



## **BLENDED LEARNING POLICY**

### **CONTEXT**

The closure of schools in March 2020 due to Covid 19 saw a wide variety of home learning policy and practices implemented over the lockdown period, with a range of different outcomes for pupils. Difficulties included access to IT (staff and families), lack of time to prepare staff, pupils and families for long term home learning and a lack of training for staff on how to undertake and deliver ‘virtual’ learning.

In September 2020 as schools fully reopened, the issue of further outbreaks of Covid 19 quickly became an issue. However unlike in March, pupils are being sent home either individually or in smaller groups (bubbles) to self-isolate, leading to a need to provide teaching both virtually and face to face. This is an ever-changing situation and the requirements for pupils’ isolating at home is likely to continue throughout the coming academic year with little notice. So, this needs careful planning and whole school policy and procedures which are understood and followed by all staff and understood by the school’s community. Equally, the issue of access to IT remains a concern for many children and families and so strategies other than online learning continue to need to be provided.

The policy is written with reference to the latest research available from the EEF (September 2020)

### **POLICY STATEMENT**

This policy is an opportunity to ensure that homework and home learning is fully embedded into delivery of the school curriculum in a meaningful and sustainable way, whether pupils are self-isolating or not. Its purpose is to provide a structured approach to blended learning which ensures consistency and equity for all pupils.

Blended Learning will be offered after 24 hours. This will apply to:

- Self-isolation for individuals
- Self-isolation for ‘phase bubbles’
- Full school closure
- Pupil long term absence

### **Please note:**

- In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of blended learning.
- There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, 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 or carers made the decision, without prior agreement with the school, to absent their child/ children from school ‘as a precaution’, against official guidance.
- 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. The school reserves the right to vary the range of methods used to provide blended learning



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tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

### DEFINITIONS

A *blended learning* approach is where students learn at home via electronic, online media, through paper ‘packs’ of resources as well as traditional face-to-face teaching to ensure pupils are given equal opportunities to access the curriculum, whether in school or learning at home.

*Home learning* builds on and complements what is done at school.

The blended learning approach considers how to incorporate:

- ***synchronous learning*** – where pupils and teachers interact in a specific virtual space, through a specific online medium, at a specific time – video conferencing, live chatting, live streaming lesson.
- ***asynchronous learning*** – where learning happens on the individual’s schedule. Teachers provide the materials and assignments with pupils having the ability to access and satisfy these requirements within a flexible time frame. Materials might include paper-based materials, directed texts, self-guided interactive learning resources, pre-recorded lessons and podcasts.

### AIMS

- To ensure equity of learning and curriculum opportunities for pupils in school and at home
- To set out expectations for all members of the staff community with regards to blended learning across the school
- To ensure a consistency of approach to blended learning which is understood by staff, pupils and families
- To provide appropriate guidelines for data protection and safeguarding

### PRINCIPLES

- Pupils are inspired, motivated and engaged to learn, through blended learning approaches that vary according to their appropriateness to the particular learning context.
- Pupils are encouraged to become independent learners
- Staff are encouraged and supported to adopt fit-for-purpose and innovative blended learning approaches. These approaches are enabled by academic and professional partnerships and appropriate institutional investment in learning technologies.
- Digital literacy is recognised as an important graduate attribute and a core skill for academic staff.
- Flexible delivery options are offered to reflect the needs of pupils, the intended learning outcomes and the availability of resources.
- Blended learning will not always include flexible delivery and so will not always provide pupils a choice of where and when they can study.
- Blended learning and flexible delivery are chosen to enhance pupil engagement and learning outcomes.
- It is recognised that blended learning and flexible delivery may require increased investment of resources to ensure sustainable delivery of high-quality learning and teaching.
- Technology is considered an opportunity to capture data regarding patterns of pupil participation (learning analytics) to inform monitoring for at-risk pupils, to promote just-in-time learner support and to provide information to pupils.
- Teacher workload has been considered when deciding on the blended learning offer.



## 1. Data protection

### 1.1 Accessing personal data

➤ When accessing personal data for remote learning purposes, all staff members will use the following secure platforms:

- Arbor – the school’s MIS
- Google Suite
- Staff must use devices provided by the school i.e. laptops and iPads
- Staff must not use personal devices for this purpose
- All interactions are monitored by Policy Central through LINK2ICT via the school and a third party.
- Applications recommended by the school include:
  - White Rose Maths
  - Bug Club
  - Timetables Rock Stars
  - Numbots
  - Education City
  - Letters and Sounds
  - BBC Educational Websites
  - Oak Academy

### 1.2 Processing personal data

Staff members may need to collect and/or share personal data *such as email addresses* which is as part of the remote learning system. These are stored securely within the school’s MIS system – Arbor.

As long as this processing is necessary for the school’s official functions, individuals won’t need to give permission for this to happen.

Pupils will be provided with a username and password for Google Classroom to avoid any issues regarding GDPR.

Staff are reminded to collect and/or share as little personal data as possible online.

### 1.3 Keeping devices secure

*See also IT Acceptable Use and E-Safety Policy*

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends



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- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- We will, where known, inform parents of incidents of inappropriate e-safety behaviour that take place out of school.

### **2. Safeguarding**

The Safeguarding and Child Protection Policy has been updated in line with the most recent LEA and DfE guidance regarding COVID-19.

During periods of isolation, teachers will need to be alert to online safety issues. They must take ownership and responsibility when seeing any kind of inappropriate online behaviour. This must be reported to the DSLs so that parents and carers can be informed.

Pupils, parents, carers and teachers are reminded that the school’s Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

### **3. Monitoring arrangements**

This policy will be reviewed termly by the SLT and annually by the full Governing Board.

### **4. Links with other policies**

This policy is linked to all other school policies and will be reviewed accordingly.



## Appendix 1

### ROLES AND RESPONSIBILITIES

#### A. Senior Leaders



Alongside other responsibilities, senior leaders are responsible for:

#### IT SYSTEMS

- Ensuring the school has an effective platform for sharing work with pupils and receiving submitted work which is used by all staff
- Providing immediate training for staff to ensure confidence in using the school’s technology and the virtual platform and planning a programme of regular IT CPD including opportunities for staff to share learning, practice and support each other
- Co-ordinating the blended learning approach across the school
- Setting clear vision and direction
- Auditing IT resource gaps among staff and pupils including establishing which device(s) children use to access learning at home.
- Considering how to address immediate IT resource gaps for staff and pupils.
- Creating a long-term plan for maintaining up to date IT infrastructure within school, for staff and pupils.
- Deciding on the school’s approach to synchronous/asynchronous learning and the data protection/safeguarding issues which impact on this.

#### COMMUNICATION

- Agree the expectations for home learning for all year groups/subjects
- Ensure parents and carers know and understand the expectation and provision for blended learning.
- Communication will avoid complex curriculum content but focus on support for self-regulation, quiet place to work, organisation of equipment, work routines and habits, trying to personalise messages to accommodate literacy levels, where possible.
- Create a culture and ethos of openly rewarding and celebrating achievements related to work being done at home by individual pupils both during and after isolation and share with parents and carers.
- Monitor the effectiveness and consistency of blended learning through regular meetings with teachers and subject leaders, reviewing work set and feedback from pupils, parents and carers.
- Monitor the equity of provision provided for pupils at home and at school.



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- Monitor which communications systems are most effective.
- Monitor the security of blended learning systems, including data protection and safeguarding considerations.
- Regularly refine and update blended learning practices and procedures based on feedback.
- Identifying the barriers for pupils in regard to access and engagement with learning.
- Providing blended and flexible delivery options, to support increased access to learning for diverse pupils, considering the resources available.
- Recommending appropriate intervention and support strategies for pupils to ensure the development of basic digital literacies required for learning.
- Identifying the current digital literacy proficiency of pupils.
- Regularly reviewing blended learning approaches used in subjects across the whole curriculum for applicability, relevance and best practice in relation to pupil needs and desired learning outcomes.
- Ensuring resources are distributed to provide ongoing professional development of staff regarding innovative blended learning approaches and clearly considered pedagogical design.
- In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should have access to before any planned school closure. Teachers should ensure that they apply this training in their practice.
- If teachers require support with any aspects of blended learning, they must consult senior leaders.

### **B. Governing board**

The governing board is responsible for:

- Monitoring the school’s approach to providing blended learning to ensure education remains as high quality and equitable as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

### **B. Teachers**

Alongside other responsibilities, teachers are responsible for:

- Taking responsibility for keeping up to date on best practice in using the school’s technology and digital platform (Teacher Standard 8)
- Explicitly teaching children how to learn independently if at home - how to organise themselves (providing visual timetables /written timetables), their learning, their day; how to get online to access key resources; expectations for learning each day and how to upload completed work (Teacher Standard 2)
- Teaching children how to use the virtual platform and identifying any specific provision/resources which individual children will need to access the platform
- Preparing a ‘pack’ of resources which children can pick up and use at home before they leave school for isolation



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- Considering what support for reading can be provided: reading books? Online books? Reading aloud?
- Making provision for online lessons and for interactions with individual pupils and providing opportunities for interactions between pupils
- Providing activities that involve consolidating learning
- Making use of formative assessment to accurately identify knowledge and understanding gained
- Giving pupils working from home regular feedback and encouraging them to respond to the feedback (Teacher Standard 6)
- Checking in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to the Senior Leadership Team, particularly if there are concerns or a lack of communication.
- Providing catch-up provision for ‘returners’ based on the child’s engagement with home learning
- Where teachers are at home self-isolating but not unwell, they are expected to teach lessons remotely, following their blended learning timetable, using the school’s chosen platform to instruct and engage with the pupils.
- Provide regular feedback to learners on pieces of work that they are required to submit.
- Pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen.
- Teachers should be available to contact parents or carers if needed, by email through Arbor or a school mobile.
- All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

### **D. Teaching Assistants**

Alongside other responsibilities Teaching Assistants are responsible for:

- Liaising with teachers to create home learning packs for children in each year group, should they be sent home to self-isolate
- Ensuring sufficient resources packs are available for any child sent home
- Supporting the teacher with home learning administration
- Be responsible for well-being calls, overseen by DSL.

### **E. Inclusion Lead**

Alongside their teaching responsibilities, the Inclusion Lead is responsible for:

- Considering whether any aspects of the curriculum need to be adapted to support SEND and EAL pupils.
- Working with teachers to make sure all work set is appropriate and consistent.



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- Monitoring the remote work set by teachers through regular meetings or by reviewing work set and by keeping records of these meetings.
- Supporting teachers to plan and identify appropriate resources to meet individual pupil need, (SEND and EAL).
- Evaluating the quality of pupil learning and engagement.
- Ensuring blended learning approaches are embedded in overall curriculum design and are logically linked to learning outcomes.

### **F. Designated Safeguarding Lead**

See associated policies.

### **G. Admin Staff**

Administrative staff are responsible for:

- Ensuring all parents and carers phone numbers and emails are up to date
- Tracking self-isolation periods to ensure that individuals and groups of pupils, parents and carers know when they are expected to return to school
- Ensure any messages related to home learning are recorded on the school’s MIS (Arbor) and passed to the appropriate staff member immediately.

### **H. IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they’re experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Ensure infrastructure of student feedback systems, learning management system, wireless networks and online student services are maintained in a timely fashion to ensure minimum disruption to learning patterns.



## Appendix 2

### Oratory’s Remote Online Learning Safety Rules (COVID-19)

It is essential that you familiarise yourself and your child with the school’s remote online learning safety rules.

#### Oratory Teaching Staff

To create a safe environment for our pupils when engaging in remote sessions, there are several things that our teaching staff will consider.

- Teachers will familiarise themselves with the functions of Google Classrooms and Google Meets, including the mute and chat settings.
- Any remote sessions will take place during school hours and will be hosted and supervised by the class teacher.
- Each class teacher must share their proposed remote learning timetables with the Head Teacher, Teaching and Learning Lead and the Inclusion Lead.
- Teachers will be considerate and sensitive to the needs of individual pupils, and pupils who may be sensitive to certain topics or issues that may arise during the remote sessions.
- When a remote session is finished, the pupils should exit Google Meet first, and the teacher will close the meet once complete. Say goodbye to each pupil and ensure they have ended the call. (If you do not do this the pupils can continue talking to each other through the Meet platform after you have left).

#### Essential Rules

- Have a minimum of three children in each remote session.
- If you are supporting one child ensure that their parent / carer is present, in view, during a live session.
- **The first session must be on protocols and parameters of remote learning and after that, the first few minutes of each remote session should be a brief reminder of the expectations, rules and regulations which keep children and teachers safe online.**
- Remote sessions will take place during school hours.
- Video conference from an environment that is quiet, safe, with a neutral background and free from distractions.
- Ensure you are in professional dress.
- Keep a record of attendance during live sessions and of work completed.
- Teachers MUST communicate with the Headteacher, Teaching and Learning Lead or Inclusion Lead (all DSLs) should any interactions not be appropriate or conducive to learning.
- The School’s Safeguarding and Staff Code of Conduct must be adhered to at all times, this includes sessions that may need to be delivered from home.



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### **Children’s’ Online Etiquette and Online Safety Rules during Oratory Live sessions**

Google Classroom calls and video conferencing are a fun way for you to keep in touch with your school friends and teachers. Please remember to follow the online etiquette (behavior) and safety rules below. **If we observe any inappropriate learning behaviours or disrespect during a live session we will notify your parents or carers immediately.**

#### **1. Be presentable**

Take a few minutes to make yourself presentable. Brush your hair and teeth, change out of your pyjamas / night clothes. Make sure you have your day clothes on.

#### **2. Find a quiet spot, if possible**

To avoid distraction for you and the others on the call, find a quiet spot in your house. It will be easier for classmates to hear from you and for you to hear them. **Please ensure you are not lying in bed in your pyjamas.**

#### **3. Have materials ready**

Be ready for your Google Classroom live session. Gather any materials you need ahead of time so that when it is your time to share something, you can do so quickly. Also, make sure you go to the bathroom beforehand.

#### **4. Backgrounds**

If possible, find a spot in your house that has a simple background and has good lighting. However, do not sit in front of a window with the light streaming in behind you; that will also make it hard for people to see you. If using backgrounds on your call, please ensure you can still be seen clearly in the foreground.

#### **5. Be on time**

Be on time for your Google Classroom call. Ask your parent or carer to log you into the call a few minutes early to make sure your device is working properly.

#### **6. Cameras on:**

Please keep cameras on. When you take part in a live session we expect you to behave in the same respectful and appropriate way you would in school.

#### **7. Be respectful**

During your Google Classroom meetings with classmates, act like you would in your class at school. You do not crunch on snacks, or talk with your siblings during a class at school, so please do not do it on the call.

#### **8. Know when and how to mute**

The mute button is your friend in Google Classroom. When your device picks up any sound, Google Classroom grabs your screen and puts you front and centre. That is great if you are answering a question or adding a comment. However, it’s not so great if your brother and sister are playing loudly in the next room or being silly. Turn on mute and keep it on until it is your time to speak.



**9. Wait your turn**

Your class teacher will give you a signal to use, like raising your hand, if you have something to say. Use good manners by using this signal before speaking.

**10. Use classroom language**

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite at all times.

**11. Do not share passwords** or other sensitive information

**12. Screen breaks**

As a large proportion of home learning is based around a laptop or screen, it is important that you take regular breaks from the screen, try to some fresh air and enjoy other activities away from electronic devices. This will improve your overall concentration and motivation. (Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen is not always healthy.)

**Parents and carers please:**

- Make the school aware as soon as possible if your child is unwell or otherwise unable to complete work.
- Seek help from the school immediately if you need it. **We appreciate that this third lockdown is challenging and demanding on you and your family.** If there is any way in which we can help, please inform us.
- Establish a daily schedule and routine for your child
- Ensure your child's learning device is in a shared space at home, not the bedroom.
- Monitor your child's communication and online activity.
- Monitor your child's learning behaviour during live sessions, if possible. For example, dancing is not appropriate or respectful during a live session and disrupts the learning of others.
- Maintain regular communication with teachers using your child's class teacher email or [communication@oratory.bham.sch.uk](mailto:communication@oratory.bham.sch.uk)
- Encourage regular screen breaks away from devices.
- Ensure parental / carer safety controls and privacy restrictions are set on apps and software.
- Alert the school to any worries or concerns you have about your child's mental or physical health.



## Appendix 3

### LINKS TO EEF RESEARCH, GUIDANCE REPORTS AND SUPPORTING DOCUMENTS

#### For schools

[Home learning approaches: Planning framework](#)

[Home learning approaches: Planning framework – blank template](#)

[Home learning approaches: Planning framework – worked examples](#)

[Supporting parents and carers at home: What schools can do to help](#)

[Parents and carers engaging in home learning: A checklist for schools](#)

[Linking learning: Home learning support from mainstream schools](#)

[Communicating Effectively with Families - Guide for Schools](#)

#### For parents

[7 top tips to support reading at home](#)

[7 top tips to support reading at home – for Key Stage 2](#)

[Helping Home Learning: Read with TRUST infographic](#)

[Helping Home Learning: Read with TRUST comic](#)

[Helping Home Learning: Talk with TRUST infographic](#)

[Helping Home Learning: Talk with TRUST comic](#)

[Supporting home learning routines: Planning the day](#)

[Supporting daily routines during school closures](#)



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## AN EXAMPLE OF A SIMPLE REMOTE LEARNING CHECKLIST TEMPLATE FOR WHEN AN INDIVIDUAL PUPIL OR A GROUP OF PUPILS HAVE TO SELF ISOLATE

Completed by:

Date:

	AS SOON AS POSSIBLE AND ONGOING	Date	PRIOR TO SELF ISOLATION	Date	DURING ISOLATION	Date	ON RETURN FROM ISOLATION	Date
LEADERS	<p>Inform all staff about when and how this checklist should be completed</p> <p>Agree with staff the learning platform (google) to be used for delivering lessons</p> <p>Agree with staff if different approaches are to be used for different ages/groups of children</p> <p>Provide training for staff on IT usage and learning platform</p> <p>Provide training for staff on blended learning and discuss policy</p> <p>Audit staff and pupils' IT resources and device usage</p> <p>Agree expectations with staff regarding home learning</p> <p>Share expectations with parents – see EEF Parents and carer's checklist: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Parents_and_carers_engaging_in_home_learning_-_A_checklist_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Parents_and_carers_engaging_in_home_learning_-_A_checklist_for_schools.pdf</a></p>		<p>Prepare communications to affected parents which include learning expectations and what their child will get daily, include a 'who to contact' name.</p> <p>Ensure parents know if attendance at any synchronous sessions will be monitored and recorded</p> <p>Make any changes to staff responsibilities given staffing/pupils self-isolation including the provision of home learning materials and who will feedback to pupils</p>		<p>Communicate home learning successes to parents</p> <p>Identified leader (e.g. Attendance Lead/Head of Year) to monitor take up of home learning by pupils</p>		<p>Reward and celebrate home learning successes with parents and children</p> <p>Get feedback from parents/pupils on what home learning worked well, EBI etc</p> <p>Get feedback from parents on school's communication strategies</p> <p>Review and refine home learning practices and communication strategies and share with school community</p> <p>Update Blended Learning policy and checklist to reflect this and redistribute to staff</p>	



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	AS SOON AS POSSIBLE AND ONGOING	Date	PRIOR TO SELF ISOLATION	Date	DURING ISOLATION	Date	ON RETURN FROM ISOLATION	Date
TEACHERS	<p>Prepare a ‘pack’ of resources which pupils can pick up to use at home before they leave school for isolation</p> <p>Consider what support for reading can be provided: reading books? Online books? Reading aloud?</p> <p>Explicitly teach pupils how to learn independently if at home, including how to organise themselves, their learning, their day.</p> <p>Ensure that pupils understand the expectations for learning each day and have a timetable to take home.</p> <p>Ensure that all pupils know how to use the virtual platform, including: any passwords needed to access resources; how to upload/send completed work and identify any specific provision/resources which individual children will need to access the platform</p>		<p>Provide home learning activities that involve consolidating learning and catch up gaps.</p> <p>Prepare materials to meet individual learning needs as necessary: EAL, SEND</p> <p>Ensure home learning packs are handed out</p> <p>Check reading books</p> <p>Tell pupils what is expected from them tomorrow in their learning</p> <p>Reinforce how to learn at home and reassure them</p>		<p>Consider equity learning issues for pupils at home compared to those in school</p> <p>Provide new home learning materials</p> <p>Make provision for online lessons and for interactions with individual pupils and provide opportunities for interactions between pupils</p> <p>Monitor pupils’ access to home learning</p> <p>Regularly feedback to pupils on their home learning</p> <p>Regularly assess pupils’ knowledge and understanding of the home learning.</p> <p>Adjust and adapt home learning in light of assessment.</p> <p>Consider what catch-up will be required as pupils</p>		<p>Welcome back</p> <p>Praise for home learning</p> <p>Use formative assessment techniques to assess what pupils have learnt and for any gaps in their learning</p> <p>Deliver catch up lessons for all pupils as required.</p> <p>Discuss with pupils’ what worked well and what didn’t and consider what refinements need to be made for home learning practices and procedures should such measures be required again.</p> <p>Consider how home learning opportunities can be improved for all children in the future using learning from this process</p>	



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					return and begin to plan for this			
	AS SOON AS POSSIBLE AND ONGOING	Date	PRIOR TO SELF ISOLATION	Date	DURING ISOLATION	Date	ON RETURN FROM ISOLATION	Date
SUPPORT STAFF	<p>Support teachers with home learning pack preparation</p> <p>Support individual children with self-organisation and prepare them for how to learn at home</p> <p>Ensure individual children have the skills for any IT access</p> <p>Prepare any differentiated resources required to support home learning</p>		<p>Ensure all children have got their packs to take home</p> <p>Ensure individual pupils have the right resources</p> <p>Reinforce the expectations for learning</p> <p>Tell them who will be in touch to check they are getting on well</p>		<p>Contact and record children at home issues (in line with school policy) including how home learning is progressing</p>		<p>Work with individual children on catch up</p>	
	AS SOON AS POSSIBLE AND ONGOING	Date	PRIOR TO SELF ISOLATION	Date	DURING ISOLATION	Date	ON RETURN FROM ISOLATION	Date
OFFICE/OTHER	<p>Check all contact number for parents and email addresses are up to date and working</p> <p>Establish a system for tracking return to school dates for individuals and bubbles</p>		<p>Ensure all children being sent home are recorded on tracker and record likely return date</p>		<p>Send parents a text message regarding return to school date.</p> <p>Check/amend dates for return if there are further positive tests for self-isolating pupils</p>		<p>Check all children have returned</p>	



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Schools are also recommended to refer to the EEF Linking Learning flowchart when considering and deciding upon home learning processes and policies: [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Resources\\_for\\_schools/Linking\\_learning\\_-\\_home\\_learning\\_support\\_from\\_mainstream\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Linking_learning_-_home_learning_support_from_mainstream_schools.pdf)

*NB, this checklist was produced in September 2020, to reflect current research evidence and recommended actions. It is recognised that this is an ever-changing picture and more information is being released on a frequent basis, so the checklist should be reviewed regularly to ensure it reflects current guidance and recommended best practice.*