

**Home Learning Policy**

|  |  |  |
| --- | --- | --- |
| **Date** | **Amendment** | **Approval** |
| Oct’20 | Produced in line with government guidance | SIC |

At Viewley Hill Academy, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This policy aims to:

* Minimise the disruption to pupils’ education and the delivery of the curriculum.
* Ensure provision is in place so that all pupils have access to high quality learning resources.
* Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

**Guidance from the DfE states:**

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

* use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations
* give access to high quality remote education resources
* select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
* provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
* recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

* set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
* teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
* provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
* gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
* enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding
* plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

**Viewley Hill 2020-2021**

As all children return to the full opening of school, learning will be planned and pupils’ abilities will be regularly reviewed and assessed, in order to ensure the needs of individuals and groups of pupils are met. All learning, whether school or home based will follow a clear and well-sequenced curriculum.

In developing a contingency plan Viewley Hill have considered the scenario of individuals, small groups and larger bubbles being away from the classroom isolating, and therefore accessing learning from home.

On return this academic year, we have developed our methods of communication and home learning approaches with families.

All parents/ carers/ pupils have access to the following platforms:

* School Website
* Email service
* Text Messaging Service
* Marvellous Me
* Seesaw for Schools
* Facebook

Should home learning be required, the above platforms will be used to communicate information and learning to parents and children. Parents have a responsibility to ensure that the personal contact information held in school is current in order for us to communicate information with them.

It is not possible to plan for all scenarios of home learning, and plans and approached will be refined and adapted in order to meet the needs of individual situations.

**An overview of home learning is detailed below:**

**Individual Home Learning (individual children /staff across school required to isolate until result / 2 week period)**

* Pupils will receive copies of home learning English and Maths books either on leaving school, or through collection or delivery to their address.
* Additional work will be sent through Seesaw for schools platform
* Links to useful sites shared with parents
* Weekly contact with academy to ensure learning is taking place and check health and well-being of pupil and family
* Where a teacher is isolating, should they be well enough, they are expected to undertake class and subject leader work from home in line with their responsibilities. This will be agreed and reviewed weekly with the headteacher. Following risk assessment, the class would be taught by another staff member of supply staff.

**Larger Group / Bubble Home Learning (class /phase of children /staff across school required to isolate until result / 2 week period)**

* Teaching staff will set and communicate home learning using Seesaw and Marvellous Me on a daily basis.
* Teachers to provide Maths, English and theme work on a daily basis, in-line with planned curriculum provision, ensuring work is appropriate to the child’s needs.
* Teachers should also provide physical activity suggestions and ways to promote positive mental health throughout the week.
* Teachers will monitor pupils work
* Teaching staff to provide a weekly overview for the academy website in order to support parents in preparing for expectations.
* For those students who cannot access the internet at home, the class teacher will ask the school office to print the work packs and either they will be delivered or collected. If the class teacher/TA needs to isolate along with the class and they are well enough to work it is expected that they will have daily contact with the class through Seesaw and Marvellous Me.
* If the class teacher is unwell and therefore on sick leave – there will be a dynamic assessment of the situation, home learning tasks will be set and the isolating bubble will be provided with work each day. The dynamic assessment will be led by the school senior leadership team.

**Full Closure of School:**

Should there be a requirement for the full academy to close, it is likely that the above home learning strategy will be implemented. A full dynamic risk assessment by the headteacher and senior leaders will determine the expectation in line with government guidance, which will be communicated with all staff members and wider community once confirmed.

In addition to home learning, regular communication would be kept with parents by the headteacher through platforms named above.

Quality assured list of remote education resources

 <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>