



St. Ann's Primary School Home Learning Policy

September 2020

Date for review September 2021

Mr. L. Rowan

Background

Since reaching the UK in late January 2020, the Corona Virus has changed many aspects of our lives. One way it has done this is as a result of the infectious nature of the disease and the drive to suppress the infection rate, a national lockdown in the UK meant large numbers of children were educated at home for a period of months, following programmes prescribed by their teachers, largely through remote learning. Although we hope this does not occur again, it is sensible to plan ready for the eventuality as well as supporting learning during periods of self-isolation so that all children are provided with high quality learning which is based around what would have happened had they have been learning in their classroom.

Purpose and principles

Our purpose for sending home learning is to ensure that pupils are engaging in appropriate age & stage - related educational activities whilst not attending school as a result of the Covid-19 Pandemic. Our aim is that the learning opportunities be:

- Focused on the core learning like phonics, reading, writing and mathematics, including number recall.
- Is personalised for SEND pupils by the teacher and through the support of teaching assistants.
- Includes foundation subjects in-line with plans for these subjects in school.
- Manageable and achievable for parents/carers to implement whilst being at home.

The Home Learning Staff

- Amrit Villkhu – Curriculum Leader
- Debbie Billard– English Leader /Phonics Leader
- Gemma Briggs – Maths Leader/LKS2 Lead
- Richard Hawley – UKS2 Lead
- Hayley Edwardson – KS1 Lead
- Leanne Paramore FS Lead
- Mike Skjold – SEND/Inclusion Leader

Home Learning Expectations – in case of a bubble closing or a local/national ‘lockdown.’

- Children will be expected to complete daily Mathematics, Reading and Writing activities and also a further project themed activity. This learning will blend in and compliment current ‘in school’ learning. If there are no closures of bubbles, the planning packs could be used for holiday homework.
- The home learning documents will be already printed out and ready to take home. They can also be posted on Parent Hub and on the Year Group Web Pages in preparation for the learning to begin at 9:00am the following day.
- A plan for the week will be written in the form of a timetable – each day listed day as a number and containing clear sub-headings for subjects. The activity will be explained in simple, short sentences with links to any web based learning/support.
- Learning in the core subjects will include direct teaching through careful use of NCTM resources, Gareth Metcalfe, Oak Academy, White Rose, or other lesson clips – e.g. from You Tube.
- Weekly opportunities to access TT Rockstars, Numbots, Bug Club (including the SPAG section) and Spelling Beats will be planned.
- Learning in foundation subjects may include direct teaching through Oaks Academy or BBC Bitesize.
- For children where ICT is a barrier, hardware may be loaned out.
- Children will be expected to upload photos of completed work/tasks onto See-saw.’
- Staff will provide feedback by using the ‘See-Saw’ Programme.
- Members of staff will not use their own private/work email or reply to all/send to all as this will display email addresses to other parents. Parent hub or school mobiles will be used.
- For instances of individual self-isolation, where the child is able to work, the learning will also be presented in a weekly timetable, day 1 – 5.
- The learning for this period will mirror class learning and will be either posted as a message via parent hub or a ‘learning pack’ delivered to their home address.

See-saw

See-saw is a learning platform that we use to engage children. It is used for home learning to help staff support and monitor the completion of home learning tasks and it is also used in class, by the children, for reflection of learning opportunities.

Parents will be given an individual letter to help support the set-up of their child's see-saw account. This will include a personal QR code that has been generated by the class teacher and some step by step instructions for the parents to follow. **(See Appendix 1)**

For more detail on the expectations of how to use See-saw, please **see Appendix 2 – See Saw Guide**

Phone Calls

- Phone calls home will be conducted on a weekly basis –day three of a closure.
- Generic questions regarding the child's and their family's current health can be ascertained.
- This is also an opportunity to ask how they are finding the current home learning.
- Questions to pose during this phone call to the pupil may include the following:

How are you feeling?

Have you started the learning?

Is there anything stopping you from completing the learning?

What can I / we do to help you?

Are you able to use see-saw?

Would you like any guidance/ information in an additional language?

- If there are no examples of work received by lunchtime of the fourth day, the member of staff responsible for children in those classes will contact the parents again by phone.
- These phone calls will be made to ascertain why work has not been sent in and to address and clarify any barriers that may have prevented this.

Home Learning Coverage

A 5 day timetable will be issued to parents with the following coverage for each week that the children are at home.

Web based resources/support for parents are highlighted in yellow

Foundation Stage

Subject	Home Learning Planned
English	Daily Phonics activity
	DFE – Letters and Sounds videos – You Tube
	Take 5 CLPE approach to reading to be completed in previously made booklet. (Differentiated)
Maths	A maths challenge linked to gaps in the children's learning
Other areas	A challenge linked to either; Expressive Arts Knowledge and Understanding of the World or Physical Development.

KS1

Subject	Home Learning Planned
English - Phonics	A daily phonic activity. DFE – Letters and Sounds videos – You Tube
Reading	CLPE Take 5 approach to reading to be completed in previously made booklet. (Differentiated)
	Bug Club - At least 3 times per week
Writing	Using a text that is different from the one you are using in class, plan daily writing activities. These could include; Character descriptions Describing a setting from the story Re-telling the story

	Book review Information reports/ Fact file Use of pictures/ video as a stimulus for writing.
Spelling/ Grammar	Practice spellings from the 'CE' word list - 2 times per week
	Spelling Beats SPAG Bug Club – 3 times per week
Maths	5 lessons linked to gaps in the children's learning
	Oak Academy – Y1 Oak Academy or NCETM – Y2
Mental Maths	TT Rockstars - Y2 Numbots Y1
Other areas	4 lessons based on the main project driver subjects – dependent on your learning journey, this could include two lessons from the same subject.
	Oak Academy

KS2

Subject	Home Learning Planned
English - Phonics	DFE – Letters and Sounds videos – You Tube
Reading	CLPE Take 5 approach to reading to be completed daily
	Bug Club x3 times per week
Writing	Using a text that is different from the one you are using in class, plan daily writing activities. These could include; Character descriptions Describing a setting from the story Re-telling the story Book review Information reports/ Fact file Use of pictures/ video as a stimulus for writing.
Spelling/ Grammar	Practice spellings from the Statutory word list - 2 times per week
	Spelling Beats/SPAG Bug Club - 3 times per week
Maths	5 lessons linked to gaps in the children's learning
	Oak Academy NCETM Gareth Metcalfe
Mental Maths	15 minutes daily TTRS
Other areas	5 lessons based on the main project driver subjects - this could include two lessons from the same subject.

Home Learning Expectations – in case of a child isolating (See Appendix 3 – Home Learning Protocol)

When a child has to isolate, short term, because they are awaiting a test result, the first day they will access their one day activities from their reading folder. Another two day pack (Short Term) will follow to take the child up until the test result is completed.

KS 2 - Short learning pack

- English activities – linked to the child's reading book (Character description and book review)
- Maths activities – CHIPS challenges or SUMMS sessions, arithmetic questions, end of block assessments
- Phonic activities – relevant to the child's phonic phase (if the pupil is in a phonic teaching group)
- PE challenges
- Music – song lyrics for the class song
- Art – linked to the child's reading book
- On-going online learning (see details on Day 1 home learning sheet)

KS 1 Short learning pack

- English themed booklet
- Maths activities – CHIPS challenges or SUMMS sessions, arithmetic questions, end of block assessments
- Phonic activities – relevant to the pupil's phonic phase
- Discrete wider curriculum activities (this may include science, art, PE)
- On-going online learning (see details on Day 1 home learning sheet)

FS Short learning pack

- A booklet themed around a rhyme – including activities linked to the FS curriculum

If a test result is positive and then the isolation period is extended, a further 'Long Term pack will be issued.

These packs are different to the 'Bubble Closure' packs. This is to ensure consistency of learning should the whole 'Bubble' have to close and supports teachers with their capacity to monitor and feedback to home learning tasks.

KS 2 long learning pack

Booklets will have covers on and be appropriate to the pupil's needs.

Booklets are organised as a daily sequence of learning

- English - related to a text (a known text – this can be fiction, non-fiction or poetry.) A copy of the text will be issued or referenced as to an online version – if the pupil has access to the internet)
- Maths – to reflect the current in class learning
- Spellings – 5 days of spelling activities linked to the current term's statutory word lists
- Phonics - relevant learning activities linked to their current phonic phase (if the pupil is in a phonic teaching group)
- Wider Curriculum learning – this may link to the project coverage, discrete learning or link to the text. It will reference skills already taught – to consolidate.
This should cover a range of curriculum subjects.
- Specific resources required to complete activities (for example – lollipop sticks to make puppets etc)
- On-going online learning (see details on Day 1 home learning sheet)

KS 1 long learning pack

Booklets will have covers on and be appropriate to the pupil's needs.

Each booklet is organised as a daily sequence of learning.

- English - themed English work related to a text (a known text – this can be fiction non-fiction or poetry. A copy of the text will be issued or referenced to an online version – if the pupil has access to the internet.
- Maths – to reflect the current in class learning.
- Spellings – some spelling activities linked to the current term's common exception word lists.
- Phonics – activities to reflect the current in class learning - relevant to the pupil's phonic phase .
- Wider Curriculum learning – this may link to the project coverage, discrete learning or link to the text. It may reference skills and content already taught – to help consolidate learning. This should cover a range of curriculum subjects.
- Specific resources required to complete activities (for example – lollipop sticks to make puppets etc)
- On-going online learning (see details on Day 1 home learning sheet)

FS long learning pack

Booklets will have covers on and be appropriate to the pupil's needs.

- English booklet as KS 1 (including phonic)
- Maths booklet to consolidate the term's learning
- Wider curriculum booklet – linked to the term's areas of learning and also linked to the text used.
- Resources
- Letter formation sheets for FS 2 pupils who are ready
- FS 2 pupils – phonics as above

Expectations of staff working from home

When a bubble or the school is closed, members of staff who have been asked to self-isolate but are 'fit to work,' will receive clear guidance of tasks that will be broken down dependent upon their job description and their contracted hours.

Directed tasks will be set out for Phase Leaders, class Teachers, Higher Level Teaching Assistants, Senior Teaching Assistant and Teaching Assistants (including EYPs)

(See Appendix 4 – Home Working Protocol)

Resources

School will order enough books so that each child has a writing book for any written activity and a maths book which are appropriate for their age and stage. They will also have stationary.

Over a short period of self-isolation, some of the resources will be printed by school if this is possible under the individual circumstances. If this is not or for longer periods of school closure a greater amount of learning will be remote but providing some access to printed resources if this is helpful or appropriate.

Resources for SEND pupils to personalise their learning will be provided by the class teacher and teaching assistant on a weekly basis linked to their support plans.

Other possible Web based resources

EYF S	MATHS https://www.bloomsburyearlyyears.com/coronavirus-free-access https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths
	ENGLISH https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1 https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HFn https://childrens.poetryarchive.org/ Literacy Shed
	OTHER https://www.clickview.co.uk/free/ http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx https://www.bbc.co.uk/programmes/b006mvsc https://www.nhs.uk/10-minute-shake-up/shake-ups
KS1	MATHS https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths https://www.bigmaths.com/ https://www.hamilton-trust.org.uk/blog/learning-home-packs/ https://www.ncetm.org.uk/resources/54454 https://www.themathsfactor.com/
	ENGLISH https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1 https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HFn https://childrens.poetryarchive.org/ Literacy Shed
	OTHER

	https://www.clickview.co.uk/free/ http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx https://www.nhs.uk/10-minute-shake-up/shake-ups https://www.bbc.co.uk/teach/supermovers https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/
KS2	MATHS https://www.bigmaths.com/ https://www.hamilton-trust.org.uk/blog/learning-home-packs/ https://www.ncetm.org.uk/resources/54454 https://www.themathsfactor.com/
	ENGLISH Literacy Shed
	OTHER https://www.clickview.co.uk/free/ https://www.century.tech/explore-century/parents/ http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx https://www.nhs.uk/10-minute-shake-up/shake-ups https://www.bbc.co.uk/teach/supermovers https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/ https://ukactivekids.com/movecrew/

RESOURCES FOR WHOLE SCHOOL

<https://www.mathematicsmastery.org/free-resources>

<https://mathswithparents.com/teachers/>

<https://nrich.maths.org/>

<https://www.topmarks.co.uk/maths-games>

<https://whiterosemaths.com/homelearning/>

<https://stories.audible.com/start-listen>

<https://classroomsecrets.co.uk/free-home-learning-packs/>

<https://literacytrust.org.uk/family-zone/>

<https://childrens.poetryarchive.org/>

<https://www.risingstars-uk.com/series/rising-stars-reading-planet>

<https://www.royalmint.com/kids/>

<https://disneyonstage.co.uk/education/>

[Classroom secrets – free resources](#)



St Ann's Primary School

St Leonard's Road
Eastwood
Rotherham
S65 1PD
Telephone: 01709 828298

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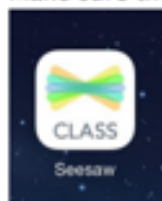
Dear Children and Parents

While you can't be at school, we will use Seesaw to help with home learning. Seesaw is an App that children use on a phone or a table. It helps them see activities their Teachers have set them and it lets them stay in touch with their Teacher to get help with their work.

Please follow these instructions to download Seesaw and get your child started. Their QR code is attached to this letter. Keep it safe because it is their personal password and should not be shared with anyone else.
Instructions for Seesaw

iOS and Android Smartphones

Search for "Seesaw Class App" in the iTunes App Store or Google PlayStore (There is a Family App and a Parent App, but you do NOT want to download those at this time. Make sure the one you are downloading is FREE and that it says CLASS)



1. Download the app and scan the PRINTED QR Code in the handout emailed to your child
2. Create an account and allow notifications

Steps:

- Grab your smart device and your QR code printed page
- Open the app on your smart device
- Click "I'm a Student"
- Scan the QR Code printed page with your smart device
- Find and select your student's name, click green check mark

If you are struggling to get started, please call us and so we can help you.

Yours sincerely

Head Teachers:
Mr L. Rowan & Mrs S. Blagden

Email: enquiries@saijrotherham.org

Website: www.stannsrotherham.co.uk



Guide to using Seesaw as a learning platform - Autumn 2020

In these challenging times, ensuring children have access to a broad and balanced curriculum which helps prepare them for their next phase of education has compelled us to strengthen our home- school partnership. Our home learning policy outlines what learning children will receive in the event of a period of self-isolation. This includes a mixture of online and offline learning activities (please see Home Learning Protocol for Children Self-Isolating). We have chosen to use Seesaw as a learning platform to support home learning through school. This platform will allow us to maintain interaction, assessment and feedback to children if they are unable to attend school.

This guide details how we will begin to use Seesaw to implement home learning. As this is a relatively new tool how we use it will naturally evolve over time to reflect what's **best** for the community we serve. We will continually review and updates this guide as required.

What will Senior Leaders do?

- Administer the system.
- Enable adequate time for training, support and monitoring on Seesaw.
- Allocate devices and WIFI access to identified families.
- Create capacity for whole school family learning through Seesaw linked to reading at home and RHE/PSHE.
- Feedback on children's learning for the phase they are affiliated with.
- Review this guide on a termly basis and update with any newly developed practice.
- Send out termly E-safety assemblies to be covered whole school and E-safety messages for families.

What will Phase Leaders do?

- Regularly check how many children are using Seesaw in each class within their phase.
- Keep Seesaw on the agenda in phase meetings and use part of their phase leader time to support Teachers implement Seesaw as detailed in this guide.
- Report of how effectively Seesaw is being used in their phase, support in planning next steps for their phase and implement them.
- Support in the design and implementation family learning through Seesaw linked to reading at home and RHE/PSHE within their phase.

What will Class Teachers do?

Ongoing

- Keep their class up to date on Seesaw by adding new children and removing children who have left.
- Ensure children have a home learning QR codes. **This should be attached to children's book bags along with their TTRS and Bug Club log in details.** (Year 2 model)
- Train children on how to post work by regularly using Seesaw with children to upload work produced in school.
- Remind parents to use it, particularly those who do not.
- Know which parents have given consent to share children's images online and respect this in their posts.
- Celebrate work children have posted at home by reviewing it with the whole class.
- Deliver E-safety assemblies.
- Deliver one thing from the existing homework policy via Seesaw in a way which allows children to respond to it. This should happen weekly.
- Review all children's posts at least once a week and either approve them or discuss any issues which arise with families. CPOMs anything which causes concern.
- Ensure that their own posts are writing in Standard English.

In the event of a short period of isolation for a child in the class-

- Check and respond to the isolating child's posts each day.
- Adjust the pace and challenge of the work being set, if needed, based on reviewing children's progress.

In the event of a longer period of isolation for a child in the class -

- Send children videos on day 4 and 7 to remind them what they should be doing and explain any content that needs explaining.
- Check and respond to the isolating child's posts each day.
- Adjust the pace and challenge of the work being set, if needed, based on reviewing children's progress.

In the event of a bubble closure -

- Post a daily video to show the child how to complete their home learning for that day using the materials they have been given. (NB Many of the phonics, Maths and Wider Curriculum lessons are already supported by a video. Only post videos to show children how to do learning which is not already supported with another video. This will usually be the English lesson and some Wider Curriculum lessons.)
- Check and respond to children's posts each day.
- Adjust the pace and challenge of the work being set, if needed, based on reviewing children's progress.

What will Teaching Assistants do whilst at school-?

- Support Class Teachers meet their duties set out in this guide as directed during the school day.
- Offer ideas and support to improve the use of Seesaw.

What will Teaching Assistants do in a bubble closure?

-Support Class Teachers to upload videos on how to complete work as agreed with the Class Teacher and Phase Leader.

-Review children's learning once a day and leave positive feedback to celebrate their efforts.

-Support the class teacher to phone parents and offer support on how to use Seesaw for those children who are not using it.

FAQ

Job Shares

Teachers and Teaching Assistants are only required to meet these obligations on their official working days. In a job share situation, the staff involved should split the home learning role accordingly.

Staff Illness

If staff become ill during a bubble closure, the Phase Leader should talk to Senior Leaders about how to re-distribute the responsibilities for the affected class amongst their team members.

What do we do with work children bring back to school?

If children upload work onto Seesaw they receive feedback on Seesaw. If children complete their work on paper and bring it in, Teachers should mark this work and give it back to children to take home.

Any feedback or marking which takes place should help Teachers to design more effective home learning for future closures or isolation periods. It also should celebrate children's and family's efforts.



Appendix 3

Home Learning Protocol for Individual Children who are Self-Isolating

This protocol is designed to be used if a child is asked to self-isolate due to contact with person who has a positive Covid19 test, or if the child has a positive result themselves, but is still well enough to continue learning. This protocol will be enacted when the Headteacher has sanctioned a child being sent home to self-isolate or if the school receives a call from a parents.

Additional PPA time can be used for planning and assembling home learning packs. Staff should request guidance and support from Senior leaders where required.

What will office staff do?

Step 1 – Inform parents when they pick their child up (or over the phone) that the learning tasks for the first day of isolation can be found in their child's book bag*.

Step 2 – Inform the class teacher of the likely length of the isolation; up to 3 days (if awaiting a test result) or up to 14 days (if isolation period is already determined).

Step 3 – Stick the child's name and address on an envelope and place it in the pigeon holes outside reception.

Step 4 - If the child has to continue isolating due to a positive test result, the office staff will inform class teachers that a longer home learning pack needs compiling for the child. They will also prepare a pre addressed envelope and leave in reception.

What will class teachers do?

Step 1 – Put a 'Day 1 Home Learning Sheet' into every child's book bag. This should be personalised for the age and stage of each child and placed in a plastic sleeve. Ensure that each child has a reading book to take home. For early readers this will be a book that is phonically decodable and a story book.

Step 2 – Organise short home learning packs from resources, which have already been collected in Planning/ 2020-21/ Blended Learning/Short Learning Packs for Self-Isolation. *See Home Learning Policy (above) for what a short pack should contain.*

Step 3 - Put printed copies of the pack into the envelopes in reception before 8 am the following morning. These will be delivered by DA to children's homes the same day.

Step 4 - If the child has to continue isolating due to a positive test result class teachers will compile a longer home learning pack selected from Planning/2020-21/Blended Learning/ Long Learning Packs for Self-Isolation and put a printed copy in the envelope in Reception. *See Home Learning Policy (above) for what a long pack should contain.*

Step 5 – Monitor the children's Seesaw account during the isolation period, giving daily feedback and encouragement where children are posting learning. This should be **brief feedback** e.g. a click on ❤️, pose a question to extend learning or give guidance if children are making mistakes. Children not posting should be contacted to prompt learning.

Step 6 – Make at least one phone call per week to each isolated child. This could be done in home language where possible. *See Home Learning Policy (page 2) for list of questions to ask.* CPOMS any concerns for the attention of CP/SB/LR. Where there are welfare concerns these will be followed up by CP.

Step 7 - Ask children to return their paper packs. These should be left for 72 hours then marked to see which work has been completed. A note should be kept of what children have done.

Step 8 – Keep a class register of the dates when children have isolated and which packs they have already received. This can be found in **Staff/Planning 20 21/Blended Learning /Class Registers-Home Learning Packs sent out.**

Step 9 - Plan future long home learning packs to be used if children are required to self-isolate a second time.

NB – *Where a child is immediately required to complete a 14 day isolation period class teachers will need to prepare a combined home learning pack (short and long) to be sent home on the second day. These should be left in Reception in the same way to be delivered by DA.*

What will Senior Leaders / subject leaders do?

- Add quality learning tasks to the short home learning pack folder for staff to use.
- Be available to support this protocol where necessary.

Home Working Protocol for Staff who are Self-Isolating

This protocol is designed to be used if a member of staff has been asked to self-isolate due to a bubble closure or after having contact with person who has a positive Covid19 test (in or out of school). This protocol may also be used if the staff member has a positive result themselves, but say they are well enough to continue working e.g. if they are asymptomatic.

There is an expectation that staff will complete home working tasks while they are self-isolating. During self-isolation staff who feel unwell should call the Head teacher to report this in the usual way. **Staff who are unwell will not be asked to work at home.** In these unprecedented times consideration should also be given to the circumstances staff are living in at home e.g. having to take care of a poorly family member.

Bubble Closures - protocols for when a whole year group bubble is required to self-isolate:

What will Senior Leaders / Phase Leaders* do?

- Draw up a timetable for the staff team that reflects their normal working pattern. The tasks allocated will be in-line with the duties commensurate with the post-holders regular duties in school.
- Populate the timetable with tasks for the period of isolation for each member of staff taking account of the number of days / hours each staff member works. These tasks should include preparation of, and response to, learning tasks for children as well as opportunities for their own continuous professional development (CPD).
- Place proformas, models of previous timetables and suggestions for CPD in a central folder on the server – [Staff Meetings/2020-21/Staff Isolation](#).
- Organise virtual meetings to discuss the implementation / outcomes of planned tasks and to provide pastoral support, ensuring workload is balanced and proportionate.
- Provide and collate reflection sheets to be used following CPD.
- Organise the distribution of the pre-prepared 'Bubble Closure Packs' to all children who are isolating.
- Organise calls to **all** children and parents including own class (see Home Learning policy for questions).
- Support colleagues to use Seesaw to monitor whether children/parents have engaged in the learning.

What will class teachers do?

- Complete the tasks set including; planning home learning packs for the next bubble closure (following the Home Learning Policy and Protocol), completing CPD, calling children, taking part in virtual meetings.
- Ensure planning is in place for a return to school, considering how the learning journey will progress following the period of isolation.
- Respond to work uploaded to Seesaw, giving positive and constructive feedback. Monitor children's use of Seesaw and prompt and encourage children where necessary.
- Be supportive and work collaboratively with colleagues to achieve good outcomes.
- Be open and honest with Senior Leaders about workload and any personal challenges they are facing.

What will TA's / HLTAs do?

- Complete the tasks set including; supporting teachers in planning home learning packs for the next bubble closure (following the Home Learning Policy and Protocol), completing CPD, calling children taking part in virtual meetings.
- Support teachers in preparing for a return to school, including preparation of resources for learning.
- Respond to work uploaded to Seesaw, giving positive and constructive feedback. Prompt and encourage children where necessary.
- Be supportive and work collaboratively with colleagues to achieve good outcomes.
- Be open and honest with Senior Leaders about workload and any personal challenges they are facing.

Individual Staff Isolation (Teachers) - protocols for when a teacher is required to self-isolate:

What will Senior Leaders / Phase Leaders* do?

- Collate relevant CPD opportunities that can be completed virtually and place them in the folder– *Staff Meetings/2020-21/Staff Isolation.*
- Phase Leaders will populate a timetable with tasks for the period of isolation taking account of the number of days each teacher works. These tasks should include;
 - preparation of, and response to, learning tasks for children isolating at home (including use of Seesaw),
 - planning and preparation of learning tasks for children in school,
 - links to continuous professional development (CPD).

The tasks allocated will be in-line with the duties commensurate with the post-holders regular duties and responsibilities in school.

- Phase Leaders will organise virtual meetings / calls to discuss the implementation / outcomes of planned tasks and to provide pastoral support, ensuring workload is balanced and proportionate.
- Provide and collate reflection sheets to be used following CPD.

What will isolating teachers do?

- Complete the tasks set including;
 - planning for their class / year group in school
 - planning home learning packs (following the Home Learning Policy and Protocol),
 - completing CPD,
 - take part in virtual meetings.
- Respond to work uploaded to Seesaw by children isolating, giving positive and constructive feedback. Prompt and encourage children where necessary.
- Be supportive and work collaboratively with colleagues to achieve good outcomes.
- Be open and honest with Senior Leaders about workload and any personal challenges they are facing.

Individual Staff Isolation for TAs / HLTAs - protocols for when a TA/HLTA is required to self-isolate:

What will Senior Leaders / Phase Leaders* do?

- Collate relevant CPD opportunities that can be completed virtually and place them in the folder– *Staff Meetings/2020-21/Staff Isolation.*
- Support class teachers (where necessary) in populating a timetable with tasks for the period of isolation taking account of the number of days each staff member works.

What will class teachers* do?

- Populate a timetable with tasks for the period of isolation taking account of the number of days the TA/HLTA works. These tasks should include;
 - preparation of, and response to, learning tasks for children isolating at home (including use of Seesaw),
 - preparation of resources for children in school,
 - planning for groups they would usually support in school e.g. phonics groups
 - opportunities for continuous professional development (CPD).

What will isolating TA's / HLTAs do?

- Complete the tasks set including;
 - preparation of resources
 - planning for their usual groups (TAs under teacher guidance)
 - completing CPD,
 - take part in virtual meetings/phone calls where appropriate.
- Respond to work uploaded to Seesaw by children isolating, giving positive and constructive feedback. Prompt and encourage children where necessary.
- Be supportive and work collaboratively with colleagues to achieve good outcomes.
- Be open and honest with their class teacher about workload and any personal challenges they are facing.

****Staff within bubbles will be utilised to provide Phase Leaders / Class teachers with additional time to fulfil these duties.***