



Home Learning Policy

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1. Introduction

At the Windmill Federation, we are committed to maintaining our capability to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education. We want home learning to be a positive experience for pupils, linked as closely as possible to classroom work and our knowledge-rich curriculum.

Where possible, the priority is to deliver high-quality face-to-face education to all pupils. Remote education is only ever considered as a short-term measure and as a last resort where attendance is not possible. This policy intends to outline the procedures and practice for pupils where it is not possible to attend face-to-face. It also outlines practice for staff with setting work, marking and monitoring work and feeding back on pupil progress.

2. Aims

During home learning, we aim to:

- Reinforce skills which have been taught in school and give children the opportunity to practise what they have learnt
- Instil in all pupils the importance of life-long learning
- Continue to promote learning new knowledge through our knowledge-rich curriculum
- Use Class Dojo as an online platform for children to share work and teachers to monitor progress
- Provide learners with a suggested timetable
- Update our school website regularly with additional resources and online links
- Continue to use online resources for specific year groups.

We also recognise that all children need leisure time and encourage a balance between consolidating learning and enrichment activities. Our website contains links to online safety activities, suggestions for staying active and other wellbeing support services.

3. Remote Curriculum

- Where it is not possible for some or all pupils to attend face-to-face education, we will continue to use lessons from our curriculum to teach children remotely.
- Each day teachers will upload an English, Maths and Foundation subject lesson only to class Dojo.
- The Foundation subject will change daily to ensure coverage of all the curriculum subjects.
- Each child will be set 3 hours of work per day. It is expected that they will complete all the work each day.
- Lessons will be uploaded via Class Dojo, this may be in the form of Microsoft Word documents, PowerPoints, PDFs and links to short video clips.
- Children will be expected to complete the lesson and upload the work or a photo of the work into the designated Dojo Portfolio which teachers will monitor.
- Parents will be able to view their child's portfolio and teachers are able to give feedback using this online platform.
- We will continue to assess the children using our assessment schedule.

4. Class Dojo (Online Platform)

A letter outlining the role of Class Dojo will be sent out at the launch of Dojo and thereafter at the beginning of the year and those families not connected are monitored immediately so the school ensures all families are connected as soon as possible.

Teachers will upload information about work onto their classes 'Class Dojo Story'. A Dojo Portfolio will then be set up in which children are expected to upload the work or a photo of the work set. Teachers may upload worksheets as a guide for presenting work but children will be able to complete work in an exercise book or on paper, rather than printing out multiple sheets. Sometimes a task might ask the child to carry out an experiment; growing seeds, making a model, ordering weights. These would need to be photographed and uploaded onto Class Dojo for teachers to see.

Teachers will monitor children's engagement in activities and their understanding by viewing the work in Dojo Portfolios. If the work is not uploaded, the class teacher will contact the family to see if they need additional support. If work is repeatedly not completed a member of the Senior Leadership Team will contact the family.

5. Oak National Academy

Oak Academy may be used to supplement our curriculum. It is an online classroom which provides daily lessons across all subjects for every year group. If children are required to use Oak Academy, they will be expected to access it every day and upload photos of their work on Class Dojo to ensure the class teacher can continue to monitor the progress of each child.

6. Online Expectations

Staff, pupils, parents and carers must follow our ICT code of conduct when writing on Class Dojo stories, portfolios and messages.

Online platforms that are used to support learning will be monitored by parents as with any other online platform that children may use.

Marking, feedback and monitoring will be undertaken on Dojo but messages sent by parents after 5pm or at weekends will not be responded to immediately.

7. No Access to Online Learning

If you cannot access Dojo due to resources at home please contact you're Head of School. It may be possible to lend an item of technology or issue a dongle. However, these are in limited supply and will depend on the school. Paper copies of work will be provided where necessary and arrangements made as to communication with the class teacher via telephone.

8. The Role of Teachers in Supporting Pupils

- Each day teachers will upload an English, Maths and foundation subject lesson on to Class Dojo.
- Teachers will monitor the work uploaded and track progress.
- Teachers will continue to assess the children using our assessment schedule.

9. The Role of Parents in Supporting Pupils

Parents will be encouraged to:

- provide a reasonably peaceful, suitable place in which their child can do their work
- work with the child on activities set when appropriate
- show the child that they value home learning and support the school
- encourage their children and praise them for completing their work
- contact the class teacher if there are any concerns

10. Inclusion

All children will have access to home learning that is relevant to their current stage of their learning. If required to do so, the SENCo will contact individual children with Special Educational Needs to ensure that they have appropriate access to learning. They will also contact these families with regard to their well-being and to complete statutory paperwork in line with the individual child's review period.

11. Self-Isolating Pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

12. Equal Opportunities

All children are provided with equal access to homework. We aim to provide suitable learning opportunities regardless of gender, religion or ethnicity.