

Issue Date: March 2023 Issue 3	MAPLE RIDGE SCHOOL Policy	Next Review Due April 2025
Home Learning		

Aims

This home learning policy aims to provide a framework for learning at home (homework).

The appendix outlines the safe and effective use of technology remote teaching and learning during a school partial/full closure or for a specific pupil need.

This document aims to:

- Ensure consistency in the approach to home learning
- Protect pupils, parents and staff
- Ensure consistency in the approach to remote learning for any rare occurrence of full/partial school closure or for pupils who aren't in school but a remote learning option has been planned and agreed
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Follow guidance set out by government, DFE and Hampshire County Council

Home Learning across the year

All families are provided with GEPs (Group Education Plans) prepared by the class teacher, for Literacy and Numeracy every half term, as well as receiving a copy of the IEP (Individual Education Plan) for their child, which breaks down the targets in the annual review into smaller steps, these are updated three times a year at half term. These plans provide an outline of the small step targets children will be working towards achieving. Families can use this information to help focus learning when playing with children at home, and in everyday life activities such as playing outside, shopping, planning and cooking a meal or crafts.

Families will be provided with ideas for topic-based home learning activities which link with learning in school for that half term. This will be contributed to by subject leaders and prepared by class teachers for each team.

Reading books will be sent home weekly, along with a reading record, and parents are invited to engage in a variety of activities to support reading at home throughout the year. Class newsletters are sent home weekly to share information with parents about what learning the children have been doing in school that week, home learning ideas may also be added on occasions.

Families also have access to a range of online learning activities, which can be found on the home learning page of the school website. Some of these activities are general, but others have more personalised learning opportunities.

Families may request support at any time through the class teacher, we have an 'open door' policy and encourage parents to communicate with us as they would like to. Parents may also request support from the SHIP (School Home Integrated Partnership) service which aims to support families of children who have learning difficulties and behaviours that can be hard to manage and affect family life. This may include difficulties such as toileting, eating, sleep issues or challenging behaviour.

Maple Ridge provides a short break service on some Saturdays and in some school holidays, called Play at Maple, to support out of school activities, aimed at having fun with friends, as well as supporting social interaction skills.

Appendix 1 outlines the remote learning policy in detail. Support through remote learning will not be provided for pupils who are not in school due to sickness or unauthorised absence.

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Appendix 1:

Remote Learning

The DfE's guidance to schools on providing remote education (updated Feb 2023) emphasises prioritising attendance; remote education is not an equal alternative and is considered only as a last resort. Scenarios where remote education may be considered are:

- School partial or full closure or restrictions on attendance
- Individual cases where a pupil is unable to attend school for an authorised reason but is able to learn and all other avenues have already been explored and exhausted to remove any barriers to attendance. In this case a formal plan would be put in place and the pupil would still be marked as absent in the register, recording absence in accordance with Hampshire attendance guidelines.

In rare cases of remote learning, Maple Ridge School will aim to:

- give access to high quality appropriate remote education resources
- use a curriculum sequence that allows access to suitable high quality online and offline resources and teaching strategies linked to the school's curriculum expectations
- 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: email, the school website (including the Home Learning policy and Providing Remote Education Information for Parents) and Google Classroom
- provide support to access resources, and problem solve any challenges families face
- prioritise wellbeing for pupils and families, listening to what families need in terms of support and make reasonable adjustments, adapting support as much as possible to the individual needs of pupils and families
- provide access, where available and appropriate, to other professionals such as Speech and Language Therapists (SALT), Occupational Therapists (OT) and Educational Psychologists (EP)
- overcome barriers to digital access for pupils by either distributing school-owned laptops with a user agreement contract, provide donated technology for use at home dependent on availability or provide alternative resources supplemented with regular communication to help keep pupils on track

Support for remote learning will not be provided for pupils who are not in school due to being unwell or whose absence is unauthorised.

As a school, we will endeavour to ensure staff have access during school closures. Teachers, Outreach, Home Support and Admin are supplied with a suitable device in the event of a closure to facilitate provision of work and means of communication with pupils and their families.

Remote teaching and learning – while some work will be completed using practical activities and worksheets there is also a need for digital learning. In these instances, Google Classroom will be the primary platform for this work. We are using TEAMS to provide pastoral and professional meeting support as agreed with Senior Leadership Team.

We are aware of issues around bandwidth and general access for our families and will be mindful that some pupils may find learning at home challenging.

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Roles and responsibilities

All members of staff are responsible for implementation of this policy with monitoring undertaken by Senior Leadership Team. It is the responsibility of all staff to ensure that they are familiar with and adhering to this policy and to ensure pupils/ parents are aware of their responsibilities including the acceptable use policies.

Home Learning is something which is happening all the time, every day. We know how much support and effort our families put in to supporting children's learning at home. We recognise that the types of learning which have the most significant impact for children and families at Maple Ridge are not always about academic progress, but have a huge impact on children's ability to access learning and take part in everyday life activities.

Home Learning Lead

The home learning lead will:

- update the school home learning policy as required
- liaise with class teachers about learning happening in school to ensure pupils who are learning at home have access to similar high-quality learning opportunities as those in school
- support staff to implement the home learning policy and monitor the quality of home learning provision, including frequency of contact, quality and quantity of work provided and stakeholder feedback – making recommendations for adjustments to provision as needed

Teachers

Teachers will liaise with the home learning lead during normal school hours regarding support for any individual children in their allocated class who are learning at home.

In circumstances where a whole class is learning from home, teachers will need to make themselves available during their normal working hours. When providing remote learning, teachers must be available between 9am and 3pm for parents and pupils.

In circumstances where a high number of children are learning both from home and in school, teachers may be allocated to support either a group of pupils in school, a group of pupils learning at home or a mix of the two. In these circumstances the responsibilities will be divided by the leadership team with clear roles and responsibilities, particularly in circumstances where teachers are working with children they wouldn't usually be teaching if school was operating as normal.

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers will report this using the normal absence procedure. The home learning lead, or another member of the teaching staff, will be allocated by the leadership team to provide support or oversee a member of the support staff team in providing appropriate home learning support.

When teaching pupils remotely, teachers will aim 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 practiced in each subject
- provide a weekly programme that is of equivalent length to the core teaching pupils would receive in school which is appropriately differentiated work to pupils individual level/group levels as well as level and type of parent support requested. There will be an opportunity for daily contact available for parents and pupils during the day.

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- Work will be shared via Google Classroom for parents and pupils (where appropriate) to access. Planning and resources may also be saved on the school system in order to support staff within the team with keeping a clear line of communication and expectations with parents.
 - EYFS and KS1 (Team 1): 3 hours per day, which will include high quality recorded direct teaching (videos, which could have been recorded by staff at school or from trusted sources e.g. Oak Academy) along with activities and tasks to complete:
 - Daily activities for Literacy (including reading, writing, phonics and communication and language development focused work) and numeracy
 - Weekly activities for physical development (including OT, fine and gross motor and P.E.), topic (Understanding of the World, Expressive Arts and Design) and Personal, Social and Emotional Development
 - KS2 (Teams 2 and 3): 4 hours per day, which will include daily literacy and numeracy work and weekly activities for topic, PSD and PE (including OT)
 - Individual children will have individualised OT and SALT support where appropriate
- All teams will keep regular contact to ensure they co-ordinate with other teachers including those teaching in school to ensure consistency and to make sure pupils with limited access to devices can still complete work by adding work packs or different learning ideas
- Judge how well pupils are progressing through the curriculum, using questions and other suitable tasks: parents can share work completed via Google Classroom, as well as through email and discussion with the teacher during regular phone calls. Families should receive weekly feedback on work completed and teachers will aim to adjust the pace and/or difficulty of what they are providing in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure pupils' understanding
- Provide frequent, clear explanations of new content, delivered by a teacher in the setting or through high quality curriculum resources
- add a contact record on CPOMS, under the parent contact, for each parent contact made. This contact record will list the date, time and type of contact (e.g. call, email), as well as a brief outline of the discussion, questions and responses. Staff will not alert DSLs (unless a safeguarding concern needs to be raised – see safeguarding policy) to this contact, they will alert the supervising teacher on the senior leadership team or/and the class teacher where appropriate.

Keeping in touch with pupils who aren't in school and their parents

- Staff are expected to make regular contact through a weekly phone call and emails. These should be logged as home contact on CPOMS and all calls made using school telephones.
- Staff who are working from home or in school on home learning support are expected to reply to emails and phone calls within 2 hours within directed home learning support time (working hours). Any messages or calls outside of working hours will be accessed and answered the following working day.
- Submissions on Google Classroom will be responded to within 48 hours of submission on working days, with daily checks that pupils are engaging in their work. When engagement is a concern, we will work with families rapidly to identify effective solutions.

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- Any complaints or concerns shared by parents or pupils need to be reported to Senior Leadership members. Any safeguarding concerns need to be logged on CPOMS and shared with the DSL, following the normal safeguarding policy.
- We endeavour to support all families by supplying activities to support children's learning and development. There can be various reasons for pupils not completing work – staff should ensure an accurate contact log is maintained on CPOMS which includes the actions taken to resolve concerns about engagement in learning.
 - If no contact of any form (Google Classroom work handing in, email, phone call contact) has been made for 5 working days, staff should log a concern on CPOMS alerting DSLs, who will agree further appropriate further action.
 - If staff have continued concerns about engagement in learning and a number of attempts have been made to problem solve challenges the following steps may be taken to support families to engage in home learning:
 - A phone call to parents from a member of the leadership team to discuss concerns and make a plan of action with parents/carers, which may include the suggestion that a child returns to learning in school
 - If the above action does not resolve engagement challenges then a letter to parents may be issued outlining expectations

Attending virtual meetings with staff, parents and pupils

- Virtual meetings with parents and pupils, which include live video, need to be pre-agreed with a member of the Senior Leadership Team, and attended by at least two members of staff, one of which should be a member of the senior leadership team (unless agreed otherwise with the head teacher e.g. for annual review meetings). This is for safeguarding reasons.
- It is important to keep in mind the location – avoid areas with background noise, personal images in the background, other adults or children in the area you are hosting. It is also important to ensure staff still follow our normal code of conduct when communicating with parents and pupils including dress code.

Support staff

When assisting with remote learning, support staff must be available during their normal contracted hours and complete work as directed by senior leaders and class teachers.

If support staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they must follow normal school absence procedures.

When assisting with remote learning, support staff are responsible for:

Supporting pupils who aren't in school with learning remotely

- Creating work packs as directed by teaching staff (creating packs and including resources they will require)
- Ensuring that packs are sent out / shared where appropriate
- Supporting learning on Google Classroom by setting assignments and providing feedback for work pupils have submitted
- Attending virtual meetings

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- All staff briefings and team meetings will be held through TEAMS if staff are working remotely
- Follow normal code of conduct regarding dress code as well as being aware of environmental aspects – avoiding background images or photos, children and other adults in your proximity. Keeping in mind that some conversations will still be confidential and using headphones to ensure privacy where necessary.

Subject leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject, through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Supporting staff and parents around issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing and accessing IT support if required

Designated safeguarding lead

The DSL is responsible for:

- Refer to Safeguarding/ Child Protection policies

Pupils and parents

Parents and pupils are responsible for:

- Ensuring pupils access to technology is appropriately supervised, pupils should only use technology at home with the permission of their parents/ carers
- maintaining the school rules of being safe, being helpful and being kind
- No recording of individuals or classes will take place

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- Be contactable during the school day where possible, particularly when a pre-agreed contact time has been arranged
- Where possible complete work in the timescale set, alerting teachers if unable to complete work or different support is needed. Make the school aware if the child is sick or otherwise can't complete work.
- Be respectful in all communication, seek help if it is needed and raise any concerns or complaints appropriately through school communication
 - In the first instance please contact the staff member who has been setting work and communicating with you for home learning (this may not be your child's usual class teacher)
 - If you have home support from the SHIP team, please continue communication with your allocated home/school support person
 - If you have difficulty with making contact with a member of staff or would like to raise a concern with someone else, please either check with the teacher, contact the home learning co-ordinator or contact the admin team for advice as to the best person to speak with

Governing body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact (staff)

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject leader
- Issues with pupil behaviour – talk to Team/ Home support workers/ Behaviour team lead
- Issues with IT – log with Agile IT or School Business Manager
- Issues with their own workload or wellbeing – talk to line manager/ Senior Leadership Team
- Concerns about data protection – refer to Data Protection Policy/ speak to Data Protection Officer
- Concerns about safeguarding – talk to the DSL

Video conferencing

Teachers who are working remotely will be using TEAMS to video conference with professionals and individual meetings where agreed with Senior Leadership Team. Video conferencing does not lend itself to online teaching with our pupils and with this in mind we will continue to use alternatives to support pupils at home, including some pre-recorded sessions.

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Links with other policies

This policy is linked to our:

- [Safeguarding policy](#)
- [Behaviour policy](#)
- [Child protection policy](#)
- [Data protection policy](#)
- [ICT and internet acceptable use policy](#)
- [Online safety policy](#)