

Home education policy

Chorley New Road Primary Academy

Approved by:	LCG	Date: January 2022
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Last reviewed on:	
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Next review due by:	January 2023, unless Gov guidance is changed
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1. Context

Chorley New Road Primary is committed to providing continuity of education for all our children in the event of a full or partial closure of the school or the short term absence of an individual child due to COVID-19 self-isolation guidance.

Extensive home education would apply particularly in a situation in which the school is fully or partially closed for an extended period of time or a child is asked to self-isolate for an extended period of time – and assumes that the child/ren and teachers are healthy and able to work as normal from home.

Our on line learning platforms will also be the primary vehicle for sharing normal weekly homework in order to promote a high level of pupil engagement and familiarity with the platforms and in case school needs to activate the remote learning contingency plan.

This policy does not normally apply in the event of short-term school closures e.g. as a result of inclement weather or a short-term student absence due to illness. Home learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home.

This policy does not apply during weekends or normal school holidays.

2. Aims

This home education policy aims to:

- Ensure consistency in the approach to education for students who aren't in school
- Set out expectations for all members of the school community with regards to distance learning
- Provide appropriate guidelines for data protection

3. Principles

When implementing strategies to support students' remote education, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

(Taken from EEF)

The Education Endowment Foundation (EEF) has found that the effectiveness of home teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- Ensuring access to technology is key, especially for disadvantaged pupils
- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills

- enabling pupils to receive feedback on how to progress
- Different approaches to remote learning suit different types of content and pupils

And:

- Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.
- All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

(Taken from [DfE Guidance](#))

4. Roles and responsibilities

4.1 Teachers

Assuming the child's absence falls within the COVID-19 guidance for self-isolation, and the child in question is confirmed by the parent as healthy enough to work teachers are required to provide home learning to those pupils who cannot attend school due to Covid-19.

Teachers will take their laptop home every day in case they have to self-isolate and work from home.

When providing remote education to pupils teachers should be available between 8.30 am and 4pm.

When providing remote education, teachers are responsible for teaching any student who is not in school as a result of self-isolation because of COVID 19.

- The work set should match the curriculum covered in lessons taking place in school
- Teachers should use a variety of teaching strategies – pre-recorded, national online material ie Oak Academy, BBC Bitesize.
- Live lessons will only be used if the whole class has had to close and the teacher is well enough to deliver live lessons.

Remote education:

The teacher or Teaching assistant will meet with the children who are working from home on Teams (or via telephone if appropriate) at 9.00am (times may vary to suit teacher) on the second day of absence (times may vary to suit teacher) and a register of attendance will be taken. Your child must attend the class/individual Teams (or telephone) meeting if well enough. Instructions will be given on the work to be completed for the following days. If a child is unable to attend due to illness please let the teacher know via Class Dojo (or Tapestry for EYFS)

Pre-loaded Lessons

- Work should be set by 9am on the day the student would be taught that lesson, if in school. This will give the student the opportunity to work at the same pace as their peers in school. It should also simplify planning for teachers.
- Work should be uploaded to Teams (Tapestry for EYFS) for that student's class. Instructions may be uploaded, with work to be completed online or paper.
- Teachers should consider use of audio instructions when providing pre-loaded work. Audio recordings can be added to PowerPoints.

- Teachers can upload their PowerPoint instructions, provide links to [Oak National Academy](#) or other web based resources as appropriate. These should all be provided via Teams (Tapestry for EYFS)
- Volume of work set: Children working from home will be set the same work as those children working in school.

Providing feedback on work

- Feedback can be given via Class Dojo (or Tapestry for EYFS).
- The teacher or teaching assistant is available to respond to messages from 8.30am to 4pm. Teachers and TAs will aim to answer all messages on the same day.
- Feedback comes in a variety of forms; this is not necessarily in the form of a written comment- Our staff are highly skilled in assessing how well our children are learning through questioning, adapting work set to suit the needs of the individual and setting deliberate practice tasks – to name but a few.

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

- Teachers should mainly seek to remain in contact with students through Teams (Tapestry for EYFS) and Class Dojo. School emails may be used for additional communication.
- Teachers are not expected to respond to comments or emails from students or parents before 8.30am or after 4pm and not at all at weekends.
- If teachers receive complaints from parents directly, they should discuss with their KS lead or the HT before responding.
- If there is no engagement for 2 consecutive days the teacher is to speak with the parent to find out if there are legitimate barriers affecting the family which are preventing the completion of school work. If there are no barriers the teacher is to reiterate to the parent the importance of completing work and log. If this is to continue then this is to be passed to the KS lead who will speak with the parent to distinguish the reasons why and put in any support that the school can offer. If the child is still not regularly engaging with Remote education then the HT will contact parents and reiterate the importance of engagement.

Attending virtual meetings with staff, parents and pupils –

- Dress code should be professional for adults
- No pyjamas for pupils
- All microphones for pupils should be muted unless asked to unmute
- All video cameras must be on
- If in school, a quiet classroom or meeting room. If at home a private room, avoid areas with background noise, with nothing inappropriate in the background
- The meeting should be private – if you may be overheard, use headphones
- Meetings should not be recorded by parents or students

4.2 Teaching assistants

All teaching assistants will be in school supporting those children who are in school and the teacher with remote education.

If the TA can not work in school they must be available between 8:30am and 3:30pm. Teaching assistants will attend all Teams video calls and respond to questions on Class Dojo.

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 to the HT.

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

- supporting students who aren't in school with learning remotely- this can be done via Teams, Class Dojo, Tapestry for EYFS or phone.

Attending virtual meetings with teachers, parents and pupils :

- Dress code should be professional
- If in school, a quiet classroom or meeting room. If at home a private room, avoid areas with background noise, with nothing inappropriate in the background
- The meeting should be private – if you may be overheard, use headphones
- Meetings should not be recorded by parents or students

4.3 Key Stage Leaders & SENCO

Alongside their teaching responsibilities, Key Stage leads & SENDCo are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate home learning
- Working with teachers teaching remotely to make sure all work set is appropriate and consistent
- Working with other senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set by teachers–through regular meetings with teachers and by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

4.4 Headteacher

- Co-ordinating the home education approach across the school
- Monitoring the effectiveness of home education –through regular meetings with KS leaders, reviewing work set, progress made, feedback from students and parents
- Monitoring the security of remote education systems, including data protection and safeguarding considerations
- Identifying and coordinating the loan of IT equipment (laptops and internet routers) as required

4.5 Designated safeguarding lead

The DSL is responsible for:

DSL responsibilities can be found in the Child Protection Policy.

4.6 Pastoral lead

- Pastoral lead is responsible for the overall wellbeing and behaviour of students
- Pastoral lead will make a weekly call to speak to pupils who have been identified as needing support. They will speak with their parent to make sure they are accessing work and coping with self-isolation. Before the call they will gather feedback on engagement and progress from class teachers.

Office

The office will email the teacher to let them know of any absences relating to Covid-19

The office will collate data relating to engagement and report to the HT.

4.7 Pupils and parents

Staff can expect students who are being educated remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children accessing remote education to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Use the High Performance Learning questions with their children to support their learning
- Make sure there is space and IT available for their child to learn remotely

4.8 Local Governing Committee

The LGC is responsible for:

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

5. Data protection

5.1 Accessing personal data

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

6. Only use the server in your IT network either on site or using remote access through Bolton365
7. Only use devices provided by school, such as laptops. Staff should not be using personal devices to access data.

7.1 Processing personal data

8. Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.
9. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

9.1 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)
- Use multi-factor authentication wherever possible
- 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 update
- Using school accounts for zoom and other platforms

10. Safeguarding

Please refer to the Child Protection Policy and COVID-19 Addendum for details on monitoring arrangements

11. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

- If a child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include communication from the child's 1:1 support worker. The child will usually be expected to still complete the learning set for them.
- A programme of intervention will be timetabled for children identified as needing extra support. – see attached.

- If a child does not have access to technology at home and are unable to access the online platforms alternative arrangements will be made by either school providing a device for the child to use at home or by providing the child with paper based learning.