

Home Learning Policy

Practice & Expectations

September 2023

Reviewed March 2024

Rationale

Schools must outline their approach to, and expectations of home learning. This Policy document clarifies how home learning will enhance the curricular provision in school.

COVID-19 Pandemic or Unexpected Closure

In the event of unexpected school closure, we will provide online learning, via Seesaw, Microsoft Teams and/or the School Website within 48 hours. In the event that the school or part of the school is closed for less than 24 hours, we will not ordinarily provide online learning. In any case, we will inform Parents within 48 hours of our plans for online learning and how this can be accessed. We will make every endeavour to ensure the accessibility of any remote provision for all learners.

Home Learning (Provided in the Event of Unexpected Closure of School)

In the event that school is partially or fully closed to children, we will provide home learning in the following format:

- Class Teachers will provide a video call welcome for each day of closure
- Class Teachers will be available for a feedback and questions online call at a set time every day
- Class Teachers will be available for on-demand questions and feedback for Parents/Carers and children
- Teachers will plan, resource and deliver daily maths, writing and reading/phonics lessons along with a daily story session
- A daily sport or physical activity lesson will be provided
- A daily non-core curriculum lesson will be provided by teachers, related, as much as possible to the current knowledge sequence and long-term plan
- Parents and Carers are able to contact teachers either via Seesaw, Teams or via email to access support and feedback for their child
- Children will be invited to bring the work they have completed during partial closure into school once reopened
- Provision will be as close a practicably possible to in-school curriculum in order to maintain the sequence of learning and knowledge acquisition
- Teachers will be mindful that tasks will continue to require personalisation and scaffolding in line with individual learner needs and this will be provided as much as the format allows for
- As much as practicably possible, remote learning will require limited parental support in order that Parents and Carers are able to continue with their own working and other commitments at home
- Where there is an expectation for teachers to manage both in-school and remote learning, leaders will make arrangements to ensure that this does not place unreasonable strain on staff

Printed resources will be made available to any parent/carer where needed. Alternative, weekly learning packs will be made available to any parent/carer who has no access to any hardware to either view online content or print resources. The school will make use of laptops and tablets and provide these to children who are digitally excluded. These will be distributed in line with need.

We will track engagements and will follow up as appropriate with any child who has not engaged regularly with daily work in order to remove barriers and keep children safe.

Home Learning (Provided Online in the Event of Sickness Absence)

Where a child is unable to attend the setting in person because of illness that extends beyond 48 hours, we may provide some resources to support home learning, in consultation with Parents and Carers and

where a child is well enough to complete such work. Ordinarily, however, if a child is so unwell that they are unable to attend school it is unlikely that they will be well enough to complete remote learning.

Home Learning (Provided During Term Time Holidays)

We will not provide home learning or any resources to support home learning during any period of unauthorised absence. All term time holidays will be unauthorised unless in very specific, exceptional circumstance with the agreement of the headteacher. We do not provide home learning resources for authorised term time holidays. We believe that children should be in school during term time in order to access teaching and learning.

Safeguarding

Ongoing, regular contact will be made and maintained with ALL children, but most regularly with those who are vulnerable, those with an EHCP, children with an allocated social worker or those who, as a result of professional dialogue, have been otherwise identified as vulnerable. We will undertake regular home visits and welfare telephone calls as needed and this will be recorded in our CPOMS system. We will maintain partnership with local agencies to raise concerns and questions where these are identified.

When using audiovisual technology to deliver lessons or contact with children we will:

- Only use Seesaw or Microsoft Teams as a secure platform
- Ensure that teachers are dressed in appropriate, business-casual attire for any remote interactions, as they would be in school
- Ensure that teachers use background masking technology or ensure the background they use is appropriate
- Ask all Parents and Carers to supervise their child while on remote calls and using remote technology and to ensure that the background is suitable when accessing a remote call
- Ask parents to mute the microphone except when speaking
- Ensure staff 'end' rather than leave Teams calls once completed
- Only direct children to safe online materials via school
- Teachers will maintain a daily register of engagement and report any child who is persistently failing to access online content

Inclusion

The Inclusion Team will make remote provision for those children on the SEN-D register in line with their Provision Map. Regular remote contact will be maintained for these learners, in addition to the communication they receive with their teacher.

Remote access to the Learning Mentor and Parent Support Advisor will be made available where appropriate and fitted into the continued operation of the school day where this is necessary.

Designated Senior Lead

The designated leader for compliance around remote learning provision is the headteacher, who can be contacted using the school's usual contact details.

Barnsley Alliance Agreed Principles

Athersley South subscribes to the joint principles for remote education agreed by the Barnsley Alliance during the Covid-19 pandemic. These are:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.

This policy has outlined how the school meets these principles.

Review

The school will review this policy at least annually, and more often in the event of a change in local or national Guidance or best practice.

Last reviewed March 2024