

Education during the COVID-19 Pandemic Learning from Home Some Guiding Principles

These guiding principles aim to cover key aspects of learning from home to support school's educational offer during the COVID-19 pandemic.

Schools have developed a range of approaches that would be useful to share across schools.

Ultimately, the final decision about the approach a school takes to home learning will be for the Headteacher, in conjunction with the governing body, to make.

1. The approach to learning from home should be based on a considered rationale decided by the school that is communicated clearly to parents and carers and published in a prominent place on the school website. There is an understanding that over time the approach to home learning may change.
2. The approach to learning from home needs to be flexible to reflect families' differing home circumstances and levels of parental support; including parents who are at work themselves either working from home or at their place of work, who are unemployed, caring for sick family or looking after children of differing ages
3. A school's offer for learning from home should be based on the needs of the individual school community and staff needs and availability; taking account of the number of pupils who do not have access to a device or WIFI or both and their learning needs and staff's home working and personal circumstances. This will mean that a school's offer will be specific to that school; some will have more online learning, utilising a learning platform and others more paper-based home resource packs or a combination of both and ensuring a balance between screen-based and non-screened based resources
4. Parents and carers need to know that currently it is not reasonable or feasible for schools to provide a "normal" school education. The volume of work, marking expectations, curriculum coverage and standards cannot and should not be the same as when in school e.g. some activities may take much less time than at school and there may not be a timetable or individual feedback on pupils' work. The offer will differ between Key Stages and specialist settings, where younger pupils may be given interactive games to play whilst older pupils will be given more individual learning. Inevitably, there will be significant gaps in terms of the school's planned curriculum. These will be addressed at a later stage when schools reopen
5. Content and activities for learning from home should be chosen to reflect the curriculum, the range of pupil needs and provide variety. Some content will not be included because it is not suitable for home learning e.g. because it is sensitive or controversial, such as sex education and self-harm.

6. Schools are not expected to home school their pupils remotely nor replicate learning at school, but they can help pupils learn from home and help to continue children and young people's enjoyment of learning, consolidate learning and further develop their skills for learning whilst their school is closed to the majority of pupils. Learning from home will be different from normal school education e.g. it may include a variety of small and short tasks that can be completed by the pupil in a given time
7. Parents/carers should not be expected to be teachers or try to replicate a school day. Whilst learning will be a valuable part of every day, balancing periods of sitting with physical activity, fresh air and time for breaks will support the child's learning as well as the child's and whole families' wellbeing
8. A planned system of contact and communication with parents and carers will provide reassurance and information about school led provision and signpost to Camden news and services
9. The regularity and approach to communicating with pupils should be agreed and based on the needs of the pupils and supported by a staff code of conduct/home school agreement, that ensures safe communication, particularly for when staff have one to one communication with pupils. Communication might be on a daily/weekly basis via school phone, school emails (contacting pupils via their parents rather than pupil emails) or via a learning platform
10. Safeguards should be prioritised and incorporated into any teaching that is recorded or streamed live using online platforms, including an assessment of risk and ways to minimise harm. Livestreaming lessons should only occur from school or if it is from a safe undisturbed space, where the background environment can be obscured from view. Some schools may want to adopt a policy of audio only live streaming.