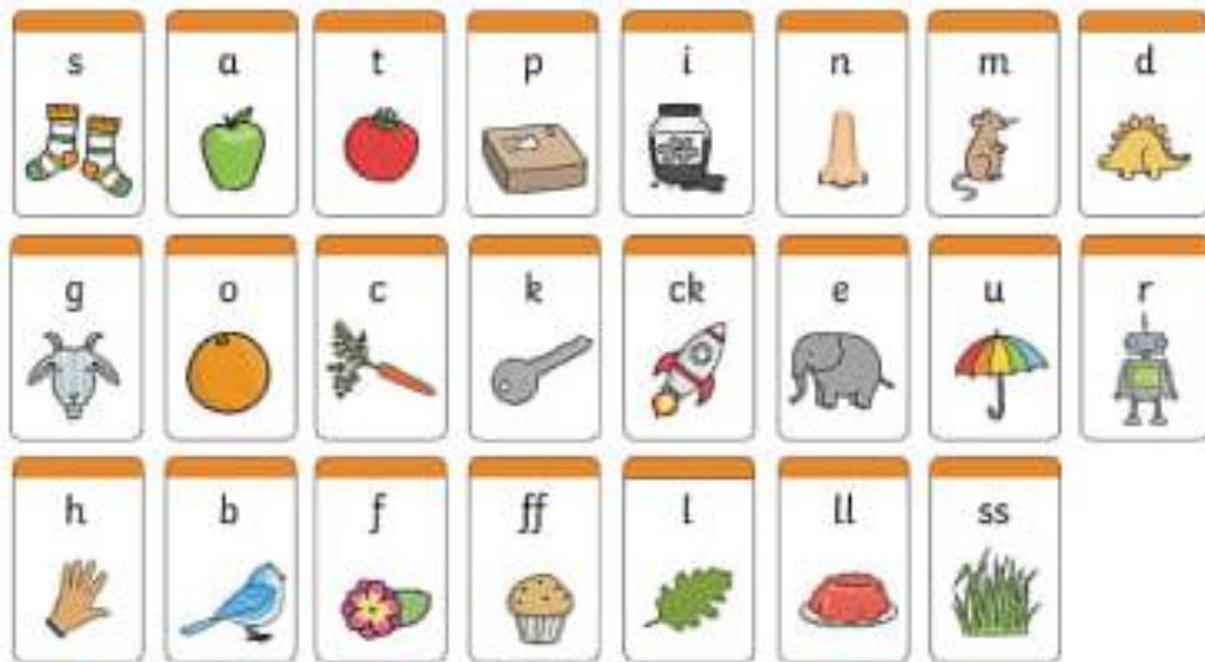
	<p>You could make a list of the shapes you find or get an adult to take a photo you with the different shapes. (adults can scribe for this one!)</p> <p>Can you talk about the 3D shapes you find? What words can you use to describe it e.g. round.</p> <p><i>(This activity should last no more than 15minutes)</i></p>	<p>other 3D shapes? Use your 3D shape map to help!</p> <p>Can you describe the shapes and talk about how many faces they have (sides) and how many vertices they have (corners)?</p> <p>An adult could write down what you can say about the shapes!</p> <p><i>(This activity should last no more than 15minutes)</i></p>			
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Activities to complete throughout the week (To complete on a day and time that is best for you! 😊)

<p>UTW</p> 	<p><b>Winter</b></p> <p><b>To be able to identify the signs of winter.</b></p> <p><b>To be able to talk about why it is Winter.</b></p> <p>Have a look at this video:  <a href="https://www.youtube.com/watch?v=X0Bv6hchrg0">https://www.youtube.com/watch?v=X0Bv6hchrg0</a></p> <p>What season do you think it was in the video?</p> <p>We have 4 seasons, can you name them? Today we are going to decide what season it is. Can you go outside and look for signs of what season it is? What can you see? What can you hear? What can you feel? What do you need to go outside? Why?</p> <p>It is winter because:</p> <ul style="list-style-type: none"> <li>• It is cold. (it might even snow!)</li> <li>• The leaves are not on the trees.</li> <li>• The animals are hibernating</li> <li>• Less sunlight</li> </ul>
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<p>Physical Development</p> 	<p><b>Fine Motor skill activity:</b></p> <ul style="list-style-type: none"> <li>•Draws lines and circles using gross motor movements.</li> <li>•Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>•Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> </ul> <p>Complete the fine motor skill work sheet by carefully tracing the different lines as carefully as you can making sure you hold your pencil correctly. Once you have done this then have a go at cutting the lines.</p> 	<p><b>PE – Circuit Training</b></p> <p><b>Moves freely and with pleasure and confidence in a range of ways. Experiment with different ways of moving.</b></p> <p>This PE session is going to really get your hearts working and get you all sweaty!</p> <p>Get your grown up to time you for 1 minute on each activity. How many can you do in that time? Write your number down in the work sheet provided.</p> <p>Make sure you have a little rest in between each exercise and a drink of water and remember to stretch off after! ☺</p> 
<p>Expressive Arts Development</p>	<p><b>Design and build Beegu a new home</b></p> <p><b>To build with a purpose in mind.</b></p> <p>Beegu is looking for a new home. Can you design him a new place to live. What does he need in his new home? What will it look like? Can you draw and label it. Then you could build his new home and get someone to take a photo of you with the home you've build! If you were going to build Beegu's home again what would you change? How would you make it even better. Maybe some can write our answers onto your design!</p>	
<p>Forest School</p> 	<p><b>What's in your circle?</b></p> <ul style="list-style-type: none"> <li>•Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>•Looks closely at similarities, differences, patterns and change.</li> </ul> <ul style="list-style-type: none"> <li>- Find a piece of string and make a circle on the ground outside; this could be in your garden or on your daily walk.</li> <li>- Try and find a space where there will be lots to look at!</li> <li>- Have a look carefully what is in your circle? (Grass? Leaves? Creatures? Plants? Feathers?)</li> <li>- Discuss what they can see and what is growing and what is not?</li> <li>- Can they predict what might change in their circle over time?</li> <li>- Now go back and draw what was in your circle (onto worksheet provided) and get your grown-ups to write down what you say!</li> </ul> 	
<p>Communication and Language</p>	<p><b>What am I?</b></p> <ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Listens to others one to one or in small groups.</li> </ul> <p>To take it in turns with your child to guess the animal you are describing. E.g "I have 4 legs, I am big and grey, I have a trunk". Use the animal cards as examples to start you off!</p> 	
<p>Please continue to practice the children's independence skills e.g. putting shoes and coats on independently. To continue to read home reading book and other stories at home. Have a look on Oxford Owl for additional reading books : <a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a></p>		

## My Phase 2 Sound Mat



## Appendix 2: Y1 Home Learning Overview Example

Week commencing: 18<sup>th</sup> January > Remember we will set up a Zoom teaching session twice a day; 9.30 to introduce the learning and again at 1 pm to review the learning and to read a story.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Writing</b> 	Input from class teacher at 9.30am. Fact finding - The Moon Landing - fact finding morning looking at the websites on sheet and making notes.	Input from class teacher at 9.30am. Writing facts that we have learned about the moon and the Moon landing	Project day. In a galaxy far away.....		
<b>Reading</b>	Remember to read with your child every day for 10 minutes.				
<b>Phonics</b> 	Gpl: ea - cup of tea Sheet to be completed (link on sheet) igh fly high See link below Phonics sheet to be completed	Gpl: oy - toy for a boy Sheet to be completed (link on sheet) oa goat on a boat See link below Phonics sheet to be completed	Hand writing/tricky word spelling	Gpl: ir - whirl and twirl Sheet to be completed (link on sheet) oo poo at the zoo See link below Phonics sheet to be completed	Gpl: ue - blue glue Sheet to be completed (link on sheet) oo look at a book See link below Phonics sheet to be completed
<b>Maths</b> 				Input from class teacher at 9.30am. Sheet dated 21 <sup>st</sup>	Input from class teacher at 9.30am. Sheets dated

				Can you name 2D shapes?	22 <sup>nd</sup> Can you name 3D shapes & 3D shape hunt.
Gp1 phonics - links on sheet to be completed					
<p>Daily phonics sounds click on the links</p> <p>igh fly high Mr. Thorne's Phonics <a href="https://www.youtube.com/watch?v=Xjlfge3ylWY">https://www.youtube.com/watch?v=Xjlfge3ylWY</a></p> <p>oa goat on a boat Mr Thorne's Phonics <a href="https://www.youtube.com/watch?v=tbLTgyrC3eg">https://www.youtube.com/watch?v=tbLTgyrC3eg</a></p> <p>oo poo at the zoo Mr Thorne's Phonics <a href="https://www.youtube.com/watch?v=UfMKV9agiY">https://www.youtube.com/watch?v=UfMKV9agiY</a></p> <p>oo look at a book Mr Thorne's Phonics <a href="https://www.youtube.com/watch?v=vR47jG-imRo">https://www.youtube.com/watch?v=vR47jG-imRo</a></p> <p>Tricky words: <a href="https://www.youtube.com/watch?v=R087LYrRpgY">https://www.youtube.com/watch?v=R087LYrRpgY</a></p>					
Activities to complete throughout the week					
Science	<p>Input from class teacher at 9.30am Wednesday</p> <p>Sheet- seasons wheel. Have a think about the four seasons - which season are we in now? What weather patterns are associated with which season?</p> <p>Watch this video and have a go at completing your season wheel sheet.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zkvn4wx/articles/zcx3gk7">https://www.bbc.co.uk/bitesize/topics/zkvn4wx/articles/zcx3gk7</a></p>				
PE	<p>Try to do a little bit of exercise each day. It will help you stay happy and healthy.</p> <p>You could start with a wake and shake to get your body moving.</p> <p>Join The Trolls and dance with 'Can't stop the feeling'</p> <p><a href="https://www.youtube.com/watch?v=KhfkYzUwYFk&amp;list=PLeknmJ9hpclL0M4kl7SvzOGlsXaTgvi">https://www.youtube.com/watch?v=KhfkYzUwYFk&amp;list=PLeknmJ9hpclL0M4kl7SvzOGlsXaTgvi</a></p> <p>Can you make up your own aerobic routine?</p> <p>You could include sit ups, star jumps, stretches, running on the spot.</p> <p>Ask someone in your family to join in with you. What moves can they think of? Have fun!</p>				
Art	<p>Input from class teacher at 1 pm Thursday</p> <p>Phases of the moon collage.</p> <p>You will need 1 sheet of black paper (you could add little white dots to look like stars) and 1 sheet of white paper (you could add crater patterns). Find a small circle to draw around. Cut out 9 circles of each colour. Arrange and stick the black circles onto a piece of paper. Cut the white circles into different size moons and order similar to opposite before sticking them on.</p>				
PSHE	<p>STORY - BAG OF WORRIES</p> <p><a href="https://www.youtube.com/watch?v=8QwE0SBjOt8">https://www.youtube.com/watch?v=8QwE0SBjOt8</a></p>				

*Who can we talk to*

*Brew Monday Cuppa and Chat Mon 18<sup>th</sup> Jan*

*Introduce Brew Monday - Some people use a charity called the Samaritans when they are feeling sad or angry or worried about something. When you feel like that the best thing you can do is talk to someone. Who can you talk to about your feelings?*

*Sometimes talking to our friends and family is a good way of sharing our feelings.*

*Sit and have a cake and a cup of hot chocolate and chat to your families about how you are feeling.*

*Maybe you could cook some cakes or biscuits together to have a hot drink.*

*Easy Biscuit recipe <https://recipes.sainsburys.co.uk/recipes/baking/easy-biscuits>*

*Music*

**Sun Moon and Stars Song**



<https://www.youtube.com/watch?v=vcUyDAQ1Fk0>

Song Challenge!! Can you learn this song with the people in your house? Start by listening to the song and moving to the music. Then try singing the words one verse at a time. Stop and restart the song whenever you need to. There are some picture clues to help you with the order of the lyrics.

Can you make up your own actions to help you learn the words?



Naming and identifying different birds.  
What different birds come to your garden?

How might we identify different birds?  
Listen to the sounds of birds. Think about their different  
coloured beaks and feathers.

Can you name the birds that visit?  
What food could you put out to encourage them?

Choose one of the birds and draw a picture of it,  
Can you label it using these words.....

leg

beak

head

claw

eye

tail

feather

wing

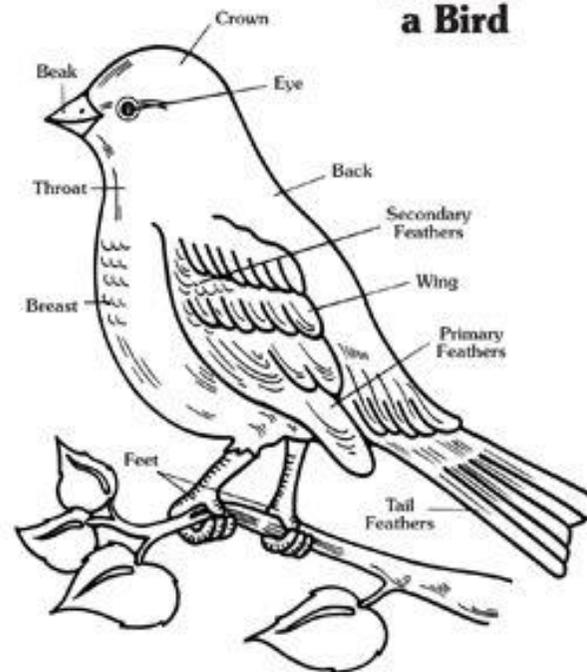
There is a fun quiz with birds sounds and pictures to  
test your knowledge (it has quite a lot of british birds  
so you may want to skip the less common ones!)

[https://www.youtube.com/watch?v=0s\\_sIiWXp84](https://www.youtube.com/watch?v=0s_sIiWXp84)

Next week we will be making a bird feeder so save a  
couple of yoghurt pots or similar from your recycling.

Additional notes:

## Parts of a Bird



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Marilyn May Hill, MEd

### Appendix 3: Y2 Home Learning Example

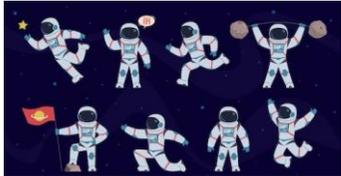
Week commencing: 18.01.2021. Remember we will set up Zoom teaching sessions everyday at 9.00 AM to introduce the learning and again at 1.30 to review the learning and read a story.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Writing</b> 				Input from Mrs Walker at 9am <i>Sheet dated 21.01</i> Can you talk about the story? What was your favourite part? What interested you? Questions on sheet. (Around 30 mins)	Input from Mrs Walker at 9am <i>Sheet dated 22.01</i> Can you imagine that you are Heather & think about what she might be feeling? (Around 30 mins)
<b>Reading</b>	Daily Reading of chapter book with Mrs Walker on Zoom 1:30pm	Daily Reading of chapter book with Mrs Walker on Zoom 1:30pm	Input from Mrs Walker on Zoom at 9am <i>Sheet dated 20.01-</i> Can you learn the story 'Lights on Cotton Rock' with actions? (Around 30 mins)  Daily Reading of chapter book with Mrs Walker 1:30pm	Daily Reading of chapter book with Mrs Walker on Zoom 1:30pm	
<b>Phonics</b> 	Phonics warm up from Mrs Walker on Zoom at 9am <i>Sheet dated 18.01</i>	Phonics warm up from Mrs Walker on Zoom at 9am <i>Sheet dated 19.01</i>	Phonics warm up from Mrs Walker on Zoom at 9am <i>Sheet dated 20.01</i>	Input from Mrs Walker on Zoom at 9am <i>Sheet dated 21.01</i>	Phonics warm up from Mrs Walker on Zoom at 9am <i>Sheet dated 22.01</i>
<b>Maths</b> 	Input from Mrs Walker on Zoom at 9am <i>Sheet dated 18.01-</i> Can you add 3 numbers? Will you add the smallest numbers first and then add the other number? Will you find a number bond to 10 then add the other	Input from Mrs Walker on Zoom at 9am <i>Sheet dated 19.01-</i> Adding 3 numbers. Can you solve the problems? (Around 30 mins)			

	<p>number? Will you look for doubles then add the other number? Will you draw pictures or dots underneath and count them up?</p> <p>(Around 30 mins)</p>				
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Activities to complete throughout the week

Science	<p><b>Materials, Everyday items</b> Can you find items made out of fabric in your house? What are they? What do they feel like? Why do you think they are made out of fabric? Can you describe the object?</p>
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PE	<p>Can you look up how an astronaut might move when in space? Here's one video that might help you; <a href="#">How they Eat, Drink and survive in Space : Sunita Williams in The International Space Station - YouTube</a> Think about how they move - what is it like? Can you make up your own space dance and move like an astronaut? This video might help you get into character! <a href="#">Counting Down   Counting Down from 10   Countdown to Blastoff   Educational Songs   Jack Hartmann - YouTube</a> Please refer to the PE ideas sheet in your pack for a physical activity every day.</p>	
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Art	<p>Can you create your own alien using shapes? You can use any resources that you have such as; Playdough, coloured card, coloured pencils, pom poms or pipe cleaners</p> <p>Here are some examples;</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">      </div>
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PSHE	<p>Think about this page in our new key text 'Lights on Cotton Rock';</p>
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How do you think Heather is feeling?  
What does the word patience mean to them?  
How can we have good patience?  
Did it pay off to Heather being patient?  
How did she feel when she turning the torch on for the last time?

**Music** Can you learn Mrs Giles' planet song? Lyrics are printed on the slideshow page and a video of her singing it is on our school website.

**Forest School**



**How do humans adapt in winter?**

Please watch the following clips or talk about ways human beings adapt in Winter:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-winter-weather-behaviour-british-animals-plants/zbcg92p>

<https://www.youtube.com/watch?v=jw.dkg5eFaHs>

- wearing warmer clothes
- turning the heating on
- having more lights on
- possibly eating different types of food.
- It gets darker in the evenings than it does in the summer so we might stay at home more.

There will be a sheet included in your packs to complete anytime throughout the week- Can you draw and labels ways that human beings adapt to the winter season?

**Additional notes:**

Here is a link to a You tube clip reading aloud the key text in case you miss the zoom lesson or would like to listen to it again.

Mrs Kerr reads... Lights on Cotton Rock

<https://www.youtube.com/watch?v=nQ3TdKW4NAs>

## Appendix 4: Monitoring and Evaluating Home Learning Provision

### Role of Parents:

Senior leaders and governors will seek regular feedback from parents on the quality of home learning provision. Parents will be asked their views on:

- The communication they have with their child's teacher and the support they receive to enable them to support their child's learning at home.
- The quality of the resources provided to support home learning e.g. home learning packs, links to on-line resources etc.
- The quantity of the home learning and whether this is matched to the age and developmental stage of the child.
- How well their child engages with the live Zoom teaching sessions and the home learning resource pack.

Parent feedback will be used to improve the home learning offer and to make it more user friendly.

### Role of Class Teachers:

A team-teaching approach will be adopted during full lock down and the closure of any year group bubbles. Each class teacher will review the planning provided by other teachers to ensure it meets the learning needs of the children in the class. Each year team will liaise at least weekly to ensure planning is appropriate.

Class teachers will monitor engagement with home learning:

- On a daily basis e.g. checking which children are attending the daily Zoom teaching sessions. Class teachers will follow up any non attendance with parents and offer support where needed e.g. support to solve IT problems.
- On a weekly basis checking that home learning packs are collected and completed work returned for marking. Class teachers will follow up any parents not collecting learning packs or not returning any completed work. They will assess the accuracy and quality of the completed home learning tasks and provide feedback to parents via e mail.
- All completed work will marked and placed into a home learning journal. Teachers will monitor progress and adapt teaching to meet the child's learning needs. Any concerns about progress will be shared with the parent promptly and additional learning resources provide. Where there are on-going concerns teachers will discuss with SLT and consideration will be given to providing the child with some school based intervention programmes.
- On a weekly basis monitoring parent engagement with the telephone contact. Any none-engagement will be followed up with a text message and e mail initially. On-going concerns will be shared with SLT and recorded on CPOMs.

**REFER to SAFEGUARDING POLICY if THERE are any CHILD PROTECTION CONCERNS. ALL CONCERNS MUST be LOGGED onto CPOMS.**

**Role of Subject Leaders:**

Subject leaders will monitor planning every term to ensure that the 2-7 Curriculum Pathways are being followed. They will also carry out a check of home learning journals once the home learning programme has been established.

Subject leaders will be available to provide support and advice to all teaching staff.

**Role of Senior Leaders:**

Senior leaders will monitor the quality of the home learning programme and the consistency across the school:

- On a weekly basis reviewing all home learning plans before they are shared with parents/ learning delivered.
- Monitor the breadth and balance of curriculum offered, equality of opportunity, pitch/level of the home learning programme and children's progress by carrying out regular checks of home learning journals once the home learning programme has been established.
- Monitor the quality of Zoom teaching sessions and consistency across the school by joining the sessions regularly once the home learning programme has been established.
- Follow up any concerns raised by class teachers with regard to safeguarding/ engagement in home learning programme and work with parents to resolve any difficulties/ make referrals onto social care.
- Report to governors on a termly basis.

**Role of Governors:**

The governing body will hold the school to account for the quality of the home learning programme and also how any additional funding is deployed:

- Read SLT reports and ask questions to ascertain the impact of home learning and also how the school is working to engage all families.
- Establish a Home Learning focus group of staff and governors who will meet every term to review the effectiveness of the home learning programme.

