



# Ealing Learning Partnership

29 April 2020

## Covid 19 Home learning and support

**Schools have already put in place excellent strategies to remain connected with pupils and families. Most schools have now established strategies to take account of pupils' wide and varied circumstances.**

It is entirely possible that children may not have access to formal school-based learning for up to five months if schools do not re-open until September. We want to work together to reduce the adverse impact on children's resilience and wellbeing and to reduce the impact of inequalities arising from variations in access to learning and support.

Most teachers, working at home, will be able to carry out a reasonable workload and this must be discussed with staff, taking account of their individual circumstances. Schools have already established excellent rotas and systems for team-working and it is expected that such team-working arrangements continue.

### Recommendations based on emerging practices

**Communication with parents:** Set out approach to home learning and protocols for communication between home and school, reassuring parents that the school does not expect them to be teachers and replicate the school curriculum but that some input would be helpful. It is reasonable from time to time to send some email/ texts asking parents to get in contact if they have a query, question or a barrier for their child's learning.

- **Communication with pupils:** Make contact with pupils via letter or video message so that they know what to expect in the coming weeks and months and explain any possible home learning opportunities.
- **Helpline or contact point:** Set out clear and accessible systems for parents/pupils to request further support or guidance
- **Online learning:** Produce simple guidance in weekly or two-weekly blocks with sample timetables and guidance for parents managing younger children. See below.
- **Offline learning:** Make available learning materials that parents/pupils can obtain in one or two-week blocks that closely match online provision wherever possible. Consider ways of facilitating online access where possible \*

- **Keeping safe and well:** Produce simple guidance for keeping safe and well at home. The Education Endowment Fund have produced the attached document that provides a template for planning a child's day which we would recommend.
- **Time management:** Provide exemplar daily timetables that moderate screen-time, promote hands-on learning and physical activity.
- **Evaluating engagement and barriers to learning:** Conduct regular surveys of home learning provision to test out how well individual families and pupils are accessing materials.
- **Keeping in touch:** Regarding teacher workload and safeguarding considerations related to home contact, devise an efficient system through which leaders can follow-up and support families or pupils who may be struggling. This is in order to provide additional guidance whilst avoiding appearing to 'check up on' parents but focusing on removing any barriers to learning.
- **Record keeping:** Devise a system for recording concerns arising from access to home learning to inform further support, IT provision if available and potential future support needs once schools reopen.

*\*The council will collate data from schools on pupils who are eligible for IT equipment and will apply for equipment on behalf of its maintained schools. Pupils who are likely to be eligible include children with a social worker, care leavers, pupils in Year 10 and 16-19s whose families cannot afford the costs.*

## **Support through the partnership**

**We aim to work through our existing partnership structures to do all we can to improve pupils' access to nationally published resources for all children and to reduce the workload on schools by sharing approaches and useful materials.**

**Primary:** Collate home learning approaches across each primary cluster and set up mechanisms for sharing good practice for different age-groups. Identify groups of practitioners able to differentiate learning activities based on nationally published resources (**Nigel Cook and Cluster Leads**)

**Secondary:** Collate approaches to home learning and set up mechanisms for sharing effective practices through subject leader and other networks (**Angela Doherty**)

**SEND and children working below age-related expectations:** SENCOs have a particular role to support children with EHP plans particularly in ensuring that pupils have access to materials that they can use to learn and with regard to the general guidance. SENCOs are encouraged to collate approaches and resources that complement nationally published resources to support learning at home and school for these children. Other professionals e.g. Educational Psychologists also have a role to support home provision. (**Madhu Bhachu**)

In order to support children to access on-line learning materials the local authority recommend that schools share their existing IT resources with families where possible. Schools insured through Ealing council will be covered and an excess of £200.00 per incident applies for any claims for damage. Any laptops/iPads lent out, to enable pupils to keep up to date with their homework, must be noted on the school's asset register. Details required are the type of equipment, make, model, recipient of the equipment, and date of loan. Claims will not be met if this is not done.

Schools not using Ealing will have similar arrangements with their providers, please refer to insurance providers policy. If additional laptops need to be purchased for a child with an EHC plan so that they can access learning at home, consider how existing delegated resources may fund this. If this is not possible please raise this concern with your EHCCo to discuss a solution. If it is not possible for parents to pick up the equipment or for it to be taken to the family, please contact [SENT-transport@ealing.gov.uk](mailto:SENT-transport@ealing.gov.uk) if you require support to transport the laptops from school to the child's home.

**EAL:** Support pack for parents and pupils with EAL now published on EGfL (**Mirela Temo**)

**Vulnerable groups:** Strategies for engaging with families and pupils and offering different types of provision and support including part-time on-site provision (**Bridie McDonagh**)

### **\*Brief note on nationally signposted resources**

There are many online resources available to support families and schools. Schools should use their existing resources and remind parents to be careful with unknown online resources and signpost those that are most appropriate. ELP aims to facilitate the sharing of those resources that schools find most helpful rather than endorsing particular approaches.

DfE sponsored **Oak National Academy** <https://www.thenational.academy/>

The quality of the lessons by Oak Academy is variable and sometimes assumes that resources are readily available (e.g. Lego); therefore, some narrative to parents from schools in advance of the promotion of the site may be needed. The level of reading and accessibility is varied although the subject content is generally pitched appropriately. They aim to publish SEN materials shortly.

The lessons are sequential, and it would be a good idea for schools to review the lessons a week in advance to suggest resources that would be needed.

**BBC Bitesize** <https://www.bbc.co.uk/bitesize>

Engaging videos and materials that would be interesting for pupils and could also be recommended to parents.

The content of some subjects across year groups is similar and varies in quality but there is a variety of presentation methods.

### **Online phonics lessons for Letters and Sounds**

From Monday 27 April, online phonics lessons are available from [Letters and Sounds for home and school](#) written and presented by phonics experts and funded by the Department for Education. The online lessons are designed to cover new phonics teaching that children would have received over the summer term had they been in school. This resource is for use by teachers and parents.

Three sets of lessons will be available. One set for Reception and one for Year 1, based on where children are expected to be in their learning in the summer term. A third set of lessons aims to reach the lowest 20% of children; focussing on areas children find the most challenging. A guidance film for parents to explain the basics of Phonics and how parents can support their child is also available.

A new lesson will be uploaded Monday to Friday at the times below during the summer term. After upload, each lesson will then be available to watch throughout the summer term. To access click on [Letters and Sounds for home and school](#)