



Grouville School Home Learning Policy 2020

UNRC Article 28: Every child is a right to an education.

UNRC Article 29: Every child has the right to be the best they can



Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

This Remote Learning Policy has been written as guidance for staff and parents during the COVID-19 Pandemic. It sets out the systems and technology that staff will use to ensure that learning experiences for all children are maintained. The policy also details how technology can be used effectively and safely, while allowing for the differing needs of families. The school's Digital Safety Policy and Acceptable Use Agreements still apply at this time - this policy is an addendum due to the current unprecedented circumstances.

A Flexible Approach:

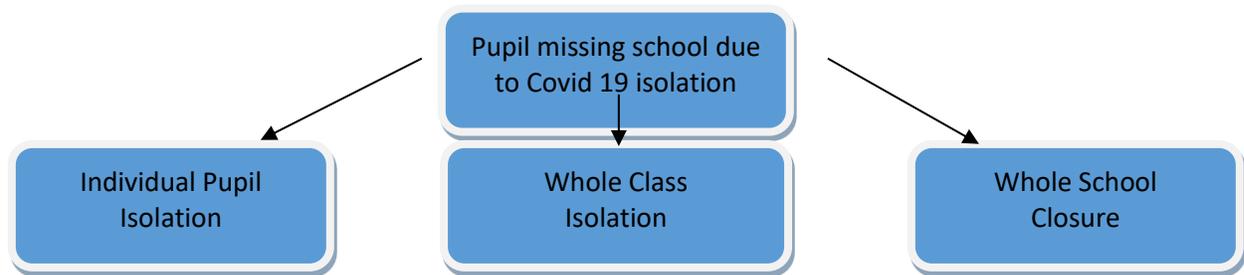
Maintaining regular learning during a child's absence is of great importance, in order to ensure there is no negative impact on the child's education. However, we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more - and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time during activities. Some children will be able to work more independently than others according to the age and stage of each child. It is because of this range of variables that we are providing a flexible approach to remote learning. In a recent survey, pupils reported that they enjoyed having choices with their work and liked having the flexibility to do work when it suited them, rather than within a set lesson. (Home Learning Survey Sept 2020)

At Grouville School, we will continue to offer a range of weekly learning activities from a variety of curriculum areas so that pupils can select and work their way through as much as they are able, at a time that suits them and their families. For those children we know who do not have access to a device or the internet, paper packs of home learning can be provided, which closely follow the same weekly overview that will be published on Seesaw. If children require equipment, e.g. exercise books and reading books in order to complete their work, the school will endeavour to provide wherever possible.

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Scenarios

This policy includes a number of scenarios where pupils may face an imposed absence as a result of the COVID-19 pandemic. The policy will outline steps that the school will take to ensure continued remote learning from home. Summary of pupil absence scenario with relation to home learning:



Roles and Responsibilities

Teachers: Remote Educational Provision for Individuals who are Self-Isolating or Shielding

In the event that individual pupils are required to self-isolate or shield due to COVID-19, the school will initially contact parents to offer any support the family may need before directing them to Jersey's 'Learning at Home' website - <https://learningathome.gov.je/> and our [School Arrangements/Home Learning Page](#). Pupils can access a range of activities for their particular age group from this website. This will provide class teachers with sufficient time to tailor any resources and activities being completed in class, for use on Seesaw (Year 1-6) and Tapestry (Nursery and Reception).

If pupils begin to isolate during the course of the week, class teachers will provide a range of activities linked to the work that has been planned to be completed in class. This will not take the form of a detailed weekly Home Learning Overview. However, a range of activities and tasks will be assigned for children to complete.

For extended periods, class teachers will provide access to a weekly overview of remote learning activities. This plan will be emailed to parents and published on the school website. It will contain a variety of activities based around the curriculum areas of English, Maths, Science and any current cross-curricular subjects. Learning activities will, as much as possible, link to our long-term curriculum plans and the learning that the child's peers in school will be completing. However, in order to ensure that demands on staff workload are manageable, a bank of pre-prepared high-quality materials will also be used.

We appreciate that some families might find it hard to complete all of the activities on the overview. In this case, parents and pupils will be advised to focus on the core Maths and English skills. Staff will endeavour to view, and feedback on, as much of the children's work as they are able to, whilst balancing their workload inside of school. Children at home should receive online feedback at least twice a week.

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For our Nursery and Reception pupils in the Foundation Stage, the tasks will be based on the Prime and Specific areas of Development Matters (Early Years Curriculum). Tasks will be planned using a play based approach to learning alongside a range of adult directed activities.

Teachers: Remote Educational Provision for the Whole Class

In the event that a whole class has to isolate due to COVID-19, the school will contact parents as soon as possible via email. Where necessary the email will give details about how children should be collected from school. Initially, parents and pupils will be directed to our school website - [Covid Arrangements/Home Learning](#) page and Jersey's 'Learning at Home' website - <https://learningathome.gov.je/>. Pupils can access a range of activities for their particular age group from these websites. This will provide class teachers with sufficient time to tailor any resources and activities for use on Seesaw.

If the class begin to isolate during the course of the week, class teachers will provide a range of activities linked to the work that has been planned to be completed in class. This will not take the form of a detailed weekly Home Learning Overview. However, a range of activities and tasks will be assigned for children to complete.

Class teachers will provide access to ranges of learning activities and tasks on Seesaw or Tapestry covering the full range of curriculum areas. Learning activities will, as much as possible, link to our long-term curriculum plans and the learning that would usually be going on in school. We appreciate that some families might find it hard to complete all of the activities provided. In this case, parents and pupils will be advised to focus on the core Maths and English skills.

For our Nursery and Reception pupils in the Foundation Stage, Tapestry activities will be based on the Prime and Specific areas of Development Matters (Early Years Curriculum). Tasks will be planned using a play based approach to learning alongside a range of adult directed activities.

Throughout the day, further posts on Seesaw will add extra detail or examples as necessary and assignments will be set for children to submit any work. Staff will approve submissions as soon as possible and give regular feedback on a child's portfolio. Other optional events and enrichment activity ideas will be spread throughout the week to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.

If the class teacher is unwell the school will be ensure that activities and tasks are posted on Seesaw/ Tapestry and that occasional feedback is given to pupils.

Pupils: Staff can expect pupils learning remotely to:

- Be contactable during the school day - although staff need to be aware that the children will not be in front of a device all of the time throughout the day.
- To complete work by the deadline set by teachers, wherever possible.

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- Seek help if they need it, from teachers or teaching assistants (through the use of Seesaw/ Tapestry)
- Alert teachers if they're not able to complete work.

Parents: Staff can expect parents who have children learning remotely to:

- Make the school aware if their child is sick or cannot complete the work for another reason.
- Seek help from the school if they need it - staff should signpost parents towards resources to support them.
- Contact teachers via Seesaw/ Tapestry or their [school email](#) if necessary.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Reviewing work set by teachers on a weekly basis.
- Monitoring email correspondence between parents and teachers where any concerns or complaints occur.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact with families currently identified as being vulnerable via identified staff.
- Collating and categorising any concerns recorded by staff.
- Referring concerns to the Children and Families Hub when further support may be required.
- Passing on information to the relevant professionals when required.

(Please refer to the school's Child Protection and Safeguarding Policy for further details)

Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work - discuss with the relevant Subject Leader / Phase Leader/ SENCO.
- Issues with IT - discuss with Phase Leaders/ Mrs Turner/ admin who can liaise with the IT Helpdesk if necessary.
- Issues with their own workload or wellbeing - discuss with our Mental Health First Aider - Mrs Day-Crawford, Phase Leader and SLT.
- Concerns about data protection - discuss with the Data Protection Officer (Mrs Turner).
- Concerns about safeguarding - discuss with the DSL's (Mrs Turner /Miss Arrowsmith).

If parents have any questions or concerns, they should contact the following individuals:

- Issues in understanding work set - email the class teacher or Mrs Janes.
- Issues with engagement of the child - email class teacher or Mrs Janes.
- Issues with IT - email the class teacher who can seek support if needed.

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- Issues with inappropriate online content / links - email our Online Safety Lead - Mr Arrowsmith or Mrs Turner

[All staff can be contacted via their school email addresses - see school website](#)

Data protection

Accessing personal data

- School PC's, iPads and laptops are the school's preferred devices to be used when accessing any personal information on pupils. However, it is recognized that this may not always be possible. Class teachers may well be required to post planning on Seesaw from home during isolation or school closure.
- Seesaw accounts have been set up carefully so that accounts are private and the peer commenting feature has been disabled.
- Class teachers are able to access parent contact details via SIMs using a secure password. Staff should not share any details with third parties. Where possible, phone calls to families should be made from school. If phonecalls are made from home, staff should block their personal number.
- All staff have access to the My Concern database to record any concerns they have about children. This is accessed via a secure password. Staff to ensure that they log out after use. Staff will not allow access to the site to any third party.

Sharing personal data

- Staff members may need to collect and/or share personal data such as email addresses or phone numbers as part of the remote learning system. The collection of this personal data assists us in performing our function as a school and so does not require explicit permission.
- Staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Where possible, staff should only use a school-owned device for remote learning.
- Where a shared family device has to be used, staff should sign out of Seesaw at the end of every use.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date - always install the latest updates.
- Authenticator app is installed and is active.

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Safeguarding & Remote Learning:

With the increased use of digital technologies that come with remote learning, safeguarding implications need careful consideration.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's Online Safety Lead (Mr Arrowsmith or Mrs Turner).

Please refer to our school's website Online Safety page for further guidance and links to resources.

If parents have any safeguarding concerns that need raising, they should contact either of the school's Designated Safeguarding Leads, Mrs Turner or Miss Arrowsmith.

Staff should continue to be vigilant at this time and follow the usual Online Safety, Safeguarding and Child Protection Policies and procedures, contacting a DSL directly by phone in the first instance.

Monitoring arrangements

This policy will be reviewed by the SLT in November 2021, or before, should any significant changes to home learning provision be recommended by the Government of Jersey.

Links to Other Policies

Safeguarding, Child Protection Policy, Digital Safeguarding Safety Policy, Acceptable Use Agreements, Behaviour Policy, Privacy Notice and Confidentiality Policy
CYPES Data Protection Policy, CYPES Online Safety Policy

Teacher resources

Class teachers can find support resources for Home Learning Overviews in: *Teacher's Shared/ 7. Teaching and the Curriculum / Year groups*. A number of exemplar home learning plans have been given below for class teachers to use as a reference.

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Home Learning Overview for Year 1 - Week Beginning Monday 27th April 2020

We have provided the following learning tasks for the week ahead across a range of subject areas. We understand that situations will differ hugely amongst families, but as a school, it is our ultimate aim to deliver consistency in learning at this tricky time. Please complete the learning tasks as creatively and as flexibly as you need to make the learning work best for you in your household - some may be inaccessible...we understand. Every child in Year 1 has been given a home-learning book to work in, which we will review when we return to school, but please feel free to word process/video record where you wish to and upload to Seesaw to share with us. If you have any questions about the tasks, you can email class teachers who will try and help you. *RRS: Article 28: Every child has the right to an education*



English: Reading - Seesaw

- Online: We have really missed hearing you read! Can you video yourself reading one of your books you took home to us on Seesaw? We can't wait to see you!

Offline: Can you pick your favourite story and write a book review of it in your home learning book that will make someone else want to read it. You might talk about the characters, where it takes place, what happens and why you like it. Remember to tell us who the author is.

English: Writing - Seesaw

Sandwich Instructions:

Can you write some instructions to teach someone how to make sandwich? Can you have a go at using the words, first, then, next and finally to start your sentence. When you have written the instructions can you see if your grown up can follow them and take a picture of the delicious sandwich they make and upload your instructions and a photo of your sandwich to Seesaw.

English: SPAG (Spelling, Punctuation & Grammar)

Online: Education City: Homework SPAG 27/04/20

Offline: Can you practice using your capital letters to write the days of the week, your name and the name of a place. You could challenge yourself to write your friends names too.

Maths: Numbers to 100

Online: Seesaw - Maths Reasoning Task

Odd One Out, Spot the Difference, Missing Numbers

- Offline: In your maths journal:
 - Can you think of a 2 digit number between 40 and 99?
 - Can you show how many tens and ones are in this number.

tens	ones
5	8

- Can you show this number in a part part whole?



Can you count in tens from 10 to 100?

Can you make groups of tens with pasta or crayons?

Can you make 1 group of ten =10

2 groups of ten = 20

And follow the pattern saying the number sentence as you go?

Can you have a go at pages 80-83 in your MNP workbook

PROUD - Seesaw: remember we'd love to see any of your learning adventures in the **PROUD** file on Seesaw!

Getting Active!

Can you create an exercise you can do at home.? This could be skipping, star jumps, an obstacle course, throwing and catching a ball, bouncing a ball. How many can you do. Can you challenge yourself next time to do even more? Remember to be responsible and safe and ask your adult to help you. Can you upload a video of your challenge to Seesaw? Look out for Mr Carnegies challenge.

Science: Introduction to Oddizzi

Can you download the attachment with your overview email or download from the website, the Oddizzi weather booklet and have a go at some of the activities about the weather? This is from our new geography resource but fits in well with our Science learning for this week. You can upload your work to Seesaw. Enjoy being meteorologists!



Geography - Seesaw

Download the map of the world



Are any Beaches Are The Best?

Look at a picture of a beach.

Can you describe the beach?

Can you describe the weather on the beach?

Using the map of the world, can you find a beach and write the name of the beach?

Post your map to the geography folder.

To challenge yourself you could find a beach in the sea bed in the world's oceans.

Art Task:

Last week we asked you to sketch a piece of fruit. This week we would like you to use a piece of fruit as a stamp. You could use paint, food colouring, or even experiment with felt tip pens. Can you ask your adult to cut your fruit in half, paint the inside of the fruit and stamp it out on a piece of plain paper. What patterns can you make?



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Home Learning Overview for Year 4 - Week Beginning Monday 8th June 2020

We have provided the following learning tasks for the week ahead across a range of subject areas. We understand that situations will differ hugely amongst families, but as a school, it is our ultimate aim to deliver consistency in learning at this tricky time. Please complete the learning tasks as creatively and as flexibly as you need to make the learning work best for you in your household - some may be inaccessible...we understand. Every child in Year 4 has been given a home-learning book to work in, which we will review when we return to school, but please feel free to word process/video record where you wish to, please just save these to share with us when we return to school. If you have any questions about the tasks, you can email class teachers who will try and help you. RRS: Article 28: Every child has the right to an education



English: Reading

Online:

Reading activities will be posted on Seesaw through the week. They are stand alone activities so do not need to be done in order.

Offline:

Find 10 words that you are unsure of in your reading book. Look up the meaning in the dictionary. Write down the definitions in your exercise books so you do not forget.

Maths: Negative Numbers

Online:

Following the BBC and Education City learning on negative numbers last week, there will be daily tasks set on Seesaw for you to complete. If you did not have a go at the online tasks on BBC Bitesize and Education city last week, we strongly suggest you complete these first as it is new learning this year.

History: The Vikings

Take some time this week to read the information we have sent you about Viking life. There will be a follow up activity next week.

PSHE&C:

Online: 5 Things I Like About Myself

Log on to Seesaw for your self-reflection task this week. Try to think about the way you treat people, your talents, things you do in school and out of school.

English: Writing

Online:

Starting the week, we have a fun writing activity. You can write a caption to the picture or if you would like to challenge yourself you can write a story about the picture and what the mouse has been doing. Other writing activities will be posted on Seesaw. The activities will need to be done in order. You will have more time to do some of these activities as some involve writing at length.

Maths: Fluency

Online:

Please log on to Numbots this week and practise some fluency skills. <https://play.numbots.com/#/intro>

Science: Water cycle

Online:

Some video clips have been set on Seesaw for you to watch. From this you will need to complete some activities.

Successful Learning Ingredients

Check out our Seesaw post about this week's Successful Learning Ingredient: **Work Well Together; Look After Each Other!**

Offline:

You will be making your own water cycle in a bag. Instructions from YouTube have been posted on Seesaw. You do not need to use coloured water. Plain water is fine.

Spelling

Offline:

Spelling has been set on Education City. Everyone can complete the activity about singular and plural. Tricky Shots is an extension for those who like a challenge.

Art: Food Art Fun!

Have a bit of fun this week creating a healthy meal and presenting it in a creative way! We have put some examples on Seesaw to get you thinking!



Home Learning Overview for Year 6 - Week Beginning Monday 11th May 2020

We hope you have enjoyed Liberation Day and made the most of the celebration. We have provided the following learning tasks for the week ahead across a range of subject areas. We understand that situations will differ hugely amongst families, but as a school, it is our ultimate aim to deliver consistency in learning at this tricky time. Please complete the learning tasks as creatively and as flexibly as you need to. Make the learning work best for you in your household - some may be inaccessible...we understand. If you have any questions about the tasks, you can email class teachers who will try and help you. RRS: Article 28: Every child has the right to an education RRS: Article 28: Every child has the right to an education



English: Reading (SeeSaw)

Each day this week a new reading task will be set on Seesaw in order to develop your comprehension and understanding skills. This week the reading activities will be set around our new class text, 'The Explorer' by Katherine Rundell. Please remember there is no expectation to print out all the resources. You can use the attached resources and creative tools to create your response.

Geography: (Seesaw)

As we continue our work on South America this week, we will be looking at the location and countries that make up the continent of South America. Some tasks have been differentiated so please pick the activity you most feel comfortable with. Remember to try and challenge yourself.

PSHE&C: Offline

For your task this week we would like you to create either a poster, leaflet or video for younger children advising them on how to prepare for their return to school. If you have siblings, you could interview them as research to find out what they might be looking forward to and what they might have questions about.

Remember to reflect and include the Rights of the Child.

English: Diary Writing (Seesaw)

Each day a new task will be set on Seesaw. This week our learning will be based on The Natural History Museum Dino Directory. Please find the Natural History Museum's Dino Directory website below: <https://www.nhm.ac.uk/discover/dino-directory.html> Make sure you proof-read and edit your work before submitting. There are lots of resources to help you with editing your work both on and offline so please remember to use them. Finally, as always please remember to set high expectations for yourself and apply the Year 6 non-negotiables to your writing - this includes responding to any Next Steps/questions.

Maths: (Education City)

Each day this week a new activity will be set in order to revise and consolidate our previous learning on interpreting data. Please don't worry if you find some of these activities challenging as we can revisit these concepts in the upcoming weeks. For some of you, this is the perfect opportunity to see how much of the learning you have retained and a chance to go deeper with your understanding.

Art: Offline

This week we would like you to continue with your research of famous South American artists. Using your research, create a masterpiece in the style of your chosen artist. Compare your work from this week and last week. What similarities and differences do you notice?

Popular South American artists include:
Frida Kahlo,
Diego Rivera,
Joaquin Torres Garcia &
Leonora Carrington

English: SPAG (Spelling, Punctuation & Grammar)

Log in to Education City to complete the assessment set for this week. Don't worry if some concepts look unfamiliar, we will look to cover these in the upcoming weeks.

Computing: (Code.org & Typing.com)

Please log in to both sites and continue with your assigned units. Remember all passwords should be in your computing journal which was given out during the last week of school.

PE (Seesaw)

Watch out for Mr Carnegie and his PE Challenges. It would be great to see you attempting these and all the other ways you are keeping fit and active during this time.

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Monitoring and Review

Written by SLT - December 2020

To be reviewed - December 2021

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