

Tapton SCHOOL

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Principles for Home Learning During COVID-19 School Closure

Whilst school is closed Tapton teachers will follow these principles to provide inclusive and meaningful distance learning for our students.

Caring for each other and **valuing everyone** have long been part of our school motto and these words have never been more important. As circumstances change we will refine the principles to create a model that works for all members of our school community.

Online learning is something that some staff have considerable expertise in, however, we are aware that currently this is not the case for everyone. Many staff are balancing childcare demands and supporting the learning of their own children with the demands of their teaching. Others may be ill or caring for loved ones. Departments will be collaborating to support each other during the unusual and uncertain period. Colleagues in departments will also liaise with one another to find a model of collaboration that works for all.

The following form the basis for our work going forward:

1. Young people continue to have an entitlement to learning, but this may look very different from normal school. The majority of students should only be working for around 3 hours a day.
2. There are many different ways to support our students with their distance learning – one model will not be appropriate or indeed manageable for all year groups. Students across the key stages and across departments may have different packages.
3. We accept that students and teachers will not be as productive in this environment.
4. Many of our disadvantaged students will not have the technology or space to complete online activities – menus with both online and offline options can support here. Equally it is unreasonable to expect that siblings living together will have individual access to tablets, laptops or indeed fast broadband.
5. Furthermore, it is not healthy or safe for students to be on their screens online all day. We are acutely aware of the potential safeguarding risks here.
6. Our SEND and Visually Impaired students need to access the material provided which is differentiated and modified accordingly. For example, Visually Impaired students need to be able to stretch documents on screen or have enlarged print on Word PDFs.



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7. The majority of learning will focus on consolidation of prior content, rather than introducing lots of new content. At Y10 and Y12 new learning should be approached cautiously. We will provide further guidance on Y10 and Y12 curriculums and assessment weeks following further information from Ofqual.
8. Spaced repetition and recall can be an effective way of learning new content. For example creation of flashcards or use of online platforms like Quizlet, Memrise, Google Forms, Slido, Brainscape and Anki.
9. Creative or project-based work, designed to enrich the curriculum may be most effective, however, as with all other tasks, the objectives of the work and the intended product must be clear.
10. Pre-recorded online demonstrations or explanations might work well in some situations, but we have no expectation that all teachers deliver in this way. Tapton teachers will **not** be delivering 'live' online sessions during this time due to the safeguarding risk this method poses.
11. Most assessment during this period should focus on low-stakes formative assessment to help students understand their own learning
12. We do not expect parents to 'home school' children, but we will try to provide activities, guidance and support that will help everyone to do the best they can within the situation as it unfolds.



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