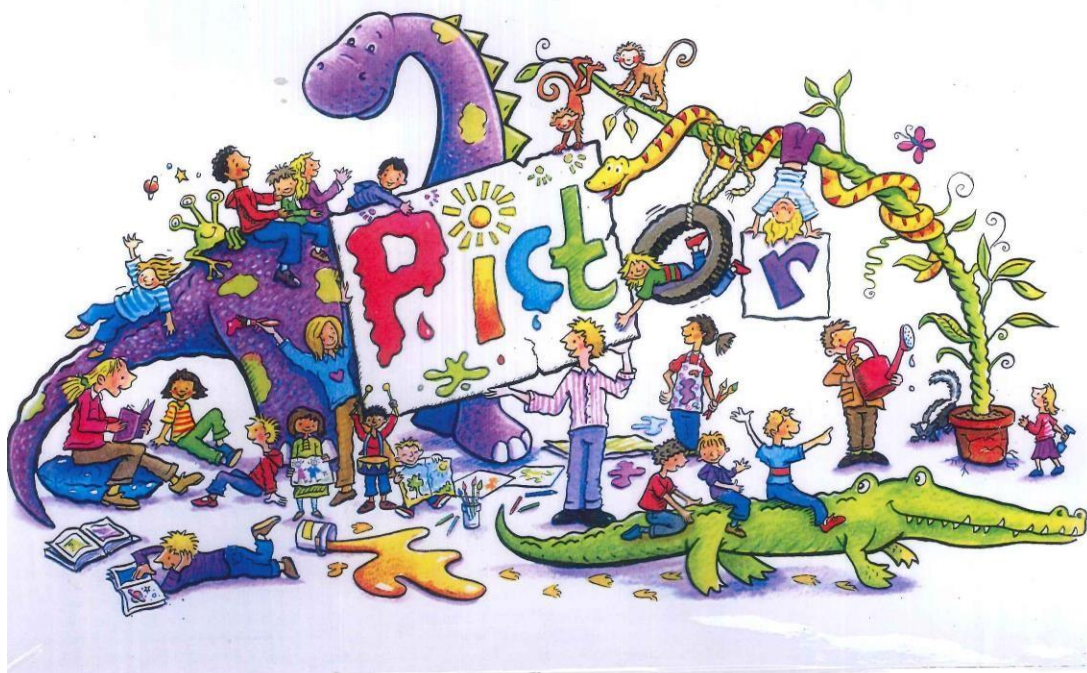


Home Learning Policy

Pictor Academy



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Author: Karen Larsen

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1. General Context

(Based on guidance from www.gov.uk 01.10.20 updated Jan 2021 ('Restricting attendance during the national lockdown: schools Guidance for all schools in England January 2021' pg48)

Most pupils returned to school full time at the start of the autumn term 2020. A small number of individual pupils remain unable to attend school. Schools are expected to plan for any disruption to schooling during the 2020 to 2021 academic year and have the capacity to offer home learning opportunities for these pupils.

The DfE expects schools to ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision

Supporting pupils with special educational needs and disabilities (SEND)

For many pupils with SEND, the teaching envisaged by government guidance would need to be adapted. SEND pupils have a wide range of specific needs. Pictor teachers and support staff will know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. Where possible learning should continue at a pace where they don't miss out by being at home.

Pictor Context

Within Pictor Academy a small number of pupils are unable to attend school due to shielding. There may at any time be 'bubbles' or individuals self-isolating. This policy aims to address this and to plan for any disruption to schooling during the 2020-2021 academic year.

Pupils need access to home learning resources and activities which take account of their individual strengths, needs and family circumstances. Each child's home learning experience will vary significantly depending on these needs. Some are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Some pupils will require specific approaches tailored to their circumstances.

School staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND. An audit has given us an overview of resources families have (see Appendix 1) and laptops have been provided with Clicker 7, Smart Notebook and Microsoft Office 365.

Communication plans will be in place for any children being cared for at home or isolating. These ensure that regular contact is maintained for discussion and setting of individual, appropriate learning activities, strategies and resources as well as ensuring the wellbeing of the family. Families may be able to collect packs of work/resources to support the change of timetable and routine. Learning resources and activities will also be provided via ClassDojo and may include videos, ideas for sensory activities, and suitable websites. Some pupils may be able to access 'live' teaching via Zoom.

This policy aims to

- Address and plan for the pupils unable to attend school.
- Ensure a personalised approach to home learning for pupils who aren't in school in line with adapted government expectations.
- Set out expectations for all members of the school with regards to home learning.

2. Roles and responsibilities

- Home learning team led by Sarah Anderson, Assistant Head who will co-ordinate the home learning approach across the school.
- Kerry Butler, KS2 phase leader, Behaviour Support Co-ordinator
- Carmen Gornall, Assistant Head SENCO/Parent Co-ordinator.
- Lee Slater, EYFS Phase Leader, Computing Lead responsible for the provision of ICT equipment and installation of filtering software to ensure online safety.

Teachers from the Home Learning Team or Class Teacher will establish home learning requirements that are personalised to each child's needs and parent carer preferences through consultation. Therefore, the procedures will differ for each child; however, the expectations below are the benchmark for what teachers will provide:

- be available between 9.00am - 3.45pm
- make daily contact by dojo followed up with a phone call at least twice per week.
- be sensitive to the needs of families and their ability to support their child at home and encourage as much learning as is possible within those circumstances
- contact families using ClassDojo and/or class email accounts to ensure that home learning provision is visible for monitoring
- provide personalised learning opportunities for pupils eg packs of resources, links to online learning eg RM Easimaths, Espresso.
- where possible send home activities similar to those pupils will have been doing in school, replicating learning activities in order to reduce workload.
- offer ideas of home activities to work on individual targets providing resources as appropriate.
- log any zoom sessions on Schoolpod
- aim to encourage parents to share what they have been able to do with their child via dojo so we can respond to children's continuing learning needs adapting as required. Where parents aren't sending information, weekly phone calls from the class teacher or home learning team will monitor progress
- if unable to work for any reason during this time, for example due to sickness or caring for a dependent, report this using the normal absence procedure.

The home learning team will:

- be available between their normal working hours

- make weekly phone calls to families where pupils are at home full time to offer a listening ear, advice on strategies or support in structuring the day and/or providing advice on how to engage pupils in learning at home. Pupils who are in school part time may require fewer phone calls.
- support home learning where required eg by providing live contact via Zoom, producing learning videos, identifying suitable online/tv resources
- support pupils at home if a teacher is unwell and unable to provide home learning activities
- if unable to work for any reason during this time, for example due to sickness or caring for a dependent, report this using the normal absence procedure.

3. Safeguarding and data protection

- School safeguarding policies will be followed. Please refer to 'Child protection and safeguarding: The Sovereign Trust' Annexe 1 COVID -19...Page 24 https://www.the-trust-governor.co.uk/documents/202004301425390.TST_child_protection_and_safeguarding_%20policy%20v.0.2.pdf
- Any concerns are to be reported immediately to DSLs Andrew Taylor, Karen Larsen or Ali Tyrer.
- Zoom sessions may involve staff and pupils zooming from home. Staff will be mindful of dress code and appropriate setting. Parents are able to opt out of this (see Appendix 2)
- Individual teachers' iPads with agreed secure arrangements in place (keeping the device password-protected, making sure the device locks if left inactive for a period of time, not sharing the device among family or friends)
- Home learning team will use devices with agreed secure arrangements in place as above
- Laptops provided for pupils will have Trafford Filtering system installed.
- All communication and resources will be in line with GDPR.
- All physical resources will be cleaned and disinfected in line with our COVID-19 risk assessment.

4. Senior leaders

Senior leaders are responsible for:

- Co-ordinating the home learning approach across the school
- Monitoring the effectiveness of home learning –eg reviewing work set and asking for feedback from pupils and parents
- Monitoring the security of home learning systems, including data protection and safeguarding considerations

5. The Advisory Committee

The Advisory Committee is responsible for:

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

6. Monitoring arrangements

This policy will be reviewed by Karen Larsen on a monthly basis.

All reviews will be approved by The Advisory Committee

7. Links with other policies

This policy is linked to our:

Behaviour policy

Safeguarding and Child Protection Policy and COVID-19

Data protection policy and privacy notices

Home-school agreement

ICT and internet acceptable use policy

Online safety policy

Appendix 1

IT Home Access Survey

1. Do you have WIFI access at homeK
2. Do you have a Laptop/desktop computerK
3. Do you have access to a printerK
4. Are these devices currentLy being used for work purposesK
5. Do you have iPads/tabLets at homeK
6. How many devices of the devices above are being used for home Learning by other chiLdren at homeK

	WIFI access	Laptop/ desktop	Printer access	Used for work	iPads/ tabLets	Used by other chiLdren
88 Replies received	88	65	48	34	82	38

Notes:

- Any pupiL not in school fuLL time that had not responded was teLephoned, and asked if access wouLd be appropriate.
- 4 pupiLs have not got access to any devices – Laptops are being provided for 3 of these pupiLs. (Not appropriate for 1 pupiL)
- 2 pupiLs aLready have school Laptops.

Appendix 2



January 2021

Use of Zoom

We are using Zoom to support some of our remote Learning. This may involve:

- Staff 'zooming' from home or school.
- Pupils zooming from home
- Pupils zooming from school

If you do not want your child to take part in these sessions, please return the slip or Dojo your class teacher.

I do **not** give consent for my child to take part in Zoom Lessons.

Name of child:

Signed date.....

Please return to school ASAP thank you.



Leading Parent
Partnership Award

2018-2021



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