



CurnowSchool

HOME LEARNING OFFER

Date Last Reviewed: September 2025

Review Date: September 2027

Home Learning Offer

As a School the emphasis must be on prioritising attendance. Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. For this reason we consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education.

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

School closures or restrictions on attendance, where school access for pupils is restricted

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. We will take every to ensure pupils can be taught in person by attending the school. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when the SLT of the school or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, we will provide remote education to help pupils stay on track with the education they would normally receive.

Individual cases where a pupil is unable to attend school but is able to Learn

There are only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances will only involve a short-term absence and might include: pupils recovering from short term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, we will consider providing pupils with remote education on a case-by-case basis. This will be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Class teachers will be in contact with families/carers within the first day or two of a pupil being at home or being sent home to discuss home learning and to ensure that the parents/carers have the child/young person EHCP outcomes including suggested activities and strategies on how to meet/address these outcomes at home.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely to that which we teach in school but we recognise that the delivery of this curriculum will be very different. We will deliver the curriculum in a variety of ways to ensure it is engaging for the individual and can be delivered in the most relevant way (see section on accessing remote learning)

The aims of remote learning at Curnow school are to:

- Keep the minds of our pupils active and happy, ready to return to school and engage with learning
- Ensure regular contact and support with all pupils and families, we will work in partnership to ensure home learning is successful
- Ensure that all pupils receive the same overall offer (see below) that also meets their individual needs
- Support continued access to EHCP outcomes where possible
- To monitor the impact of home learning.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The school does not set any set times as we understand that many of our pupils may well struggle with learning at home (not their usual environment) whilst others will be able to cope with this more easily. We will ensure that there is regular support and contact from class teachers to look at optimizing home learning for individuals and look to support families and carers sensitively in being able to support their child/young person whilst at home.

Accessing remote education

How will my child access any remote education you are providing?

All pupils will be provided with:

- Access to a daily class DoJo (or equivalent online session) activity led by the class teacher to support engagement in learning.
- A personalised weekly timetable ensuring that this reflects the usual school offer. (Core areas of Maths, English, Physical development, PSHCE to be addressed for all Discovery and Explore Pathway pupils. Engagement pupils will have a timetable that reflects their classroom practice and delivery around engagement)
- Additional topic based activities linked to the class or key stage theme will be provided which will support the delivery of the wider (non-core) curriculum subjects
- A detailed EHCP plan to support the delivery of outcomes within the home through practical activities and ideas linked to each outcome for all pupils.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- The class teacher will discuss online learning and details of how it will be used with parents/carers to ascertain whether this will be beneficial for the pupil whilst at home.
- Through this discussion access at home and any barriers to learning online will be ascertained.
- Where pupils and their families are not able to access online learning then the school will endeavor to loan a device that is suitable for their needs.
- The Department for Education (DfE) is offering support to help children, young people and families access remote education and social care during coronavirus (COVID-19).
 - Devices are available for:
 - disadvantaged children in years 3 to 11 who do not have access to a device and whose face-to-face education is disrupted
 - disadvantaged children in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable

How will my child be taught remotely?

We understand that many of our pupils find it difficult to learn remotely however we will use a combination of the following methods which will be discussed and amended through discussion with parents/carers to ensure that pupils are engaged and interested in their home learning:

- Access to a daily class DoJo (or equivalent online session e.g. Microsoft Teams) activity led by the class teacher to support engagement in learning.
- A weekly/daily online video or message outlining the learning for the week/day.
- A personalised weekly timetable ensuring that this reflects the usual school offer. (Core areas of Maths, English, Physical development, PSHCE to be addressed for all R2L pupils. L2L pupils will have a timetable that reflects their classroom practice and delivery around engagement). This will be shared and discussed with parents/carers identifying areas that can be delivered successfully and any additional support/resources that might be needed.
- Additional topic based activities will be discussed linked to the class or key stage theme/ medium term plan will be provided which will support the delivery of the wider (non-core) curriculum subjects
- A detailed EHCP plan to support the delivery of outcomes within the home through practical activities and ideas linked to each outcome for all pupils.
- Resource packs, planning, recording and information sheets to be sent home with links where appropriate to websites, online sessions.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Providing remote education that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. These include, but are not limited to:

- – Consideration of age, stage of development, and independent study skills.
- Any SEND or other additional needs the pupils might have.
- The pupils' home environment, which includes having a suitable place and opportunity to study.
- Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.
- Any significant demands on parents' or carers' help or support. Younger children, especially pupils in primary schools and some children with SEND, might require high levels of adult involvement to support their engagement with remote education, which can make it a particular challenge for these groups.
- We recognise as a school that some families are trying to juggle life and many challenges at present. As a school and do not want to add to families stress levels and anxiety and we will keep in regular contact with all families to ensure that we can offer support and advice accordingly.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We will ensure that families/carers have weekly feedback with class teachers so that they can support their child in the most effective way. We understand that home learning will be quite challenging for many of our pupils but regular feedback will be able to support parents in being able to focus on key areas that are achievable whilst they are at home.

We will therefore work in a flexible way supporting activities that are working well and ensuring home learning is successful for the individual as well as manageable for families.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

- Weekly contact (phone call) with class teacher to discuss outcomes of home learning and identify any additional support that might be required. The assessment of targets and the setting of next steps to support further learning and progress. Home contact sheet to be completed (see appendix 3)
- Feedback against the EHCP outcomes and suggested activities that can be used to meet these outcomes at home where possible.

Additional support for pupils – general guidance

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that most pupils may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. Below are some guidelines that will help to support home learning:













- Tasks that do not need the internet or a device such as a laptop or tablet to access them are preferable, as some children and families will not have internet access or more than one device to use and many of our pupils struggle to access learning in this way
- Work and tasks should suit the age range, interests and capabilities of the children and expected outcomes should be flexible. Tasks to be set that all pupils can complete to some degree of success, with an extension/stretching task for some to access or challenge activities available on request
- Learning that can be delivered in bite-sized chunks is more likely to be completed than longer tasks. If there are projects, suggest how these could be broken down
- Most children need a lot of support when working and cannot be left for periods of time to complete tasks. Parental feedback is important to support which activities are working well and are able to be delivered successfully at home
- We will also provide learning that we believe will help children as they return to school e.g. handwriting practice, letter and number formation work, maths fluency; things to revise/practice rather than new learning
- Parents may like a sense of structure and reassurance around daily expectations. This will help to maintain a structure for families. Parents should be reminded that these learning activities are a guide and by no means compulsory
- We recognise that some parents will be more-able than others in supporting their child for various reasons and some parents may have more than one child who needs to complete work at home. Some families are key worker families and some families are trying to juggle life and many challenges at present. We recognise this as a school and do not want to add to family stress levels and anxiety. Activities are by no means compulsory
- If teachers upload a video onto Class Dojo to support in home learning they will undertake these videos in an appropriate room having considered their surroundings
- There is an expectation that teachers will communicate with families every week and record their conversation on the appropriate template. This will include time and date of conversation, who has been spoken to and the details including any concerns/ issues raised. Staff to follow up any actions or pass information to the appropriate person

- Staff will continue to use CPOMS to record any safeguarding incidents or concerns. Staff will consider the online safety policy at all times
- Teachers will discuss progress and impact of home learning with parents and monitor learning over time, adjusting the learning offer in response to the progress being made
- The Deputy headteacher (Upper school) and Assistant headteacher (Lower school) will audit the home school offer each week through a faculty meeting with all class teachers.
- This will ensure that there is equity within the home learning offer between classes and across both sites for all learners. This information will be shared with the headteacher and monitored weekly. (Appendix 4)

Appendices

1. Personal weekly timetable example

Sowenna Class Timetable

Day/Time	Morning session 1	Morning session 2	Lunch	Afternoon session 3	Afternoon session 4
Monday	 <p>English Weekend News (Sp & Li Focus) Class zoom meeting – 9.30am Catch up with what everyone has been up to!</p>	 <p>Phonics Teaching ideas sent separately dependent on level of learning –to include hero phonics games where relevant</p>	<p>Curnow Assembly Recorded and uploaded to class dojo.</p>	 <p>Maths Basic skills targets – these will be sent to individual children with session ideas.</p>	 <p>PE You tube link to activity idea</p>
Tuesday	 <p>English Basic skills targets – these will be sent to individual children with session ideas.</p>	<p>DT/Food & Nutrition COOKING Recipe instruction cards including key skills to practice sent home via e mail</p>		<p>Science Living Things Class dojo session to be uploaded</p>	<p>Yoga/relaxation Gills Yoga video session via you tube</p>
Wednesday	 <p>Maths Basic skills targets – these will be sent to individual children with session ideas.</p>	 <p>Phonics Teaching ideas sent separately dependent on level of learning –to include hero phonics games where relevant</p>		<p>Geography Class dojo session to be uploaded</p>	<p>Music Therapy You tube link with ideas</p>
Thursday	 <p>English Basic skills targets – these will be sent to individual children with session ideas.</p>	 <p>Dance You tube link to ideas (Gill – already started)</p>		 <p>ART Class dojo session to be uploaded</p>	<p>PHSE Share story (send powerpoint home) emphasising key ideas eg Rainbow Fish and how that relates to friends.</p>
Friday	 <p>Phonics Teaching ideas sent separately dependent on level of learning –to include hero phonics games where relevant</p>	 <p>Maths Basic skills targets – these will be sent to individual children with session ideas.</p>		<p>PHSE Class zoom meeting – story and talk. Eg – read the Rainbow Fish and talk about how we share with each other.</p>	<p>Yoga/relaxation Gills Yoga video session via you tube</p>

2. Home learning target and assessment



L2L



L2L - Home Learning Target Sheet

Pupil Name:

Home Learning Targets	Has the targets been achieved Y/N
EHCP Outcomes/termly targets Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical •	
Engagement Learning Activities	

L2L - Home Learning Contact Record

Pupil Name:

Home Learning Targets	Assessment and Progress What have they done well? What have they found difficult?	Has the targets been achieved Y/N
EHCP Outcomes/termly targets		
Engagement Learning Activities		

Discovery and Explore Pathway

R2L

R2L - Home Learning Target Sheet

Pupil Name:

Home Learning Targets	Has the targets been achieved Y/N
EHCP Outcomes/termly targets •	
Maths targets •	
Literacy targets •	
PSHE/RSE targets •	
Physical Development targets •	

R2L - Home Learning Contact Record

Pupil Name:

Home Learning Targets	Assessment and Progress <i>What have they done well? What have they found difficult?</i>	Has the targets been achieved Y/N
EHCP Outcomes/termly targets		
Maths targets		
Literacy targets		
PSHE/RSE targets		
Physical Development targets		