



Home Learning Policy 2021/22

Cambian New Elizabethan School

This policy is reviewed annually

Approved / Reviewed by:	
Emma Rennie	
Date of next review:	January 2023

Cambian New Elizabethan School

HOME LEARNING POLICY

<u>Role</u>	<u>Name(s)</u>
Headteacher	Sara Ferguson
Head of Education	Emma Rennie-Gibbons
Members of SLT	Sara Ferguson, Martin Roadknight and Emma Rennie-Gibbons

In the event of a further school closure the Department for Education will expect Cambian New Elizabethan School to have a robust contingency plan.

The home learning Strategy provides clear guidance on how we remotely provide a high quality of education for our students. As a staff body we are responsible for ensuring that as much learning takes place for our students as possible whilst at home. It is also important to ensure there is no break in learning.

This strategy will support in situations where students have to self-isolate/shield, during a national/local lockdown and when the school is advised by Public Health England to fully or partially close.

Aims

This home learning strategy for staff aims to:

- Ensure consistency in the approach to home learning for students who aren't in school
- Set out expectations for all members of the school community with regards to home learning
- Provide appropriate guidelines for data protection

Roles and Responsibilities

Teachers

When providing home learning, teaching staff must be available during their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence / line management procedure.

When providing home learning, teachers are responsible for:

- Setting daily tasks for students that are meaningful and meet the needs of the individual learner
- The tasks set should be planned and well sequenced
- Providing printed resources, such as text books and workbooks, for students who do not have suitable online access to ensure they progress in line with their peers
- Providing regular clear feedback on work set and completed
- Keeping in touch with pupils who aren't in school and their parents/carers
- Teachers should work collaboratively with parents/carers, putting in place reasonable adjustments as necessary
- Recording any communication with parents/carers on schoolpod
- Attending virtual meetings with staff, parents and students
- During these meetings (if appropriate, depending on the individual needs of the learner):
 - Cambian New Elizabethan School dress code should be adhered to
 - Locations should be appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

In the event of a partial closure some teachers may be able to remain working in school. In these circumstances the responsibilities outlined above will be discussed with the line manager. Consideration will be given to streaming live lessons, if appropriate, in line with GDPR guidance.

Senior leadership will ensure that all teaching staff have access to IT facilities in order for them to work effectively from home.

Teaching Assistants

When assisting with home learning, teaching assistants must be available during their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence / line management procedure.

When assisting with home learning, teaching assistants are responsible for:

- Supporting students who aren't in school with learning remotely. Team leaders will communicate to the teaching assistant:
 - Which students they'll need to support
 - How they should provide support to students
- Providing support to class teachers in differentiating resources for students
- Supporting students with reading from home
- Attending virtual meetings with staff, parents and students
- During these meetings (if appropriate, depending on the individual needs of the learner):
 - Cambian New Elizabethan School dress code should be adhered to
 - Locations should be appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants remain working in school, where relevant they may need to cover the responsibilities of staff who are working remotely during this time.

Teaching assistants who do not have IT facilities at home should make their team leader aware. In this situation more suitable work can be distributed, opportunity can be given to upskilling in an area of their practice or individuals can develop their subject knowledge.

Phase leaders

Alongside their teaching responsibilities, phase leaders are responsible for co-ordinating home learning for students within their phase. They will need to:

- Consider whether any aspects of the subject curriculum that needs to change to accommodate home learning for all learners
- Where necessary revise material and simplify explanations to ensure students' understanding
- Ensure all the work set across all stage and subject area is planned and well sequenced. The work set by teachers should be meaningful and ambitious
- Ensure staff provide printed resources, such as text books and workbooks, for students who do not have suitable online access to ensure they progress in line with their peers
- Check any deadlines set for the completion of work is achievable for students
- Monitor the home learning set by teachers in their phase. They will explain to staff how this will be carried out
- Hold regular liaison meetings with staff in their phase during the school closure
- Alert teachers to resources they can use to teach their subject remotely

SENDCo

The SENDCo will continue to offer guidance to the senior leadership team and wider staff body on the Special Educational Needs and Disabilities of the students at CNES. The SENDCo will ensure:

- Statutory documentation and processes are not hindered by the school closure
- All Statutory Annual Reviews, PEPs and LAC reviews will continue with all stakeholders, parents/carers, local authority representatives and other external professionals. These will take place according to the remote access parents/carers have available to them
- Annual Reviews/PEPs and LAC reviews will include learners either prior to the meeting via their views or as part of the meeting should they want to be part of the process
- Liaison with the school's clinical team, Form teams and SLT continues in matters arising relating to additional support needed by our learners
- Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. For example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis.

Onsite Therapy Specialists

MDT will continue to offer guidance to the senior leadership team and wider staff body on the additional needs and emotional wellbeing of the students at CNES. They will provide ongoing support to parents/carers during the school closure. The team will share strategies' to help alleviate the worries, anxiety and concerns of the students. As and when required they will provide online sessions for students to engage with. Following the delivery of an online therapy session the MDT team will inform the tutor team of any relevant information and strategies which would further support students during the school closure.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the home learning approach across the school
- Monitoring the effectiveness of home learning
- Holding daily briefings with all staff to discuss any matters arising, reviewing work set and exploring feedback from students and parents
- Monitoring the security of home learning systems, including data protection and safeguarding considerations
- Co-ordinating the wellbeing of students and staff

Safeguarding

It is the responsibility of every member of staff to safeguard the students. If you feel a student is suffering or likely to suffer significant harm you should report this to the Designated Safeguarding Lead immediately. You should complete a concern form on schoolpod. It is also advised that the staff member makes direct contact with a DSL during a school closure or lockdown to ensure the concern form has been received.

The DSL will follow child protection processes to safeguarding the young person. If appropriate feedback will be given to the member of staff about the concern reported.

At Cambian New Elizabethan School the Designated Safeguarding Lead's are:

Mr Craig Moreton	craig.moreton@cambiagroup.com
Mr Martin Roadknight	martin.roadknight@cambiagroup.com
Mrs Sara Ferguson	sara.ferguson@cambiagroup.com
Mrs Emma Rennie	emma.rennie@cambiagroup.com

IT Staff

During their normal working hours the IT staff will work remotely and be responsible for:

- Repairing issues with systems used to set and collect work
- Helping staff / parents / carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Guiding and supporting students / parents / carers with accessing the internet on their own devices

Any staff experiencing IT difficulties which is impacting on their ability to offer remote learning to the students should notify their line manager immediately. IT staff will also support and assist these individuals in resolving the matter or reaching a reasonable solution. Guidance and support will be given to resolve software issues. However, it is unlikely that hardware issues can be repaired when working remotely during any school closure.

IT support can be reached on:

- Mr Isaac Oyinsan. Email: isaac.oyinsan@cambiagroup.com
- CAE Lab Helpdesk – 01923 944 399
- Email your concern to CAE Service Desk - service.desk@caeuk.com
- Service Desk, Network Operations Centre – 0800 389 9648

Students and Parents / Carers

Staff can expect students learning remotely to:

- Be contactable during the school day – although it should be consider that students may not always be in front of a device the entire time due to their additional needs
- Try their best to complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help and support from the school if they need it
- Recognise that these are very challenging times within education. Any concerns should be respectfully communicated in order to improve the quality of education offered to our students

Staff Accessing Personal Data from Home

Staff will need to access personal data about other staff members and students when working remotely, including when managing online learning. Staff need to be aware of security issues and ensure they keep their devices safe.

- Devices will be provided by CNES and appropriate security arrangements are in place – hard drive encrypted, antivirus software is installed and operating systems are up to date
- Staff will complete data protection training so they know what steps to take when handling personal data

Staff are expected to:

- Keep their device password protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Make sure their device is locked if left inactive for a period of time
- Avoid sharing the devices among family or friends
- Collect and/or share as little personal data as possible online

Remote Learning Strategy

CNES response to a school closure

The term 'Home Learning' will be used with students

Phase 1 Day 1

- Students will benefit from a calm and organised response to a school closure
- Senior Leadership will communicate to staff the details of any school closure
- Tutor teams will then be given the authority to make phone calls to parents/carers to advise them of the school closure and to arrange for the collection of their child
- Staff should not discuss the school closure details with the students in an effort to alleviate any anxiety and worry
- Home learning packs that are pre-planned will be sent home with students. These will be posted to students who are absent or don't physically leave with a pack on the day of the school closure
- The tutor team will check to ensure all students have received a home learning pack. An electronic version will be available to share with parents/carers if necessary
- These packs contain activities and web links for all subjects
- Our therapy specialists will also provide strategies for managing anxiety and social stories for parents/carers to work through with their child
- The packs will ensure that there is no break in learning and that students have work to complete from the start of the school closure

Phase 2 Day 2

- Tutor Teams will establish contact with students on Day 2. This can be achieved via a telephone call, zoom, Microsoft teams etc.
- The purpose of the contact on this day is to:
 - engage the students
 - alleviate their worries

	<ul style="list-style-type: none"> ➤ explain what home learning entails ➤ outline the teachers expectations for engagement for home learning ➤ check the IT facilities available to the students during the school closure <ul style="list-style-type: none"> • The contact each day will also ensure we are fulfilling our statutory duty to carry out daily safe and wellbeing checks for students • The information gained will inform staff planning. Individual learning journeys can be planned whilst also taking into consideration the SEND of each student • Adaption of traditional classroom strategies will be necessary to suit the individual learning needs of students • Tutor teams should also share any relevant information with other staff who will be delivering home learning lessons to these students • Students should be directed to complete as many tasks as possible from the home learning pack
<p>Phase 3 Day 3 – 14+</p>	<ul style="list-style-type: none"> • Daily Form Tutor Session: • These will be planned and led by the Form Tutor and <u>supported by the class TA's</u> • This session should ideally take place in the morning to enable the tutor to assess the engagement and presentation of the students • Any relevant information will be shared with other staff who are delivering home learning lessons to these students on that day • Ice breakers could be used to engage the students each day during the daily form tutor sessions <ul style="list-style-type: none"> • Parent/Carer Daily Contact: • This will be offered in the form of a telephone conversation with the tutor teams • This contact enables staff to provide ongoing support and guidance to parents/carers during the school closure • This will also allow for any concerns to be respectfully shared and resolved swiftly • Parents/carers should also be encouraged to use class dojo or email as other methods of communication with school during the school closure <ul style="list-style-type: none"> • Lower School Home Learning: • Online lessons will mainly be delivered by the class teacher • It is to the teacher's professional judgment as the length and frequency of the online lessons. Lessons may be delivered to a whole class, smaller groups or individual students • <u>It is crucial that a TA or parent/carers supports each online lesson</u> • During the course of each week Maths, English, Science, Humanities, Reading, Creative/Arts, PE, PSHCE lessons should be delivered • Staff will provide suitable home learning tasks that students can complete. It may be necessary to post or email the tasks to parent/carers to meet the needs of the student or if they do not have access to IT facilities • 1:1 learning opportunities will also be scheduled during the day with individual students. Teachers and TA's should plan to deliver the 1:1 lessons equitably amongst students. <u>It is crucial that a TA or parent/carers supports each online lesson</u> <ul style="list-style-type: none"> • Upper School and Sixth Form Home Learning:

- Online lessons will be delivered by teachers
- Lessons may be delivered to a whole class, smaller groups or individual students
- It is crucial that a TA or parent/carer supports each online lesson
- Adaptions may/will be necessary to meet the additional needs of the students. For example, it may be more appropriate to adapt 3 x 50 minute lessons of English, to 3 x 30 minute lessons, in order to sustain student engagement online
- During the course of each week lessons in Maths, English, Science, Humanities, Reading, Creative/Arts, PE, PSHCE, option subject(s) should be delivered
- Staff will provide meaningful home learning tasks that students can complete. It may be necessary to post or email the tasks to parent/carers to meet the needs of the student or if they do not have access to IT facilities
- 1:1 learning opportunities will also be scheduled during the day with individual students. Teachers and TA's should plan to deliver the 1:1 lessons equitably amongst students. It is crucial that a TA or parent/carer supports each online lesson

Why is home learning important?

Students are entitled to receive a high quality of education. It is important to continue with learning during any school closure to prevent gaps in learning forming /widening and to ensure that students can continue to achieve in line with their peers.

What should teachers focus on when educating students remotely?

It is crucial for teachers to deliver national curriculum content to students during their online lessons where possible. However, it is equally important for teachers to 'engage' students with their learning at all times and to ensure the work set meets the individual needs of the student.

What will home learning look like?

Teachers will adapt their traditional classroom strategies to include:

- High quality curriculum resources, for example, printed worksheets, stories & pictures
- Videos
- Short projects
- Research activities
- Home learning packs
- PowerPoint with voice over notes and anecdotes
- Pre-recorded lessons
- Links to online learning platforms

N.B. This is a non-exhaustive list

The delivery of lesson content will be designed to foster meaningful engagement with students during the lessons. Adaptions to timetable may also be necessary meet the needs of individual learners.

Teachers should also liaise with home to ensure students have access to IT facilities and stationary to be able to complete tasks set. Teachers will provide printed resources, such as text books and workbooks, for students who do not have suitable online access to ensure they

progress in line with their peers. All tasks set will be suitable for the individual learners.

Techniques to support and stretch the students will be embedded within the remote learning practice of the teacher.

Five Point Model for delivering home learning:

- Start with some recap
- Introduce things slowly with practice after each part
- Check on how students are getting on and pick up on any misconceptions
- Give students model answers and scaffold to support them further
- Review how they are doing with their learning (offer regular feedback)

Evidence of Impact:

- Home Learning Journey Logs completed for each subject (per lesson / week) – these identify the national curriculum or SEMH objectives met, the lesson content covered and feedback shared with students
- Student voice survey / poll – ideal to conduct at the beginning and end of the school closure
- Timeline and Schemes of work – continued learning, content covered, sequenced learning episodes
- Home learning assessments completed
- Quizzes
- Regular feedback should be given and recorded – Dojo, written feedback, ‘Pink Think’ etc
- Photographs
- Student work showing progress over time

Lower School:

- Staff will adapt the weekly timetable and share this with students and parents/carers
- Home Learning Journey Logs will be completed and stored in the student folders (see Annex A)

Upper School & Sixth Form:

- Home Learning Journey Logs will be completed and added to student work books. This will show progress over time

Created by: Mrs Rennie-Gibbons

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