Home Learning Policy 2020-21

TORRIANO
PRIMARY SCHOOL

Torriano Primary School. Torriano Avenue, London, NW5 2SJ

Ph. 02074240202
Email. admin@torriano.camden.sch.uk

Aims

This home learning policy aims to:
- Ensure consistency in the approach to home learning for all pupils (including SEND) through use of quality online and offline resources and teaching videos.
- Include continuous delivery of the school curriculum, as well as support for motivation, physical and mental health and well-being.
- Consider continued training to support home learning for staff.
- Provide effective communication between the school and families.

1. Who is the policy for?

This policy outlines Torriano Primary School's approach to home learning for:

- Pupils that will not be attending school as a result of government guidance due to having to self-isolate and be educated at home.

- Staff that cannot attend school as a result of government guidance due to self-isolation or a closing of a 'bubble' due to confirmed case of COVID 19.

- To inform parents of the processes put in place by Torriano should your child or their 'bubble' need to self-isolate

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- A continuous, dry cough
- A high temperature above 37.8℃
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

Home learning for pupils that are not able to attend school due to self-isolation or in line with government guidelines

Torriano Primary School will provide home learning (online) for pupils that are not able to attend school **using Google Classroom** to support their learning at home if the whole class bubble has to self-isolate or in the extreme case of a local lockdown. All guidance on how to use Google classroom can be accessed from the school website.

Where an individual child has to self-isolate following government guidance, Torriano Primary School will provide a home learning pack to support learning.

Below is an outline of the provision and expectations of children, parents and staff. Each family is unique and because of this home learning will look different for different families in order to suit their individual needs.

2. Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Torriano Primary School would recommend that each 'school day' maintains structure.

- Each week, daily lessons will be set in Reading, Writing and Maths and other curriculum lessons will be provided. Families should view this together, and then make appropriate plans to complete the work.
- For Reading, writing and maths work, all completed work needs to be submitted by 1pm to be guaranteed teacher response and comments. All curriculum tasks need to be completed and submitted by 3.30pm and teachers will comment at the end of the week.
- Home learning packs need to be returned to school after isolation period for the class teacher to assess.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.
- We encourage parents to follow the 'digital 5 a day' framework (link) which provides practical steps to support a healthy and balanced digital diet.
- If your child is too unwell to complete work, please email the school office who will pass on the message to your child's teacher.
- Teachers and SLT will make calls to families who are isolating. Please be aware that the calls may come up as 'No caller ID'.
- All children sign an 'Acceptable Use Policy' at school which includes online safety rules and this applies when children are working on computers at home.
  (See **Appendix 2**)
- Any concerns or questions must be sent to the office at admin@torriano.camden.sch.uk to be forwarded to staff.

3. Teacher expectations

Torriano Primary School will provide a refresher training session and induction for new staff on how to use Google Classroom.

Teachers at Torriano Primary School are given clear expectations of what remote learning should look like. In addition to on-line learning lessons, teachers will provide individual home learning packs for those children who do not have access to computers.

- Based on school audit, SLT will organise loaned equipment for IT equipment for children without home computers
- Teachers will upload all morning lessons by 8.45am each day and afternoon curriculum tasks by 1pm.
- Teachers will set clear protocols on how children use the 'stream' for posts and the consequences for misuse of inappropriate posts and remind children about on-line safety (**see Appendix 3**)
- Every day, teachers starts with a 'morning message' where they will greet the class, offer words of encouragement and celebrate class achievements and share the timetable of the day.
- Teachers should plan lessons following the current medium term plans for Maths and English and set curriculum tasks with a focus on new learning rather than consolidating learning.
- Lessons would further support children by providing video clips, additional websites and

power points.

- Teachers will create videos for key teaching points in English, Maths and curriculum and upload onto Google Classroom.
- Any worksheets shared with children need to be editable using Google docs/slides which the children need to submit.
- Teachers will ensure that the work set has been differentiated and there is a provision for all SEND children.
- Teachers will respond to all submitted work. Curriculum tasks can be commented on weekly.
- Teachers will make a phone call home once a week to check in with children and families ensuring they withhold their private number by dialling '141'
- If children are unable to access Google Classroom, teachers must provide children with an up to date home learning pack in line with google classroom lessons
- Teachers have a responsibility to report any concerns they may have about individual children to the DSL.
- SLT and phase leaders will regularly monitor the quality of work in google classroom.
- If a member of staff is too unwell to carry out remote teaching, please follow normal procedure to report absence and the school will make necessary provisions to continue Google classroom.

(See **Appendix 3** for further information of 'best practice' protocol)

Last reviewed by Governing Body – Curriculum Committee	March 2021
Next revision	Annual
To be reviewed	March 2022

Appendix 1
How to log your child onto Google Classroom

For teachers to be able to communicate to their pupils and for our pupils' learning to continue in the event of a closure, we have set up 'Google Classrooms' for every class at Torriano Primary School.

This will allow pupils to login to a secure area online where they can see messages from their teacher as well as tasks that have been set and can be responded to.

1) You can either download the app 'Google Classroom', which will look something like this in your app store:
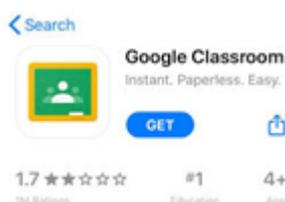
2) Or you can go to https://classroom.google.com on your web browser.

3) Your child will then need to sign in. Their 'USO' login (the one they use to login to lgfl.net) has been used to generate an email address. (Don't worry – they cannot use this as an email account. It's just for login purposes).

4) It will look something like: username1.202@apps.torriano.camden.sch.uk (it is just their USO log-in followed by @apps.torriano.camden.sch.uk) and will have a password that goes with it:

5) Once you have logged in, make sure your child 'accepts' the invitation to join their class and then you will see a screen like this:
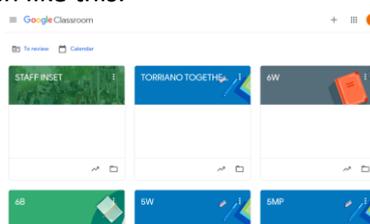
6) Click on your class name and it will take you through to the 'Stream'. This is a live message board where your child's teacher can post comments, assignments, videos, links etc

7) Click on the 'assignment' you want to do, read the instructions and then your child's teacher may want them to submit their work by either 'turning in' an edited version of a Google Doc that's been provided; 'adding' a file from your computer; 'creating' a file; writing a 'comment'; completing a 'quiz'; or just clicking to acknowledge they have done what was asked

8) Most assignments will have a Google Doc/Slide provided that your child needs to edit and then 'turn in'

9) If work is submitted on time, then your child's teacher will write a private comment. This will appear next to the assignment when you click on it. If there has been a

misconception, the aim of the comment will be to correct the misconception and it may require the child to have another go at something

10) Unless specifically told otherwise, the function for students to be able to post directly into the stream will be disabled by the teacher for safeguarding and quality control reasons; however, children can still communicate via comments on teacher's posts. When doing so, they must remember to act in a manner that is in line with school expectations:

a- Be kind, polite, and encouraging to everyone.

b- Follow instructions set out by any of the teachers.

c- Use appropriate language (please refrain from using internet slang).

As in school, teachers will initially warn any children who are not meeting this expectation. If they continue to fall short of the expectation, they will be 'muted', meaning they cannot post comments, but can still turn in assignments. A screen shot of any inappropriate messaging may need to be taken by the teacher, before any inappropriate messages were deleted and the parents/carers and SLT notified.

Acceptable Use Policy (AUP) for KS1

My name is _____

	✓
To stay **SAFE online and on my devices**, I follow the Digital 5 A Day and:	
1. I only **USE** devices or apps, sites or games if a trusted adult says so	
2. I **ASK** for help if I'm stuck or not sure	
3. I **TELL** a trusted adult if I'm upset, worried, scared or confused	
4. If I get a **FUNNY FEELING** in my tummy, I talk to an adult	
5. I look out for my **FRIENDS** and tell someone if they need help	
6. I **KNOW** people online aren't always who they say they are	
7. Anything I do online can be shared and might stay online **FOREVER**	
8. I don't keep **SECRETS** or do **DARES AND CHALLENGES** just because someone tells me I have to	
9. I always check before **SHARING** personal information	
10. I am **KIND** and polite to everyone	

Acceptable Use Policy (AUP) for KS2

These statements can keep me and others safe & happy at school and home

1. *I learn online* – I use the school's internet, devices and logons for google classroom, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I am using them at home.

2. *I learn even when I can't go to school because of coronavirus* – I don't behave differently when I'm learning at home, so I don't say or do things I wouldn't do in the classroom or nor do teachers or TAs. If I get asked or told to do anything that I would find strange in school, I will tell another teacher.

3. *I ask permission* – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.

4. *I am creative online* – I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things, and I remember my Digital 5 A Day.

5. *I am a friend online* – I won't share or say anything that I know would upset another person or they wouldn't want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.

6. *I am a secure online learner* – I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!

7. *I am careful what I click on* – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.

8. *I ask for help if I am scared or worried* – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.

9. *I know it's not my fault if I see or someone sends me something bad* – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.

10. *I communicate and collaborate online* – with people I already know and have met in real life or that a trusted adult knows about.

11. *I know new online friends might not be who they say they are* – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.

12. *I don't do live videos (livestreams) on my own* – and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.

13. *I keep my body to myself online* – I never get changed or show what's under my clothes when using a device with a camera. I remember my body is mine and no-one should tell me what to do with it; I don't send any photos or videos without checking with a trusted adult.

14. *I say no online if I need to* – I don't have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.

15. *I tell my parents/carers what I do online* – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.

16. *I follow age rules* – 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult or skills but very unsuitable.

17. *I am private online* – I only give out private information if a trusted adult says it's okay. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.

18. *I am careful what I share and protect my online reputation* – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).

19. *I am a rule-follower online* – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour, at home and at school. A day

20. *I am not a bully* – I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.

21. *I am part of a community* – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult and/or report it.

22. *I respect people's work* – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.

23. *I am a researcher online* – I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find. If I am not sure I ask a trusted adult.

~~~~~~~~~~~~~~~~~~~~~

I have read and understood this agreement.

If I have any questions, I will speak to a trusted adult: at school that include:

Outside school, my trusted adults are_____

Signed: _____   Date: _____

Appendix 3
Google Classroom best practice protocol

MOTIVATION

Expectation	Frequency	Ideas	Met	Notes
Pupils to see their teacher's face and/or hear their voice	At least twice daily	• Morning Message • Teach videos/ and Google Meets • Class story/poem • Sharing a piece of work • Awarding pupils		
Whole-school initiatives to be promoted in class streams and 'kept alive'	As necessary (ideally weekly)	• Morning Messages • Share examples of pupils' contributions to initiatives in the stream		
Pupils' work/extra-curricular contributions to be shared in streams	At least once a week	• Children encouraged to attach images/videos to assignments so they can be vetted and shared by the teacher.		
Teachers to offer a window of time (a day, a morning, an hour) where pupils may post in the class stream	Once a week	• Promote the window as 'Sharing is caring day') • Make clear your expectations for the posts (photos/videos of art/craft projects completed at home; no 'chatting' in the stream to avoid clutter etc • Remain vigilant during the window to check pupil posts • Comment on pupil posts with encouraging words • If something inappropriate is posted – screenshot the post, 'delete' it, 'mute' the pupil and contact phase lead/DSL and then parents/carers asap.		
Publicly praise pupils	Daily	• 'Shout outs' in Morning Message • Reply to comments with encouraging words • Award 'virtual' VALUES stickers		
Private comment on pupils' work	Daily for morning work submitted before 1pm (as a minimum)	• Personalise the feedback to acknowledge the effort • Include a thought for a next step or a correction (Have you tried…; check question 4 again etc) • Keep the tone positive and encouraging		

CONSISTENCY

Expectation	Frequency	Ideas	√	Notes
Teachers to look at other year group's classrooms	At least once a week	• What practice do you like? Is there anything you could utilise in your classroom • Can you leave a positive comment to let pupils know you have seen their classroom and have enjoyed their hard work?	n/a	
The same lessons to occur on the same day each week (e.g. History activity on Monday afternoon)	n/a	• Children like routine and structure. Do they have the same foundation subjects on the same day each week? • Share the timetable with children in your Morning Message as you would in school.		
Morning work to be uploaded by 8:45am Afternoon activity to be uploaded by 1:30pm	Daily	• Use the 'schedule' function to ensure this occurs (you cannot schedule into multiple classrooms at once. Schedule into yours and then 'reuse' the assignment in your partner teacher's classroom).		
Plan your week in advance	Weekly	• Backwards plan your mini 'units' of work as you would in school. What's the destination and how are you getting there? • Refer to your Autumn overview for Google Classroom	n/a	

Expectation	Frequency	Ideas	√	Notes
Reading				
Short, 'skill-teach'/task model videos	At least three times a week	• Include an engaging recap of the text so far • You could film your screen where the text is displayed and insert yourself in the top corner with Zoom/Screencastify. • You could put information onto Google Slides and add your voice with the 'insert audio' function. You will need to use a voice recording app on your device and then upload from this device. If you want to upload to G-Drive first, check that the folder you're uploading to is shared with the children, otherwise they 'won't have permission' to hear the file. • You could film yourself reading the book and modelling skimming and scanning etc.		
Include a variety of activities	Daily	• Ensure children have the opportunity to write reviews, draw a picture, contact an author etc, not just comprehension. • You could bring the story to life by using props or costumes and encourage pupils to do the same.		
Have a class story/poem of the day	Daily	• Record yourself or just your voice sharing a book • Allow children to vote on what book they would like with 'Google Forms'. • Save in your classroom under 'Class Story' so pupils can find older entries if they have missed a day.		
Check for understanding with a quiz	Weekly	• When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked. • Under settings, ensure children can 'edit after submit' to allow them to have another go.		
Maths				
Short, 'skill-teach'/task model videos	At least three times a week	• Use concrete and pictorial representations to break down the learning		

		• You could film your screen where text or an image is displayed and insert yourself in the top corner with Zoom/Screencastify. • You could put information onto Google Slides and add your voice with the 'insert audio' function. You will need to use a voice-recording app on your device and then upload from your device. If you upload to G-Drive first, check that the folder you're uploading to is shared with the children, otherwise they 'won't have permission' to hear the file.		
Provide optional online Maths games and investigations	Weekly	• Use resources and links to suggest investigations to children as well as educational online games		
Focus on the 4 operations and place value	n/a	• Check the expectation for your year group, use the White Rose resources for ideas and ensure that this area of your curriculum has been consolidated		
Check for understanding with a quiz	Weekly	• When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked. • Under settings, ensure children can 'edit after submit' to allow them to have another go.		
Literacy				
Short, 'skill-teach'/task model videos	Where appropriate	• Introductory hooks, model writes and grammar skills should be considered for short teach videos • You could put information onto Google Slides and add your voice with the 'insert audio' function. You will need to use a voice-1ecording app on your device and then upload from your device. If you upload to G-Drive first, check that the folder you're uploading to is shared with the children, otherwise they 'won't have permission' to hear the file.		
Units to last no longer than 2 weeks	n/a	• Focus on text-types the children know to increase independence • Can the quiz function be utilised to test		

		grammar?		
Provide model plans and build-up work for children who may miss a day	As necessary	• Attach these materials to your independent write assignment		
Standalone, free writing lessons	Once a week	• Provide a stimulus such a picture, a video, a news story etc (LiteracyShed is good for this). • Allow children to choose the way in which they respond (poem, story, letter etc). • Consider the format of 100 word challenges. (These could even be posted directly into the stream as comments by pupils.)		
Foundation				
Introductory video	Once per unit	• Promote your new unit with an engaging video. You could use props or costumes, or share your favourite aspect of that period of time, that country or that area of Science etc.		
Share fun/useful links for your subject	n/a	• Email teachers with a list of links they could incorporate into their classrooms or share them in the Assembly Room.		
Ensure afternoon activities are fun/practical	Daily	• Does the assignment work better as an ongoing project? • Is there something the children could produce and then share with their peers? • Is there an online game that links to your subject area? • Is the activity open-ended and can be done with minimal monitoring from parents possibly working from home?		
Check for understanding with a quiz	As necessary	• When creating work, select 'Quiz assignment'. Make sure you have provided the answer key and it will be automatically marked. • Under settings, ensure children can 'edit after submit' to allow them to have another go.		
Provide a variety of materials for your activity	Daily	• Is there a video online that could supplement the learning? (Be mindful that YouTube can be tricky to access.)		

Appendix 4
Professional conduct

It is imperative that teachers follow the following protocols when producing videos to support children's learning:

• Staff must wear suitable clothing when filming – as in the school code of conduct

• Filming should be in appropriate area and where possible, against a neutral background. It is important to carry out a video check from your camera to see what is visible – remove anything personal from display.

• Live videos need to be recorded and backed up, so that if any issues were to arise, the video can be reviewed.

• Recording needs to be kept to a reasonable length of time, or the video may not download due to internet connections. This can become an issue with parents who need to work at home.

• Language must be professional and appropriate - use actions and language normally used in teaching practice. Be mindful that, unlike day to day, what is said is permanent and can be replayed.

• Ensure your video has a clear purpose e.g. teaching point to explain learning or motivational or engagement