



# The Grove School

## Home learning policy

**Approved by:**

**Date:**

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## 1. Introduction and overview

For pupils attending special schools their ability to access online learning depends on their cognition and other factors related to their special educational needs. For those with autism for example their anxiety may prevent them from accessing learning even though they may be cognitively able. Those with more complex learning difficulties are likely to need adult support to access learning activities in addition to devices which meet their needs (in some cases this may be tablets rather than laptops, for example).

A pupil who attends a special school will need the following to access online learning

- Equipment which is mapped to their needs
- A suitable environment for learning which includes a skilled adult to support the learning in many cases
- Appropriate learning activities which can be delivered in the home environment and are of real benefit to the child or young person.

## 2. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to home learning for pupils who aren't in school
- Bring the quality of home learning in line with the quality of lessons at school in order to increase engagement
- Set out expectations for all members of the school community with regards to remote learning
- Ensure the school is ready to provide **immediate** learning opportunities through appropriate remote education
- Provide appropriate guidelines for data protection

## 3. Roles and responsibilities

Each member of staff has a role and responsibility in the delivery of our home learning offer. This is set out in the the Remote Learning Strategy (appendix 1) as well as more detailed information in **sections 3.1 - 3.9**

### 3.1 Teachers

When providing home learning, in the event of a full school closure, teachers must be available between 9am- 12pm and 1-3pm . Outside of these times staff must be available for meetings, training and briefings in line with their directed hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. (Phone call to school and texting Helen G) You should also make contact with your Head of Department and ensure that full and detailed cover work is set for the class team.

When providing remote learning, teachers are responsible for:

### Setting work:

- o In Primary and Secondary West teachers plan and set work for their individual class and students. The work set should target outcomes listed in their PLP which are working towards their EHCP. Teachers are required to send home appropriate resources in order to deliver daily sessions.
- o All teachers are required to make and contribute to the video sessions recorded for all pupils.
- o All teachers are required to keep in regular contact with HoDs.
- o In Secondary East, teachers plan and set work for their own form class as well as subject specific work for the department. All the work set should be broken down with concise instructions and modelling via video tutorial if necessary. Ensuring the work is accessible. Avoiding PDFs, Powerpoint and Microsoft word. Use google docs and sheets to enable access and editability. When this work needs to be set the day before. If using Google Docs this can be scheduled.
- o In Post 16 teachers will set work online via sumdog, bugclub, active learn or google classroom. They will also send work daily via email which covers other subjects across the curriculum
- o Ensuring work is set via google classroom or emailed directly to parents. Hard copies should also be available and sent home for those who it is appropriate.
- o Ensuring any emails that are sent to parents/carers or work that is set on google classroom has also been shared with the Head of Department for monitoring consistency and quality

### **A more detailed description of the expectations for teachers can be seen in the Learning Strategy in the appendix.**

#### ● Providing feedback on work:

- o Ensure that feedback is given weekly for the work that is completed. This should be done via zoom or email to the parents. This should be agreed with the family at the moment of switching to home learning.
- o Work that is completed on google classrooms should receive daily feedback from subject based teachers in line with the schools normal marking and feedback policy
- o Teachers should maintain giving individual awards. Students should not be named in any videos produced and shared, but work can be shown and celebrated
- o Teachers should share merits for the class with the admin team for sharing in parents news.

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

- o Class teachers are expected to make regular contact and hold progress/feedback meetings for each student via phone call or email every week.
- o The Pastoral team will call every other week.
- o Daily emails of work sent home for classes whom it is appropriate

- o Teachers are expected to respond within 24 hours, Monday - Friday 9-12pm and 1-3pm to emails from parents and signpost them to the Head of Department if additional support is required.
- o Teachers are not expected to answer emails or schedule meetings outside of work hours
- o If there are any complaints or concerns they should be raised in the first instance with the Head of Department. If there is a safeguarding issue the schools safeguarding procedures should be followed.
- o If students are not engaging with work, contact should be made by the Head of Department or pastoral team to support the family and student.
- o Any virtual meetings should be done against a neutral background and dressed appropriately. Avoid areas with background noise and inappropriate images in the background

If teachers are working in school, they are still expected to send work home via the preferred medium to students who are at home. They should continue to provide feedback via a weekly meeting with the parents and set work in accordance with the points above. The school will not be streaming lessons for those who do not attend, however tutorial videos supporting key communication techniques or lesson ideas can be shared in line with our data protection and safeguarding policies.

Teachers should create a weekly feedback video with the whole staff team. This should include what has been positive in class and linked to class specific rewards and SEARCH certificates.

Teachers will set work for their LSAs to complete in relation to supporting home learning e.g. resources or preparing short lessons.

### **3.2 Learning Support Assistants**

When assisting with remote learning, learning support assistants must be available between 8.30am - 12pm and 1- 3pm

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. (Phone call to school and texting Helen G) You should also make contact with your Head of Department

When assisting with remote learning, teaching assistants are responsible for:

- Preparing class work materials under the guidance of the class teacher
- Ensuring work packs are ready to be sent home to students with the appropriate resources for their class (communication tools and materials)
- Taking part in any online training as set out by SLT
- Attending virtual meetings with teachers, parents and pupils
- Recording short sessions to support teaching such as reading stories

Learning support assistants working in school may be asked to support other classes within their 'bubble' and be directed by the class teacher

### **3.3 Heads of Department**

Alongside their teaching responsibilities, Heads of Department are responsible for:

- Monitoring the remote work set by teachers in their department
- Holding a weekly departmental meeting
- Monitoring the feedback being provided to parents and attending any feedback meetings as necessary
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Supporting teachers by signposting to resources they can use to teach their subject remotely
- Contact with parents if students are not taking part in planned activities and problem solving alongside the pastoral team

### **3.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school (led by Daniel McKay Wood)
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as 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
- Ensure a framework is in place to provide training sessions to parents to support home learning eg attention autism or phonics
- Take a strategic view and monitor government updates and guidance
- Attend SLT meetings and other meeting to continue with the daily business of the school
- Direct the MDT to ensure delivery of programmes and services
- Ensure pupil and staff wellbeing is monitored.

### **3.5 Designated safeguarding lead**

Find the School safeguarding policy [here](#).

- Responsible for ensuring all duties are carried out in line with the school safeguarding policy
- In instances of home learning the DSL will carry out duties as per the addendum to the safeguarding policy.

### **3.6 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Ensuring students have logins for any websites/apps or programmes that are being used as part of the remote learning strategy.
- Supporting teachers to help parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting staff to support parents with accessing the internet or devices

### **3.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Take part in appropriate, planned activities by the class teacher. Students will need varying levels of support to achieve this.
- Complete work to the deadline set by teachers through google classroom (for students accessing the national curriculum)
- Seek help if they need it, from teachers via weekly feedback meetings or email.
- Alert teachers if they're not able to complete work (parents)
- Make the school aware if their child is sick or otherwise can't complete work (parents)
- Seek help from the school if they need it through weekly feedback meetings and phone calls/email.

### **3.8 Multi Disciplinary Team**

Speech and language and occupational therapists will:

- Provide advice, support, strategies and activities for families through teachers
- Provide advice, support, strategies and activities directly to families (if required)
- Provide advice and support through handouts, newsletters e.g. Makaton signs, PECs
- Provide bespoke support to individual families when necessary
- Support and advice staff
- Pastoral Support Team, weekly phone calls to families
- Bespoke support to families from Pastoral Support Team, (if required)

### **3.9 Admin Staff**

- Maintain registers and reporting attendance
- maintain support and communication for families including sending out the newsletter
- Continue to carry out all daily administrative tasks for the school
- Create and manage permission forms for students in relation to the sharing of names and classwork in videos created by the class teams

### **3.10 Premises staff**

- Follow guidance for cleaning regimes on site
- Follow the school risk assessments in place

### **3.11 Local Governing Body**

The governing board 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

## **4. Who to contact**

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

- Issues in setting work – Head of Department
- Pastoral support - Nadine Huseyin, Emily Everett, Ashley Lloyd
- Issues with IT – Christian Hoehn
- Issues with their own workload or wellbeing – Daniel McKay Wood
- Concerns about data protection – talk to the trust data protection officer- Molla Abdulah
- Concerns about safeguarding – Nadine Huseyin, Lucia Santi and Helen Georgiades

## **5. Data protection**

### **5.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will:

- Not download any personal data, such as that through the schools Google Drive, Bromcom, Sleuth and MyConcern.
- Which devices they should use to access the data
- Use school devices where possible. Where using personal devices these should be identified and staff should work within the trust GDPR policy.

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses, phone numbers and family contact details as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

### **5.3 Keeping devices secure**



All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Logging any IT concerns with Christian Hoehn

## **6. Safeguarding**

Staff must remain vigilant and follow the same safeguarding guidelines alongside the home learning strategy. This includes logging concerns through MyConcern and informing the DSLs. You can find the school safeguarding policy [here](#).

### **Communication and sending videos home**

**If you are sending videos home you must ensure the following guidelines are adhered to:**

- Staff must be wearing appropriate clothing
- You need to film yourself, preferably with a clear background, but if not ensure that the background does not reveal anything personal or inciteful
- Do not use pupil/s names in the video
- Videos must be shared with Heads of Department to give confirmation of being clear to send before sharing with families
- When the video is emailed to the class families, please cc Nadine Huseyin into the email
- Keep the videos as short as possible
- Ensure all instructions are clear and that background noise is kept to a minimum
- Make sure any resources being used are clear to see
- Double check it again!

## **7. Wellbeing**

### **Pupils and families**

School closure and the possibility of home learning can increase pressure on families and their children.

The pastoral team will:

- Make at least weekly calls
- Liaise with external service providers where additional support is required
- Ensure access to food and supplies and additional support is given for those families in hardship

Pupils and their families will be encouraged to join online calls with teachers and peers where acceptable and appropriate to support maintaining relationships and a sense of belonging to the class and school community.

The school will support with resources and technology will be given to enable home learning to be accessed by pupils

### **Staff**

The school will aim to provide the necessary working conditions and support to lower stress when working from home. The school will provide:

- regular staff meetings and wellbeing checks by line managers for staff
- encourage open and honest communication with staff
- seek regular feedback from staff and adapt and respond accordingly to ensure positive wellbeing
- be clear with expectations for home teaching and learning
- ensure staff training is regular to support any new ways of working
- ensure that staff have technology at home in order to set home learning tasks and take part in staff meetings.

### **8. Monitoring arrangements**

This policy will be reviewed annually by Lucia Santi (Headteacher). At every review, it will be approved by the Local Governing Body.

### **9. Links with other policies**

This policy is linked to our:

- [Behaviour policy](#)
- [Child protection and safeguarding policy](#)
- [Data protection policy and privacy notices](#)
- [ICT and internet acceptable use policy](#)
- [E- safety policy](#)
  
- The school safeguarding policy is available in the shared drive and through the school website

- The accompanying addendum which refers to the safeguarding measures under COVID 19 must also be read and adhered to

## Appendices

### Appendix 1 - Home Learning Strategy

	Online	Curriculum	Access	Training and support
SLT	Outline vision and direction to staff Provide weekly National and Local updates via staff meetings and on school website	Be aware of changing DfE expectations and update staff accordingly through HoDs	Support staff access including distributing technology in order to facilitate setting work Ensure any apps/tools such as communicate in print are installed on home computers	Create ongoing training plan for staff Support and training for colleagues on Google Drive.
HODS	Ensure planning is online. Initial contact with parents on the specific classes home learning approach and expectations	Prepare home learning timetables Monitoring work set for consistency and quality	Check communication frequency of staff with parents and ensure feedback/training is being given when needed	Compose, administer and follow up on guidance and expectations
Staff	Ensure work has been set in line with the agreed timetable Provide feedback on the work that has been set in weekly meetings with parents via phone or email (arranged)	Set work based on the students individual needs Working towards EHCP targets For those that are able, set work via google classrooms that is accessible without further specialist equipment	Staff communication with students consider hard copies of work for students Workpacks and key communication tools	Modelling work to parents Zoom tutorials/videos for support available easily on Youtube/School website
Teachers	Departments have the following expectations:  <b>Secondary East</b> Subject teachers set work via google classrooms on the days they would have the class.  Weekly class video for	<b>Secondary East</b> Lessons to be set across their full curriculum using the current Secondary East timetables  <b>Primary/ Secondary West KS3:</b>	Staff to ensure logins have been sent home for access to any online learning tools	Training document to be generated to ensure parents are competent signing in to online platforms and have access to email.  Teachers to identify who needs physical workpacks sent home

	<p>students</p> <p><b>Secondary West</b> Students should be using Bug club, sumdog and/or tt rockstars. They should be set 2 books per week</p> <p>Weekly class staff video recording to greet and talk to pupils.</p> <p><b>Primary:</b> Students should be using Bug club and Espresso. They should be set 2 books per week</p> <p>Weekly class staff video recording to greet and talk to pupils.</p> <p><b>Post 16</b> One maths activity (via online games, SumDog or google classroom)</p> <p>One English Activity set via, Bug Club, SumDog or Google Classroom or Readworks.</p> <p>Weekly department ZOOM recording for students.</p>	<p>Daily</p> <ul style="list-style-type: none"> <li>- 1 literacy activity</li> <li>- 1 maths activity</li> <li>- 1 topic activity</li> </ul> <p>Weekly 'Big Book' story recorded by staff and available for pupils to watch and listen.</p> <p><b>Secondary West KS4:</b></p> <ul style="list-style-type: none"> <li>- 1 literacy activity</li> <li>- 1 maths activity</li> <li>- 1 ASDAN related activity (lifeskills)</li> </ul> <p><b>Post 16</b> One life skills activity a day.</p> <p>Suggested PSHE activities</p> <p>Daily emails will be sent to parents but some of the activities will be completed over the week so parents will be reminded of what they can do every day.</p> <p>For example, for some students we will create a pack of work to go home where no technology is available.</p>		
Pupils	Pupils should have logins for Google drive and able to access google classrooms	<p>Checklists and timetables provided to structure workload</p> <p>Resource packs created for students that are accessible with lesson ideas for parents</p> <p>Pupils who are able have access to the full range</p>	<p>Pupils are able to access the materials being sent home</p> <p>The tools and format being used are familiar for the individual classes</p>	<p>In class preparation</p> <p>Videos created by their own class teams are online</p>

		of subjects and lessons through google classroom		
Parents	Ensure information is readily easy to access on the school website. Parents to have a contact email address for the staff team Expectation of supervision if the students are working online	Class teacher communicates curriculum overview and strategies to support students Work set considers variation of parental support	Check-ins with pastoral staff. Feedback to HODs	Weekly troubleshooting opportunities Clear instruction/support videos for parents on accessing work/communication tools
Safeguarding	Chosen platform offers safeguarding procedures. Any online tools, websites and links shared have been checked by staff	Teacher engagement through learning takes into consideration safeguarding needs. Meeting environment and information sharing	Remote safeguarding support given to pupils and families by safeguarding and pastoral team	Chosen platform offers safeguarding procedures. Any online tools, websites and links shared have been checked by staff Ensure if students are present on Zoom calls/meetings the information is shared with safeguarding team  NSPCC remote teaching resources
Technology and tools	Students have access to a laptop/chromebook at home if this is their chosen method of learning	Teachers to develop and build up an archive of remote learning materials	Technology support routes signposted to staff and parents	Weekly troubleshooting opportunities Clear instruction/support videos for parents on accessing work/communication tools
Remote learning for individuals	In the event a pupil cannot be in school and is learning from home, we will aim to ensure there is a seamless transition to remote learning. A member of staff from the class team will ensure a work pack is created and sent home electronically and physically if more appropriate. The class teacher will email daily ideas for activities to be completed at home as independently as possible. For some students work will be uploaded by subject teachers into their google classrooms to access. Individual subject staff or the form tutor will monitor and give feedback to any work completed			

Remote learning for partial closure	<p>In the event that a bubble or class has to close, that bubble will transfer to daily remote learning. The class teacher will ensure that a timetable is provided that is planned to support working towards outcomes on the students individual EHCP. The class teacher will email daily ideas for activities to be completed at home as independently as possible. The timetable will be of equivalent length to the school day and have the same curriculum objectives for those who it is appropriate. Some students will have work set on google classroom by subject teachers, individual subject staff or the form tutor will monitor and give feedback to any work completed. The class teacher should have regular, weekly contact, to provide feedback and offer any assistance/training for the parents as required.</p>
Remote learning for full closure	<p>The school will endeavor to remain open to pupils wherever possible, but where a whole school closure is necessary, we will offer immediate transfer to remote learning. The aim is to provide a curriculum offer of similar content and length of day, setting high expectations for pupils. This will take the form of work packs created by the staff team and a daily timetable sent home where appropriate. Students that can access google classrooms will have daily work set by their subject teachers. Video support will be provided to parents modelling how to use resources that are sent home and modelling sessions for the students. Staff will be in regular contact with parents to provide feedback to work as well as troubleshoot and advice on learning activities. There will be weekly sessions for parents on zoom to support families having any issues with remote learning or accessing material.</p>

**Examples of Home Learning Set for students (via email to parents):**

**Example 1:**

Good morning,

I hope you are all well and that the students are managing with the changes to the routine today.

In terms of home learning today, some possible ideas are:

**Life Skills:**

- Practice tying shoelaces
- Prepare a healthy snack or lunch

**Maths:**

- One more/One less

OR

- One step word problems

**English:**

- Read 'Sparks in the Sky' story with an adult

**I have attached the work to this email.**

Please do let me know if you have any questions.

### Example 2:

Today's activity for [REDACTED] will be based on writing in order to develop his fine motor skills:

All you will need is a pen and a paper:

You can start by writing one letter with dotted lines, for example the letter L. [REDACTED] can then trace over the dotted lines to complete the letter. He may need guidance here and help holding the pencil, the idea is to have him hold the pencil correctly and to follow the lines as best as possible.

As he continues the activity you can write the letters for the rest of his name, and at the end you can ask him to say what he has written (you may need to prompt him) so he is able to recognise his name.

If he does well with this he can continue with another word such as "mum".  
Feel free to use colours and other materials to make it more arty.

#### Friday song:

As it is the end of the week you could also play this song for [REDACTED].

At the end you can show him a calendar and go through the days reminding him he is back at school on Monday.

[https://www.youtube.com/watch?v=g98\\_wG5gceQ](https://www.youtube.com/watch?v=g98_wG5gceQ)

Please let me know if you have any questions.

### Example 3. Set through Google Classroom.

The topic for Science this half term is '**Space and Astronomy**'. For the first lesson we will explore the planets in the solar system and key facts about each planet.

Read through the Powerpoint Slide show (attached). There are some questions to answer on a Google Doc about Space, share this with me after.

There is also a good revision site you can find here: <https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/2>. It has some videos to watch and quizzes to complete as you go through.

Email me if you have any questions or need help!

#### Links:

Space Lesson 1.ppt  
PowerPoint

The solar system - Astronomy and space science - KS3 Physics Revision - BBC Bitesize  
<https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/2>

Space Starter Quiz  
Google Docs