



**PARKSIDE COMMUNITY
PRIMARY SCHOOL**

Home Learning Lockdown Guide Including information on:

- Class Home Learning Timetables
- Home Learning Activities
- Pupil Conferencing and Written Feedback
- Interventions
- Monitoring
- Key Worker Children in School
- Staff Responsibilities

Date: September 2020

Review date: September 2021

We believe that children learn best when they are in an environment which encourages self expression, investigation, creativity and independence We aim to try to continue to maintain this focus as best we can in any lockdown scenario using online learning platforms.

At Parkside Community Primary School we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- there are strong links between home and school, and the importance of parental involvement in their children’s learning is recognised, valued and developed

Class Home Learning Timetable

Each keystage will have a weekly timetable. The timings on the timetable will just provide a guide to support parents to know how long their child should spend on each task and provide a structure for their child’s day should they wish to follow it. Parents do not have to stick to this timetable, they can choose when in the day their child does each activity and how often they take breaks, as long as the tasks are completed by the teachers given deadline. The **only exception to this is online live lessons/conferences** as they will **have a set time and day for attendance**, which parents and children will be told in advance and must ensure they attend or notify the teacher/TA involved via the class email if they can’t attend one, giving a reason and as much notice as possible.

EYFS timetable

Day	9-9.30am	9.30-10.30am	11am-12pm	1-3pm
Monday Teacher-Pupil Conferencing Day	Phonics Lesson	Story time Fine Motor PSED	Maths	Knowledge and Understanding of the World
Tuesday Pine TA well-being call	Phonics Lesson	Story Time Fine Motor PSED	Maths	Knowledge and Understanding of the World
Wednesday Fir Pupil Well-being Call Day	Phonics Lesson	Story Time Fine Motor PSED	Maths	Live lesson
Thursday Hazel TA well-being call	Phonics Lesson	Story Time Fine Motor PSED	Maths	Knowledge and Understanding of the World
Friday	Phonics Lesson	Story Time Fine Motor PSED	Maths	PHSE

KS1 Timetable

Day	9-9.20am	9.30-10.30am	11am-12pm	1-1:30	1:30-3pm
Monday	Phonics Lesson	English - Book of the week and writing activities	Maths –White Rose video and link worksheet	Reading comprehension	Live lesson for curriculum project

		Ensure grammar and sentence structure are covered	(Can be made in Purple Mash or google form so it self checks)		
Tuesday Yr 1 TA well-being call	Phonics Lesson	English - Book of the week and writing activities	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Curriculum Project
Wednesday Yr 2 TA well-being call	Phonics Lesson	English - Book of the week and writing activities	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Curriculum Project
Thursday	Phonics Lesson	English - Book of the week and writing activities	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Curriculum Project
Friday Teacher-Pupil Conferencing Day	Spelling Test	English - Book of the week story map	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Project Quiz PHSE

Example KS2 Timetable

Day	9-9.15am	9.30-10.30am	11am-12pm	1-1.15pm	1.30-3pm
Monday Teacher-Pupil Conferencing Day	Spelling Lesson	English lesson	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Project Quiz PHSE
Tuesday Yr 3 TA well-being call	Spelling Lesson	English lesson	Maths –White Rose video and link worksheet	Reading comprehension	Live lesson for curriculum project
Wednesday Yr 4 TA well-being call	Spelling Lesson	English lesson	Maths –White Rose video and link worksheet	Reading comprehension	Curriculum Project
Thursday	Spelling Lesson	English lesson	Maths –White Rose video and	Reading comprehension	Curriculum Project

Yr 5 TA well-being call			link worksheet		
Friday Yr 6 TA well-being call	Spelling Test on Google Classroom/ Purple Mash	English lesson	Maths –White Rose video and link worksheet	Reading comprehension	Curriculum Project

Home Learning Activities

In all work being set teachers should differentiate for any children who may need extra support or challenge, including SEND children.

Any live lessons/meetings/conferences/video calls for home learning will be shared via Google Meet.

Foundation Subjects

Projects

- These can be pre-decided by teacher and pre-loaded onto google classroom to be released weekly to students.
- Each weekly project will have a subject focus and key objectives for that subject.
- Each project will allow opportunities for cross-curricular learning as much as possible and will link to the class yearly overview of curriculum learning.
- Project activities should be a mixture of computer and non-computer based.
- Children and parents should be encouraged to record the activities they do on paper, with photos, homemade models, etc to share with their TA as part of their well-being call and with their teacher at the end of their pupil conference or via class email.
- Weekly project online summary task/quiz - linked to that weeks project – a way to prove/assess child's knowledge and take up of project tasks and learning.

Science	Geography	Design and Technology
Computing	RE	PE
History	Music	Art

Pupil Conferencing and Written Feedback

Conferencing

In order to promote self-regulation, **pupils are encouraged at all times to take responsibility for the learning conversation.** Conferencing is an opportunity to discuss what they were successful with, what they found challenging, what they need further help with, how they can further apply their learning, and what their next step is.

Each child will have a weekly pupil conference with their teacher via google meet. Each pupil conference will be 10 minutes long with a 5 minute gap between conference in case any overrun and to allow the teacher time to gather their thoughts for the next one.

Content of pupil conference:

- Child to talk about how their work has gone that week.
- Teacher to provide feedback about English and Maths work set that week.
- Opportunity for short 1-1 teaching session if child needs support with something.
- Discussion about project activities completed that week.

Pupil Conferencing Proforma this may need to be done over two days

	Time	Child	Focus
1	8.50-9am		
2	9.05-9.15		
3	9.20-9.30		
4	9.35-9.45		
5	9.50-10am		
6	10-10.10		
7	10.15-10.25		
	BREAK		
8	10.50-11am		
9	11.05-11.15		
10	11.20-11.30		
11	11.35-11.45		
12	11.55-12.05		
	LUNCH		
13	1.05-1.15		
14	1.20-1.30		
15	1.35-1.45		
16	1.50-2pm		
17	2.05-2.15		
18	2.20-2.30		
19	2.35-2.45		
20	2.50-3pm		
21	3.05-3.15		
22	3.20-3.30		
23	3.35-3.45		

Question Prompts for Pupil Conferencing

Using pupil work as a springboard:

- Tell me about something you are proud of in your work this week. Why are you proud of this piece?
- Tell me about something you struggled with this week. Tell me more about how you got stuck. Do you understand it now? Can you explain how you would do it now? What other help do you need?
- If we think about this week's work and compare it with last week's work, what do you think you've improved at? Can you tell me an example? What do you need to work on next week?
- Last week we talked about you showing *target* – can you explain where you worked on that this week?
- I noticed you found *task* a bit tricky. Let's figure out what help you need.

General learning discussion:

- What do you think are your greatest strengths in *subject*? Why?
- What are your biggest challenges / what do you find trickiest in *subject*? What help do you need to make this easier?
- Can you think of something that you used to find really tricky, but is now much easier? What helped you?

- How do the live lessons/your parents/the resources I provide help you with *subject*? Can you give me some examples?
- Do you know what you need to do to get better at *subject/topic*? Can you explain?

Written Feedback

Written Feedback will be provided as necessary throughout the week. This can be in the form of a comment again the work in either Purple Mash or Google Classroom.

Interventions

Where possible interventions will continue online. These can be led by teachers, TAs or LSAs using Google Meet.

Mrs Conley to oversee the provision of online interventions should children require them. Class teachers should contact them if they feel a child in their class would benefit from an online intervention.

Monitoring

Well-Being Calls

Each week the class TA will make a 5 minute well-being video or telephone call to each pupil in their class. This is an opportunity for the TA to connect with their class and check-in on them.

Key questions for well-being calls:

1. How are you?
2. How are you finding your work?
3. Is there anything you might like your teacher to help you with in pupil conference?
4. How is your project work going?
5. What project tasks have you done so far? Have you got anything to show me/share?

After the well-being calls TAs should feedback to the class teacher any concerns, requests for support and any successes before Friday so that teachers can use that information to inform their planning and pupil conferencing. If at any time TAs or teachers have a serious concern about a child they should contact a DSP straight away and raise their concerns with them.

Non-Attendance/Completion of Work

Teachers/TAs should monitor children's attendance at online lessons, well-being calls and conferencing sessions and monitor children's completion of online work set. They should notify the SLT via email if a child is regularly missing learning and support sessions or if a child is regularly not completing work set. A member of the SLT will then follow this up with the family if needed.

Lessons and Work Set

An SLT member will have access to all google classrooms to do regular checks on the work being set and completed to ensure it is meeting the needs of our pupils and that parents and students are engaging with the home learning. If it is felt that adjustments need to be made to our online home learning provision staff will be notified.

Keyworker Children in School

Follow timetables as above, children to be grouped EYFS, KS1, LKS2, UKS2 however these children may need more breaks/PE sessions etc

Managing key worker class

- Sonia Taha and Finella Parmar (non-class based) will cover key worker class in school supported by the TAs on a 4 day basis with well being calls made on the 5th allocated day
- Individual children will do work set by their own class teacher.
- Support children in school to access the work set by teachers
- Class teachers will still need to check and mark the online learning completed by their class each week but feedback should also be given by Keyworker Teachers and TAs
- Leading live interventions if needed
- Read stories/novels to the children

Learning Support Assistants (LSAs)

- Leading live differentiated phonics sessions for the children you support
- Leading live interventions online