

St Nicholas CE Primary School
Belonging, Believing, Becoming

Home Learning Policy

At St Nicholas CE Primary School we value the abilities and achievements of all pupils and strive to promote the principles of equality and inclusion. We are committed to providing, for each pupil, the best possible environment for learning, where children feel happy and secure and are able to develop their personality and talents to their fullest potential. In the current, unprecedented global pandemic, we want to ensure that effective learning can take place both in school and if necessary, at home.

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, our school is expected to have the capacity to offer immediate remote education. We have considered how to continue to improve the quality of our existing offer and have a strong contingency plan in place for remote education provision. 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 have considered how to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to our 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.

We also recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and we will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we will:

- Set learning activities so that pupils have meaningful and ambitious work each day in a number of different subjects.
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum 3 hours a day, on average, across the school cohort
- 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. Teachers will check work at least weekly.
- 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 have considered 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 will avoid an over-reliance on long-term projects or internet research activities.

This policy has been developed as a result of staff discussion and with the full agreement of the Governing Body.

As a school, we want to support families as much as possible by providing help and support with the disruption to the daily routines that children are currently experiencing, particularly in relation to their learning and education.

We do, however, need to be mindful of the reasonable expectations that we can place on both pupils and staff when then need to work at home.

Safeguarding responsibilities apply online as much as they do offline. School reserves the right to monitor interactions both online and offline to identify patterns in behaviour. In the event that something inappropriate comes up during a remote or hybrid lesson, a teacher may need to end the session immediately for all pupils. In cases regarding potential illegal imagery, teachers must also collaborate with their safeguarding lead, who will then have to decide whether the imagery should be reported to. Staff are able to log concerns at any time with our Designated Safeguarding Lead, Mrs Woods.

Remote Learning Platform

Every child is part of a **Googleclassroom** and has their own username and password which is to be kept confidential. We use this online classroom as a normal part of our weekly routine to set homework so all children are familiar with the system.

If an individual child is isolating while they wait for results of a COVID test, a selection of activities for them to work through is provided under the heading 'self-isolation.' It is not possible for teachers to provide daily work for individual children in these circumstances as they will still be teaching the whole class in school. In the event of a group of children or a whole class having to learn at home, the class teacher will set work daily. This work will be aligned as closely as possible to the planned curriculum.

Teachers will aim to make daily contact with the children via a GoogleMeet. The purpose of this is to ensure the expectations for the day's learning are clear and that the children know how to complete the work. New learning may be introduced via a voice-over powerpoint or a short video lesson (either created by the teacher or sourced from an appropriate online site such as Oak Academy. There is no expectation for teachers to teach live online.

Many of the programs we use do not require children to upload work and can be marked automatically (MyMaths, TT Rockstars, Spelling Bug). The children have been provided with a home learning exercise book which can be used to record answers and for extended writing etc. Once the child has completed the tasks assigned they then need to click 'Hand It In' so the teacher can see that they have completed the work.

We are conscious that not everyone has the facility to upload completed work however, if this is possible, teachers will give feedback in line with our school's marking and feedback policy.

In order to get the most out of this home-learning provision, we do ask that the following protocol is adhered to:

- Children should only communicate with their teachers during school hours to submit or query work.
- Any communication should be responsible and related to home learning.
- Parents should refrain from using this method of communicating with teachers.
- Parents who wish to contact members of staff should do so through traditional channels of phoning or e-mailing the school office admin@stnicholas.sefton.org.uk
- In order to access the on-line resources, children will need their Googleclassroom log-In details. If they do not have these, then please could you inform school so that we are made aware and can offer support.
- We know that not all students will have access to a PC or the Internet. If this is the case, then please inform the school and we will seek to support.

Protocols for GoogleMeet

When you log in to the meeting, please make sure your microphone is on mute. You can do this by clicking on the little microphone icon at the bottom of the screen.

To keep everyone safe:

- Pupil-teacher interactions should only take place within the hours that the school building would ordinarily be open, unless there are pre-arranged sessions approved by members of the senior leadership team (SLT), students and their parents, or carers.
- Make sure that the background is appropriate, in a safe and appropriate place, with no bedrooms or inappropriate objects/information visible
- Make sure that you are appropriately dressed-proper clothing not pyjamas!
- Make sure that everyone else in the family knows you are 'meeting' so that they don't inadvertently disturb in an inappropriate way. Adults must not be 'on camera' during the Meet.
- Keep your microphone on mute and if you wish to speak, raise your hand.
- These meetings cannot be recorded by external participants.

STAFFING : Roles and responsibilities

The Governing Body

The Governing Body in co-operation with the Headteacher is responsible for developing and reviewing this policy and has statutory duties. The Governors have a commitment to provide the best possible provision for all children including those with SEND and to ensure that they receive their curriculum entitlement.

The Head Teacher

The Head Teacher, has responsibility of the day-to day management of all aspects of the school's work, including home learning provision. The Head Teacher will keep the governing body informed and work closely with the senior leadership team. Together they will monitor the quality of provision and will be responsible for safeguarding.

The Class Teacher

Teachers are responsible for implementing this policy, ensuring that daily activities are appropriate and that home learning provision meets the aims of this policy. They are the first point of contact for parents who have concerns about any aspect of their child's progress online. Interactions should be limited to school-approved accounts and platforms, and one-to-one interactions should be avoided unless specifically approved.

In addition, online lessons must adhere to existing practices around recording and logging, ensuring only relevant data is retained in accordance with data protection legislation.

Teaching Assistants

Teaching Assistants (TAs) are employed by the school sometimes specifically to support a child with a statement of educational need, in line with the recommendations. While they may not be involved in the planning or delivery of online lessons, they may be required to support by contacting families to monitor engagement. They may also have a role to play in finding suitable online resources.

STAFF TRAINING

Staff are encouraged to attend courses that help them to acquire the skills needed to work with our home learning platform. Part of the SENDCO's role in school-based INSET is to develop awareness of resources and practical online teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in home learning will be assessed and identified. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently and training will be given by the SENDCO when required. The School's INSET needs will be included in the School Improvement Plan.

INCLUSION

This policy builds on our School Inclusion Policy which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive in its ethos. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN to allow them to take a full part in the life of the school, including home learning activities.

RESOURCES

The school uses Googleclassroom as its online platform. While it is not possible to list all resources used by teachers, staff must quality assure provision and make sure that any resources are appropriate.

EVALUATING THE SUCCESS OF OUR HOME LEARNING POLICY

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

Pupil progress will provide evidence for the success of the Home Learning Policy and this will be analysed carefully through:

- Consideration of individual success in meeting targets

- Scores achieved on standardised tests.
- The work in pupils' home learning books.
- Evidence generated from online meetings with parents and pupils.
- Records kept by teachers/SEND CO.
- Information from online providers.

The policy will be reviewed annually and up-dated in the light of new developments.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows targets being met.

Pupil progress both at home and in school will be monitored by class teachers using a variety of methods such as marking, regular quizzing and online tests.

PARTNERSHIP WITH PARENTS

St Nicholas CE Primary School firmly believes in developing a strong partnership with parents and that this will enable children to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Parents should work toward the school's aims by offering praise and encouragement to their children and participating in discussions concerning their children's home learning. They should take an active part in their children's learning, by giving due importance to homework, hearing reading and assisting in the learning of tables and spelling. While we do not expect parents to take on the role of teacher at home, we welcome their support in ensuring that children are engaging with their Googleclassroom and completing work set each day.

POLICY REVIEW

The school considers the Home Learning Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Member of staff responsible: J Nel

Date policy written: Sept 2020

Date approved by the full Governing body: Nov 2022

Date to be reviewed: Nov 2025