



Home Learning (including remote learning) Policy

Person responsible: Adam Kearns

Date adopted/reviewed: 13th November 2020

Date of next review: November 2021

Chair of Governors: David Bishop

Governor's Signature:

1. Rationale

The Staff and the Governing Body of Queensbury School believe that learning at home is an integral part of the learning process. Students' learning continues through the completion of homework and home learning activities. The homework and home learning activities provided to our students will be to develop and enhance students' Literacy, Numeracy and subject knowledge. Homework and home learning activities also provides a valuable opportunity for students to share with their parents/carers the work they have been doing at school. Also due to the current pandemic and in the current context it is a requirement of the school to prepare for all eventualities including a possible local or national lockdown. For this reason, we need to introduce some changes to how we set all home-based learning to better prepare our students for another lockdown should they be required to work from home.

2. Aims

Through the school policy for home learning, we aim to:

- Provide opportunities for parents/carers, our students and the school to work together in partnership in relation to children's learning.
- Ensure consistency of approach throughout the school.
- Practise or consolidate basic skills and knowledge, especially in Literacy and Numeracy.
- Encourage students and their parents/carers to share and enjoy learning experiences.
- Improve the quality of the learning experience offered to students and to extend it beyond the classroom environment.
- Use homework as a tool to help to continue to raise standards of attainment and enjoyment of learning.
- Encourage students to develop the responsibility, confidence and self-discipline needed to study as independently as they are able.
- Continue to offer a high quality and accessible curriculum in the event of a partial or full closure of the school.

3. How Parents/Carers Can Help

Home Learning at Queensbury School plays an important part in our students' learning. It provides a link between school and home and also gives parents/carers the opportunity to reinforce the importance of learning. It also provides parents/carers with a means of becoming involved in their child's learning. Parents/carers play a crucial role in shaping good attitudes and habits in relation to their child's homework and home learning. Experience has shown that parental involvement with homework and home learning activities is invaluable for the student.

4.

Setting homework while the school is operating at

capacity - Open

Homework is organised and distributed differently depending on the pathway and class group the student is part of. Homework will be set either on our electronic platform 'PurpleMash' or on paper set by the individual subject teacher. Students will be set homework on a regular basis and this will be personalised for their class/pathway.

5. Setting homework in a lockdown scenario – Partial or full school closure

Upon the event of a partial or full closure of the school, students' education will continue using a range of online platforms, Teams and Zoom will be used to stream lessons (two lessons per day) and for the remainder of the lessons each day, students will be set online learning activities using Purple Mash. For students who do not have internet access, where resources are available; the school will provide either electronic equipment or paper copies of the students' learning activities. Please see below the plan for live streaming lessons each day during a partial or full school closure;

- Live stream lesson one – 9:15am -10:25am
- Live stream lesson two – 10:25am -11:50am
- Learning activities for the remainder of each day will be available on Purple Mash

6. Expectations of Students during a partial or full school closure

Assuming they are well enough to work, students are expected to:

- Complete all work set for them and submitting work which is requested for feedback promptly.
- Check Purple Mash regularly and read and respond to communication from the school.
- Ensure that their IT equipment is fully charged and accessible at the start of each day. Where students experience problems with IT systems they should proactively inform their form tutor to seek advice and support.
- Log into either Teams or Zoom each day and virtually attend their two streamed lessons in the morning.

7. Expectations of Staff during a partial or full school closure

Assuming they are well enough to work, staff are expected to:

- Ensure that work is set and made available on Purple Mash at the start of each day.
- Ensure they planned two lessons to stream each morning, and that sufficient resources are made available to students via electronic means to allow them to carry out this work during the lessons.
- To be familiar with the use of Purple Mash, Teams and Zoom.
- To set, assess and return work to students promptly by electronic means.
- Staff will respond to communication from parents and children only during working hours - 8:30am until 3:20pm.

8. Suggestions For The Completion Of Homework/Home Learning activities

Parents/Carers can support the School:

- By ensuring that their child attempts the homework/home learning set.
- By providing a suitable place for their child to carry out their homework/home learning – try to avoid all obvious distractions, TV, radio, phone calls, text messages etc.
- By encouraging and praising their child when they have attempted/completed their homework/home learning.

- By becoming actively involved and supporting their child with homework/home learning activities.
- By making it clear that they value homework/ home learning activities and that they support the school by explaining how it can help their child's learning.

9. Rewarding the Completion of Homework/Home Learning

Students will be verbally praised and rewarded in a range of ways based upon the extent to which the set task has been attempted by the student. Students will be given opportunities to gain green tokens for the effort they display in the completion of their homework/home learning activities.

10. Online safety and safeguarding

Staff will make sure pupils are protected and feel safe by ensuring that online safety issues

are dealt with inline and as part of our whole school safeguarding procedures.

- Strategy and procedures supported by whole staff training are in place ensuring staff understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse pupils, and how to take action in any event that raises concern.
- At the end of each day if students are self-isolating due to a partial or full closure the form tutor of each class will complete a whole class welfare call via zoom (2:45pm-3:05pm).
- Staff will continue to monitor and report concerns using CPOMs and through other methods if needed.
- Online streamed lessons will not be recorded and log in details will only be shared to the intended audience. In a circumstance where a session requires recording the member of staff will seek permission from the parents/carers before the lesson is streamed.

11. Monitoring & Evaluation

The Associate Head of School has the responsibility for the leadership of the Quality of Education; of which Home Learning is a part; and delegates responsibilities to key staff within the school. As such, all Staff have a responsibility:

- To monitor compliance of the School Home Learning Policy.
- To meet and discuss with parents/carers, when appropriate.
- To review and discuss with Staff the extent to which the Home Learning Policy is being successfully implemented.
- To inform new parents/carers to the school of the Home Learning Policy and what it entails, as part of the home/school agreement.

12. Equal Opportunities

The Staff and the Governing Body of Queensbury School are committed to providing the full range of opportunities for all students and will ensure that there will be no discrimination, harassment or victimisation of a student or potential student because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the 'protected characteristics' in the Equality Act. All students have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.