



Our Approach in response to COVID-19
Home Learning

Context

From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response and who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

We remain open for a very small number of children and therefore our staff are working to a provided rota.

This rota follows these principles:

- My Concern remains the backbone of our Safeguarding system. DSL is the initial point of contact regarding concerns and will remain contactable whilst on and off site. DDSL should be contacted if DSL is unexpectedly uncontactable.
- Paediatric first aid trained member of staff will be on site each day.
- Teacher will be on site each day
- Additional staff are on site when a member of staff will be leaving the school site at some point to ensure no member of staff is left alone on site with children.
- Staff working on site are kept low to allow for reduced exposure time and adhere to government instruction to work at home where possible.

Children must wash their hands on entering school and maintain social distancing whilst in school.

If children are not in school but expected to be in, please contact parents to check they are all ok and inform Mrs Lee and Miss Day as soon as possible. This will mean the DfE register will be completed correctly.

Actions from the Department of Education (as at 8th April 2020)

7.1 What support is available to parents to help them educate their children at home?

'For support you should first contact your child's educational setting, who will be able to offer advice. We want to support parents and all educational settings to ensure children and young people's education can continue.' DfE

Available support includes:

- a list of online educational resources <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education> which have been identified by some of the country's leading educational experts to help pupils to learn at home;
- the BBC is enhancing its education provision to include daily lessons starting from 20 April 2020 <https://www.bbc.co.uk/bitesize>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>

A BBC news article on 3rd April shared the following:

The BBC will be offering six 20-minute programmes on air daily on BBC iPlayer and red button, and would cover core subjects including Maths, English and science, with guidance from experts and teachers.

The curriculum would be for years one to 10, and that for Year 10s there would be an Instagram live with a teacher and experts exploring questions asked by pupils.

Lord Hall said the "comprehensive package is something only the BBC would be able to provide" adding: "We are proud to be there when the nation needs us, working with teachers, schools and parents to ensure children have access and support to keep their learning going - come what may". Education Secretary Gavin Williamson highlighted the experience of many families, saying: "As a parent, I know encouraging children to learn at home is no easy task and I am delighted that the BBC has worked with experts and exceptional teachers to create this educational package."

The content will be divided into age groups and BBC Bitesize online will publish a new Maths and English lesson for every child every day with more subjects to follow.

The lessons will be nation specific, and the BBC has "worked closely" with teachers plus "trusted education providers such as Twinkl and White Rose Maths, the Department of Education in England, the Welsh Government, Scottish Government and Northern Ireland Executive". 4

What does this look like for us?

From Monday 20th April, we will be making these daily English lessons the backbone of our home learning provision. We will review the maths content during the first few weeks of Summer One and will possibly seek to adopt these too. The first week does not seem to be pitched at an appropriate level for our children at this point. We want to give our pupils the opportunity to capitalise on this educational package and we want to ease the pressure felt by parents to support children in understanding content covered, many of whom are still trying to complete their own jobs. These lessons provide age-appropriate coverage and continuation of their year group's curriculum.

Parent guides sent out 20/4/2020:

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You may have heard that the BBC have been working with famous faces, teachers, education providers and organisations such as the Royal Shakespeare Company, the Premier League and Puffin Books to create daily lessons for children.

From Monday 20th April, we will be making the daily BBC English lessons a part of our home learning provision. There will be a new English lesson each day for every age group. We will also be linking to other BBC lessons at times.

To access the BBC content:

- Go to <https://www.bbc.co.uk/bitesize/dailylessons> and click on the year group for your child
- Watch the programme on BBC iPlayer or the BBC interactive red button.
- Follow the directions to the resources

More details are available via this link: <https://www.bbc.co.uk/mediacentre/latestnews/2020/coronavirus-education>

We will be using White Rose lessons as our main maths resource.

Whilst Seesaw alone has given us an immediate response and helped massively to maintain contact between home and school, we are aware that teaching new content via Seesaw, especially in subjects like maths, is going to prove to be very difficult for everyone. Reflecting on our approach seems appropriate as we start the summer term.

We want to ease the pressure felt by parents to support children in understanding content covered, many of whom are still trying to complete their own jobs and ensure a consistent approach. These lessons provide age-appropriate retrieval, coverage and continuation of their year group's curriculum.

Whilst some schools are adopting the daily BBC lessons as a standalone solution, we feel that maintaining strong communication is essential for our pupil, parent and staff health and wellbeing and we want to continue using Seesaw alongside. We genuinely love seeing the posts and we know your children love sharing them with us and with their friends via the blog.

We will also be subsidising BBC and White Rose content with the following known classroom tasks/activities across the week/term:

Early Years

- **Reading** - everyday

- **Phonics**

This content will continue to be in the form of video lessons as it has been during the two weeks we have already been learning at home.

- **Learning** should remain non-pressured and as playful as possible.

- **Write Here Write Now**

A chance for children to write independently, in whatever form of writing they wish, in response to a given stimulus. This provides a free writing opportunity and allows children the chance to showcase their skills and demonstrate their secured use of learnt content without the restrictions or guidance of a set criteria. We will use these pieces of writing to assess gaps in understanding and skills that children, individuals, groups or whole class, still need to secure.

N.B. It is therefore important that the actual writing is completed independently wherever possible. If you do support your child with the writing, for a particular reason, please make your child's teacher aware of the nature and level of support given. Please provide this information via a comment on the post to keep this information with the related piece of work.

- **DERIC**

- **English activities** (speaking, listening and a little writing).

- **Maths lessons** that will have a link to video such as Numberblocks/ Number Jacks, with an identified area of focus. Play activities should follow to rehearse this focus in a fun way.

- **Doodle – X a day** each day

Children should continue to complete their X a day, providing coverage and creating data on each child's understanding.

- **Doodle Extras**

X a day data will provide data on areas for improvement and inform 'extras' that can be set for individual children.

N.B. It is important children complete this independently as we will use the data to inform specific next steps and the app will respond to the answers given and make the questions harder or easier accordingly. Any questions they are unable to answer will go into a 'Tricky Questions' folder and can be revisited later.

- **Maths Targets** as and when

Wider Curriculum

Other subject areas will start with a video link, then together as a family explore, discuss and take this as far as you want to.

Key Stage One

- **Reading** – please encourage your child to read daily

- **Phonics**

This content will continue to be in the form of video lessons as it has been during the two weeks we have already been learning at home.

- **Spelling Rules** – learn, practice, use and apply – these will be set where phonics knowledge has been secured

- **Write Here Write Now**

A chance for children to write independently, in whatever form of writing they wish, in response to a given stimulus. This provides a free writing opportunity and allows children the chance to showcase their skills and demonstrate their secured use of learnt content without the restrictions or guidance of a set criteria. We will use these pieces of writing to assess gaps in understanding and skills that children, individuals, groups or whole class, still need to secure.

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- **Doodle – X a day** each day
Children should continue to complete their X a day, providing coverage and creating data on each child's understanding.
- **Doodle Extras**
X a day data will provide data on areas for improvement and inform 'extras' that can be set for individual children.
N.B. It is important children complete this independently as we will use the data to inform specific next steps and the app will respond to the answers given and make the questions harder or easier accordingly. Any questions they are unable to answer will go into a 'Tricky Questions' folder and can be revisited later.
- **Maths Target** – in the form of mini activities involving retrieval, recall and fluency practice
Wider curriculum
Other subjects will be explored through projects linked to specific NC content specific to year groups. These will include research, exploration, acquisition and securing of knowledge and opportunities to use and apply.

Key Stage Two

- **Reading** – incorporating response to text or comprehension/VIPER activities
- **Phonics (where appropriate)** This content will continue to be in the form of video lessons as it has been during the two weeks we have already been learning at home.
- **Spelling Rules** – learn, practice, use and apply – these will be set where phonics knowledge has been secured
- **Write Here Write Now** A chance for children to write independently, in whatever form of writing they wish, in response to a given stimulus. This provides a free writing opportunity and allows children the chance to showcase their skills and demonstrate their secured use of learnt content without the restrictions or guidance of a set criteria. We will use these pieces of writing to assess gaps in understanding and skills that children, individuals, groups or whole class, still need to secure.
N.B. It is therefore important that the actual writing is completed independently wherever possible. If you do support your child with the writing, for a particular reason, please make your child's teacher aware of the nature and level of support given.
- **Doodle – X a day** Children should continue to complete their X a day (each day), providing coverage and creating data on each child's understanding. This data can will provide data on areas for improvement and inform 'extras' that can be set for individual children.
N.B. It is important children complete this independently as we will use the data to inform specific next steps and the app will respond to the answers given and make the questions harder or easier accordingly. Any questions they are unable to answer will go into a 'Tricky Questions' folder and can be revisited later.
- **English tasks** – in the form of mini activities/Doodle Extras involving retrieval, recall, practice and building on existing knowledge where deemed appropriate by each teacher/teaching team.
- **Maths** – in the form of White Rose lessons/activities involving retrieval, recall and fluency practice across the week incl. problem solving to aid children's application of skills where deemed appropriate by each teacher/teaching team

Please encourage your child to continue using **Times Table Rockstars** regularly and to **read for pleasure**, ideally daily for 25 – 30 minutes, as they would at home during a 'normal' school term. The skills these ongoing activities develop are invaluable.

Wider curriculum

Other subjects will be explored through projects linked to specific NC content specific to year groups. These will include research, exploration, acquisition and securing of knowledge and opportunities to use and apply.

Staff Wellbeing

In order to continue to support staff with their own health and wellbeing, we will be establishing the following communication structure from Monday 20th April.

- Weekly staff meeting via Zoom – an invite will be sent along with instructions to access the meeting.
Part One: The purpose of this is to provide an opportunity for all staff to ‘see’ each other and to catch up generally. There will be other forums available for discussing individual circumstances or asking specific questions that are personal to you. (We might have to move to smaller teams if numbers prove to be difficult.)
This could be linked to a specific area we have all been working on, have a specific focus or be a general chance to share or make other staff aware of something.
Part Two: A chance for teachers to discuss working teaching arrangements
Part Three: A focus on one specific class team. Others can leave the meeting at this point. What is working well? What can we improve further? What is proving to be tricky or hard to manage? Are there any specific wellbeing/learning etc. concerns/worries relating to individual pupils? (Safeguarding concerns must be logged on My Concern as soon as the concern is apparent, as they would be if we were in school.) Are there any upcoming ‘hot spots’, opportunities etc.?
- Individual catch up – telephone call or face to face, adhering to social distancing, if we are both in school on the same day – at least once during the half term (additionally as and when needed or if requested by either party)
A chance to discuss how things are going for you as an individual, to talk through anything that you are finding tricky, anything that you are finding helps you etc.

Remember we buy in to LCC Employee Counselling Service 01522 555440
emp.supportandcounselling@lincolnshire.gov.uk and this is another tool to support employees who may require additional support.

Supporting safety, teaching and well-being in pupils.

We are lucky that we have frequent contact with our children via Seesaw but it is hard to assess their ability to cope with the situation and general wellbeing levels through this type of contact. In order to support children emotionally whilst working remotely,

- Teachers/TAs will check in with pupils (parents) every two weeks via a telephone call/Seesaw private message to check on their general health and wellbeing – these could be distributed across the two weeks to ease workload rather than all in one day. Teachers sharing responsibility for a class will share these and ensure children are alternated to aid continued contact with all.
- Children with an EHCP (parents) and 1:1 support in place should be telephoned/messaged weekly, alternately by their teacher and specific 1:1 TA.

- Children with an EHCP and 1:1 support in place will also be in contact with their specific 1:1 TA via Seesaw. This can be by giving them access to the class Seesaw as a teacher, or (with permission from the child's parent/carer) as an adult on their area only.
- Children in Oak will be contacted by teacher/classroom TA to mirror the support within the classroom and again to ease workload. Staff sharing responsibility for a class will divide these calls/messages between them and ensure calls to children are alternated aiding continued contact with all.

Any relevant information arising from these conversations should be shared with GD and NT and recorded within the notes field in Scholar Pack or on My Concern as appropriate. Additional check in calls should be made as deemed necessary.

Expectations:

- Complete rota shifts on site – be contactable in case needed – as much time between on site sessions will be maintained as possible
- Fortnightly check in telephone call/message with each pupil (parent) in class – *teachers and TAs as appropriate*
- Response to pupil posts – any concerns flagged on My Concern, Scholar Pack, shared with GD/NT as appropriate – *teachers and TAs as appropriate*
- Subject leadership/curriculum development – distributed via Blue Sky as a project for discussion/comment between all staff or a specified group as appropriate – *teachers and TAs (directed by teachers)*
- Team communication – curriculum planning for Summer/Autumn - sharing out research, preparation for activities, preparation of classroom resources - teachers and TAs
- Completion of online safeguarding modules – contact Chris if you need the links resending
- Weekly staff meeting
- Half termly individual catch up telephone call/face to face

TAs please contact the teacher you normally work with for advice on what to do when working from home. They will be able to work with you remotely – your help and support is invaluable.

Thank you to the entire team for all of your efforts in these unprecedented times.