



Home Learning

As schools across the country reopen to all year groups and moves through a period of potential instability, Willow Brook Primary is committed to providing continuity of education to its learners. In times of disruption to a child's education, we will work with parents to support on-going academic progress and provide a sense of community.

We understand that a situation may occur in which the school, a year group, or an individual may need to be distanced from school for an extended period. Under current Covid-19 guidance, three circumstances may arise that would force a child to be absent but would mean that they are able to work at home with parental support. This would include:

- 1) a child being required to isolate for a period of 14 days due to a member of the household testing positive for coronavirus, or in accordance with the latest government advice upon returning from international travel. This presumes that the child remains fit and well
- 2) a school 'bubble' being required to isolate due to a confirmed case in school
- 3) the school being instructed to close due to a local or national lockdown.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official covid-19 guidance.

We will not provide work if an absence is less than two weeks, (i.e. whilst a child waits for a test result) and work will not be set for children who are ill.

Remote learning for a period of individual absence

Assuming an absence has been agreed with the school, and the child in question is healthy enough to work from home, the school will provide work for them for as long as they are unable to attend in person. This work will be created and shared with the parent/carer by the child's teacher. If the teacher is absent due to illness, a member of the Senior Leadership Team will take this role. This work will primarily reflect the English and maths learning that has been planned for the class during that week. We will endeavour to send work that can be done with a degree of independence, but recognise that without the teacher's input, this is not always easy.

Where possible, class teachers will communicate with an absent member of their class on a twice-weekly basis. We use email to contact families virtually but recognise that a telephone conversation is equally effective.

Remote learning in the event of extended bubble/school closure

In the event of an extended school closure or a class bubble is required to isolate, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from working teachers via email, or video where necessary
- b) The setting of work from a range of Primary Curriculum subjects

- c) Direction to relevant online resources to support Willow Brook work.

We will encourage our families to:

- a) Return completed work for marking and assessment. This could be via photographs of completed work, or word processed documents as completed by children, as necessary. If work could not be submitted electronically, work could be left for the class teacher via a physical drop box on the school site.
- b) Understand that early childhood education includes play, outdoor exploration, music, exercise, painting, strategy games, investigating simple science, cookery, listening and a huge amount of reading. A ream of completed worksheets is often not an indication of sound learning.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. Willow Brook may vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our ongoing experience.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide contact and feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally marked by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- a) Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- b) Sending short direct responses to learners with specific comment

Expectations of learners and their parents/carers

Assuming that a learner is healthy and well enough to work, learners will be encouraged to participate as fully as possible in any remote learning. Parents and carers also have a responsibility to be proactive and engage with the school on a regular basis during this time.

Teachers will work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. We will also be mindful of the fact that parents may have working commitments and will not overburden children with complex tasks.

Whilst additional online resources might accompany tasks, we understand that internet, devices, and printing may not always be available for a child's use in the home. We are also conscious of children working safely online with adult oversight, in accordance with our policy.

Expectations of teachers

Presuming that a member of the teaching staff is fit and well, they will be responsible for delivering an agreed timetable of lessons to the children in their care. Learning will be communicated to pupils at regular intervals. If work is being distributed centrally to the whole class, it will also be posted on the school website. To provide a consistent approach, the leadership team will monitor this process.

When work is returned, teachers are responsible for providing constructive feedback to their learners in a timely manner.

In the event of a teacher being unwell during a period of remote learning, it becomes the responsibility of the headteacher or deputy head teacher to ensure work is set to her/his class.

Teachers will be available to contact parents if needed, by email or phone (when phoning from personal devices, a staff member will dial 141 before the number to ensure the teacher's own number is kept anonymous). Contact with families will be equitable, completed during working hours and fully in line with our Child Protection Policy and Safeguarding procedures. In those documents, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Communication must always take place through official school channels (Willow Brook emails and Microsoft Teams) and not through personal accounts or social media sites. Though every case will require a different response, parents are politely requested not to enter into lengthy email correspondence during this time. Teachers will do their best to answer relevant and concise emails, but may not have the time to reply to lengthy correspondence that can be dealt with more effectively in time.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, teachers (under the guidance of the SENCo and the Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback, particularly if there are concerns about a child's wellbeing.

A final word

With our shared vigilance and care, we sincerely hope that the Willow Brook community will continue to be a healthy school environment. The closure of school to individuals or groups of children is a last resort but may be a necessary step in the interests of our community's health. Like all homework, we understand that the best home learning will not come as a one size fits all solution. We will do our best to tailor and adapt our provision and trust that you will take a positive and proactive approach to what will be a difficult situation.