



## South Hiendley Primary School

### IPMAT Learning Protocol (At home and in school)

#### Rationale:

Leaders across the IPMAT believe that it is important to sustain, maintain and build pupils skills and knowledge over this period of wider opening, so that when all pupils are able to return to school they are in an equitable position to continue to learn and develop in line with the national curriculum for their age group. We believe that online and home learning needs to continue to take into account the differing needs and circumstances of our families and the sometimes limited access to technology in the homes of our pupils whilst not being distinctly different to the learning provided to their peers in school. We also recognise that home learning and online learning should continue not to require households to have and use extensive resources that may not be available to them, nor should it require parents to provide high levels of support in order for pupils to complete tasks set. It is our belief that home learning should mirror the learning being provided in school. In this way we ensure that all pupils have a fair, quality experience and teachers are supported to provide for both home learners and school learners without additional workload burdens being placed upon them. Leaders across IPMAT continue to recognise that learning can take many different forms as detailed below.

The document below sets out how the IPMAT and South Hiendley Primary School intend to maintain pupils' learning, both those in school and those who remain at home, over this specific period of time as schools begin wider opening, whilst acknowledging the challenges inherent in doing so. This strategy is designed to cover the period of wider opening in the medium term. It should be noted that, should this period extend beyond the remainder of the school year, leaders will put into place a further learning protocol that will address a more extended period of dual education.

#### Format:

We recognise when undertaking home learning that there are many avenues available to parents to use to further support home learning. We also recognise that this is a very challenging area to navigate as a parent and the numerous opportunities being offered to parents can be overwhelming for them to deal with. We believe it is key for leaders to therefore continue to signpost parents carefully to appropriate support and learning opportunities so that they are better able to make informed choices about what their child needs. It is by doing this that we hope parents will continue to feel confident to undertake the activities provided.

As such, we will continue to signpost carefully chosen learning resources and opportunities to individual classes or phases. These will be focused on practising basic skills in English and Maths, or on revisiting prior learning in wider subjects. This will better support parents to know what their child should access at their stage of learning.

As such, schools will continue to plan and provide menus of activities for pupils who remain at home as they have done since 23<sup>rd</sup> March. These menus will also be used in school as the core resource for teaching those pupils who have returned to learn in school.

We have recognised from the start that home learning is different to learning in school and we know that trying to replicate what happens in school is not useful or appropriate for either the child or the family. Therefore, we will continue to promote, through communication with parents, tasks that are appropriate for home learning but are equally transferrable to learning in school. These tasks will include an emphasis on recalling and practising **previous**



**learning**, and on applying learning that has been **previously taught**, through activities that can be done easily in the home environment. In doing this, children should be able to access this learning more readily and explain their learning to their parents. In focusing on basic skills, we hope that children will return to school secure and ready to build on this foundation.

This approach will be mirrored in school, supporting learners in school to revisit and recall the learning from the Autumn and Spring Terms so that this is embedded. In this way we hope to ensure that, when all pupils are together in school again, we have a common foundation of learning on which to build.

### **Communicating with parents:**

Schools will continue to provide the formats they have already shared with parents and that parents are used to engaging with (i.e. Seesaw). In this way we are not placing an additional burden on staff to create new ways of working, nor are we placing additional strain on parents to familiarise themselves with a new format. Through each school's chosen method, the key websites and key programmes for that week can be listed, alongside the simple core and wider activities set by teachers for each class / phase. This already provides the menu of learning for the week and this will be updated each week in readiness for the following week.

During the period between the 23<sup>rd</sup> March and 1<sup>st</sup> June, teachers have undertaken weekly catch up calls with families to check on home learning and offer support. This was able to happen in this way because only very small numbers of children were in school, and this meant that teachers had the opportunity to make these calls. We know that families have very much appreciated this support.

In order to staff the wider opening with smaller class groups, all teachers will now be back in school teaching. This will mean that they will not be able to make contact calls in the way that this has happened previously. Calls will still be made by pastoral staff to pupils who are vulnerable and who are not yet in school on a regular basis. This should however be a very small number of pupils, as all vulnerable pupils are now expected to be in school unless a risk assessment states they cannot be. Calls to wider pupils who remain at home will continue to happen, but this will be less frequent moving forward as there will be fewer staff available to provide these calls.

### **Web based learning:**

The DfE have provided an extensive list of approved websites that parents and schools can use to promote home learning. This list is not exhaustive, and leaders may wish to use this and add to it, with resources they are aware of. Individual schools are best placed to decide which websites to signpost parents to, however, the potential list is long and schools will need to carefully select the key websites they choose to promote to parents so that parents are not overwhelmed by too many options. For example, it would be prudent for schools who teach phonics using RWInc to signpost parents of YR, Y1 and Y2 pupils to the RWInc lessons for each group each week as the basic skills English activity they do. They would not then need to signpost any further English websites but may also signpost a maths based resource.

By signposting just one or two websites to parents for each year group or phase, school will make the job of navigating learning much simpler for families, and families are more likely to engage in this. Furthermore, by providing links to the actual activity children should complete, it is more likely that parents will find and complete it. For example, signposting parents to White Rose Maths as a resource could be overwhelming but linking to the specific lesson means that it can be accessed with minimal parental involvement.



The DfE have supported a scheme by a number of large MATs to produce online lessons. Oak Academy is available each week and provides very high-quality lessons across the curriculum. Schools may wish to use this as a basis for web-based learning, particularly in English and Maths.

It is agreed that the web based content signposted at home will be used in school with returning pupils.

### **BBC/Television based learning:**

The BBC in conjunction with the DfE have produced 14 weeks of home learning resources that can be access through the bitesize website, the red button, iPlayer and through BBC 4. Again, there is a wealth of learning to be accessed here. Leaders will need to continue to carefully select the key programmes and content they want parents to access each week and signpost to this. This will be different for different schools and year groups and again, should be used carefully in order to ensure it is manageable for families. Again, this content should be mirrored in school.

### **Core Learning:**

We recognise that fundamentally we need to ensure that children maintain and practise their basic skills during this period, so that when they return to school, they have a platform on which new learning can be built. Therefore, we know that basic skills in maths such as number bonds, times tables and the four operations will be useful ways of maintaining fluency in readiness for returning to school. In English, securing basic spelling, punctuation and grammar as well as practising reading and listening to stories being read aloud, are also key.

Again, schools are best placed to decide which activities are most beneficial for their pupils. As such, teachers will provide each week daily basic maths and basic English activities that develop the above areas. In doing this, teachers will be as precise as possible about what they would like children to do, whether that be complete a worksheet, complete an online activity or listen to a specific chapter of a specific book through 'Audible'.

Again, this planned work can be mirrored in school.

### **Wider learning opportunities:**

Young children learn in many different ways. A key part of their learning is through the development of their personal and social skills. Parents can develop these through a range of wider activities targeted at different ages and across different aspects of the curriculum. Each week, teachers will signpost parents to a small number of activities that they can do with their children in order to develop their wider learning. This could be an outdoor science activity such as a bug hunt, or could be to play a board game, taking turns and learning how to be a good sport. Teachers will know what activities are best to develop the skills of different children of different ages. Again, these activities should continue to be limited in number, so that parents feel they area achievable. These activities also have the added benefit of possibly being for multiple ages, which will help those families with multiple children of differing ages in the household.

In school, to mirror these wider opportunities, teachers will undertake a range of activities that support children's wider development. All activities will be planned to be undertaken in a socially distant way and will be shaped to support pupils mental and physical well-being.

Much of the above learning in school will be transferrable to the outdoors, where we know the virus transmission is lower.





### **Children in Years 2, 3, 4, 5 who are not yet returning:**

It is clear that to create the smaller class sizes of 15 pupils, all teachers and teaching assistants who are fit for work will be deployed in school. This will mean teachers who would have previously been teaching in Y2, 3, 4 or 5 will not necessarily be available to plan and post this work. As such, schools will deploy those staff who are shielding or working at home to continue to plan this work and support these groups of children. Work provided will continue in the way that has been established by each school since the 23<sup>rd</sup> March. Where schools do not have sufficient staff who are continuing to work at home or shielding in order to provide the work to each year group, the Trust will support these schools with work provided by colleagues from other schools across our Trust family.