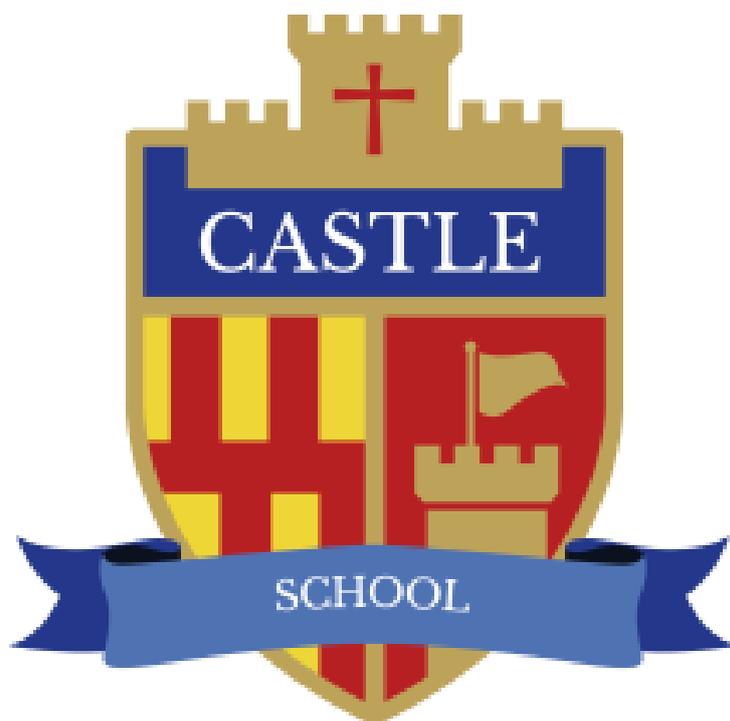


Castle School: NCEA Trust



Home Learning Plan

Date: January 2021

Introduction

Castle School provides education for pupils aged 3 - 19 with severe, complex, profound and multiple learning difficulties including Autistic Spectrum Disorders (ASD). Castle School promotes high standards of teaching and learning in all curriculum areas. We believe in the concept of lifelong learning, and that adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we strive to equip pupils with skills, knowledge and understanding. Castle School's teaching and learning is underpinned by a rich and varied curriculum. Lessons are delivered imaginatively with a focus on multi-sensory teaching and learning strategies and reflect pupils' changing needs as they mature. Pupils have differentiated objectives and differentiated targets. Lessons build upon each pupil's prior attainment and experience; ensuring that all pupils progress and develop well. All teachers are responsible for the planning and delivery of the teaching and learning in designated classes.

Home Learning Plan

In the event of pupils having to learn from home, for example due to continued shielding on the advice of a clinician or during a lockdown, curriculum opportunities will be transferred by school staff onto our website or packs will be sent home if requested. The class team will continue to follow their set curriculum planning for all pupils engaged in home learning by providing information and guidance around activities to support learning on the school website. The lessons will be supported by videos, visual resources such as symbols, signs and photographs and associated documents as appropriate to meet the specific needs of each pupil.

Therapy Plans

Any individual therapy plans will be made available by the class team this will ensure that parents and carers will have access to the programmes from the therapists that their child usually has contact with, such as physiotherapy programmes speech and language therapy programmes, Occupational Therapist and the VI team

Individual Education Plans

All Individual Learning Plans (ILP's) will be either emailed or sent home this will ensure that parents and carers will have access to the targets that their child is currently working on. The class team will work with the parent/carer to ensure that the target is adapted suitably for the home environment by making suggestions as to how the child can practice the target in different ways. Parents/carers will be encouraged to add comments, photographs and or video clips to support assessment against the ILP targets. This will ensure that class teams can set accurate 'next steps' and further targets as required.

Welfare Calls

The class team will be responsible for weekly welfare calls to pupils and their families who are at home. These will take place throughout the week unless parents specifically request a specific day/time due to their working patterns or home arrangements. The staff member who calls the family will be responsible for uploading a brief synopsis of the conversation onto Safeguard. This summary will be tagged by the Safeguarding Team as 'Welfare Call' and any concerns or questions

will be addressed. The welfare calls will also be used by the class team to collect further evidence of progress, preferred activities and resources to further personalise the learning journey for the pupils while they are at home.

Home Learning Ethos

The home learning ethos is as closely aligned with the provision at school as far as is practicable, to maintain equal opportunities. We aim to promote home learning through our website or through individual home learning packs:

- Enabling pupils of differing abilities and whose experiences are wide ranging to develop at their individual level and stage of development.
- Providing varied and appropriately differentiated learning experiences that match individual needs and abilities.
- Providing all pupils with opportunities to acquire, develop, practise, apply and extend their skills in range of contexts across the curriculum.
- Having high expectations of our pupils and ourselves.
- To enable pupils to become confident, resourceful, enquiring and independent pupils.
- To enable pupils to master basic skills that will equip them for life.
- To give pupils' access to the National Curriculum in a way that is meaningful and relevant for them.
- To foster pupils' self-esteem, and help them to build positive relationships with other people.
- To develop pupils' self-respect, and through respecting themselves, encourage them to understand the ideas, attitudes, feelings and values of others
- To show respect for all religions and cultures and, in so doing, to promote positive attitudes towards other people.
- To enable pupils to understand their community, and help them feel valued as part of it.
- To help pupils grow into reliable, independent and positive citizens.
- To develop in pupils a lifelong love of learning

Communication

- Enabling pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.
- Encouraging pupils to interact and communicate effectively with others in a range of social situations.
- Recognising the crucial role which parents play in their child's education and making every effort to encourage parental involvement in the educational process.
- Working closely with specialists and professional agencies to ensure that pupil needs are met.

Learning

- Promoting a positive attitude towards learning, so that pupils acquire a solid basis for lifelong learning.
- Incorporating a range of teaching and learning strategies suitable for an individual's age and stage of development.
- Preparing pupils for an adult life in which they have the greatest possible degree of independence.
- Teaching pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Helping pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enabling pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Ensuring that pupils have access to a wide range of opportunities to enrich and broaden their experience (e.g. virtual music and arts lessons)
- Reviewing, monitoring and evaluating planning, teaching and learning strategies.
- Using a thorough process of continual assessment which informs future planning
- Providing Focused Support activities to work towards set targets.

Differentiation

- Learning activities are differentiated so that they are closely matched to individual needs, and make use of a variety of systems to promote inclusive education (Signs, P.E.C.S., symbols, ICT)
- Scaffold activities to enable pupils to experience success and build their confidence to progress independently

Additional Support

Staff will endeavour to assist all pupils in being able to access the curriculum and to support pupils learning from home who are refusing to complete school work or where parents are struggling to deliver this. Staff will use different methods as appropriate to individual pupils and their families. Parents will be encouraged to access the website where they can do so and will be supported with this as required. Additional examples of support could include increased welfare calls, video support, home visits (following social distancing rules in place at the time), production of paper based learning packs, laminated games and matching activities, visual support systems.

Assessment

Each pupil has an Education Health and Care Plan (EHCP) which includes wider outcomes in Section E. These outcomes are broken down into smaller more achievable targets each half term which make up the Individual Learning Plan (ILP). Each term, the class team will provide an ILP for each pupil, this will be discussed with parents/carers and sent home. Class teams will have weekly

telephone contact with parents and carers to ensure that pupils continue to make progress towards achieving their set ILP targets. Collaborative discussions between parents/carers and school staff will support ongoing assessment and facilitate a joint approach in identifying and setting the next steps for the pupil. It is vital that parents/carers support this process by comments, photographs and or video clips to support school staff to record accurate assessments and ensure that the learning journey is captured effectively. Support for parents to do this will be given by class staff when requested

Expectations

Teachers will	Parents will	Pupils will
<p>Provide weekly home learning plans with specific targets linked closely to pupils' ILP targets and in school learning.</p> <p>Provide online home learning on school website or alternatively in paper learning packs if requested.</p> <p>Offer alternative ideas to encourage engagement.</p> <p>Keep in weekly contact with families to support learning and wellbeing.</p> <p>Record progress that is reported by parents and agree next steps.</p> <p>Where appropriate maintain direct contact via telephone/video call/video message with individual pupils.</p>	<p>Support children to engage in learning through the website or individual learning packs</p> <p>Liaise with class staff regarding learning at home.</p> <p>Share success (and let us know when things aren't so successful)</p> <p>Send in evidence of learning – written comments, photos etc.</p> <p>Engage in weekly catch up with class staff.</p>	<p>Engage in learning either in school or at home</p> <p>Develop skills</p> <p>Work towards targets</p> <p>Make progress</p> <p>Have fun</p>