Oakley School

Skills for Life and Independence

Home Learning Policy

Date written: April 2024

Date of next review: September 2026

1. Aims

This Home Learning Policy for staff aims to:

- Ensure consistency in the approach to Home Learning for pupils who are absent and not attending school.
- Set out expectations for all members of the school community with regards to Home Learning.
- Provide appropriate guidelines for safeguarding and data protection.

2. Roles and responsibilities:

- Parents/Carers (Families) should send their child to school unless they are absent for medical/health related issues.
- Class Teachers will plan learning for pupils who are not attending school based on the pupils' Education, Health & Care Plan (EHCP) Outcomes and Targets.
- Learning Support Assistants (LSAs) will support the Class Teachers to collate and resource learning materials to be sent home.
- The Therapy Team will work with the Class Teacher to provide resources for pupils with specific needs.
- Phase Leaders will monitor the quality and consistency of the work set by Class Teachers/Teams.
- Families will feedback to Class Teachers on the progress their child has made whilst working at home.
- Class Teachers will keep in regular contact with pupils and their Families to monitor progress and check on the safeguarding and wellbeing of pupils, through Class Dojo and emails, as well as having a minimum of a weekly phone call.
- The Leadership Team will be responsible for ensuring Class Teachers are given time to complete this additional work and to ensure high quality teaching and learning continues to result in pupils making good progress towards their EHCP Outcomes and Targets.
- The Leadership Team will monitor and review the wellbeing of pupils, staff and Parents and Carers and take action where a concern has been raised.

2.1 Teachers:

- When providing Home Learning, Teachers are available between 8.30am and 3.30pm, Monday to Friday and times to 'meet' the pupil or family will be established at a mutually convenient time.
- If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.
- Teachers will plan to include activities that are engaging, creative, sensory and fun for pupils.
- Learning must be planned in advance and sent to Families when a pupil is absent from school.
- Teachers should take into account family circumstances: access to internet, levels of literacy and numeracy skills of adults in the home, economic factors and plan accordingly.
- Teachers should be available to advise Family members on how to deliver the learning and work collaboratively to gather feedback on pupil progress.
- It is Teachers' responsibility to record progress.
- Teachers will work with LSAs and other colleagues to ensure they are also able to support learning (at home or remotely).

- In the event of the school not being operational for any reason, including Covid this is a suggested weekly timetable that Teachers' can use to help them structure and plan lessons/learning based on the Oakley Learning Journey.

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1	Physical Development (Gross & Fine Motor)	Physical Development (Gross & Fine Motor)	Physical Development (Gross & Fine Motor)	Physical Development (Gross & Fine Motor)	Physical Development (Gross & Fine Motor)
2	Literacy (Comprehension, Word Reading & Writing/ Phonics)	Literacy (Comprehension, Word Reading & Writing/Phonics)	Literacy (Comprehension, Word Reading & Writing/Phonics)	Literacy (Comprehension, Word Reading & Writing/Phonics)	Literacy (Comprehension, Word Reading & Writing/Phonics)
	Personal, Social, Emotional Development (Self-Regulation, Managing Self, Building Relationships): Break & Snack				
3	Mathematics (Number & Numerical Pattern)	Mathematics (Number & Numerical Pattern)	Mathematics (Number & Numerical Pattern)	Mathematics (Number & Numerical Pattern)	Mathematics (Number & Numerical Pattern)
	Personal, Social, Emotional Development (Self-Regulation, Managing Self, Building Relationships): Lunch and Social Interaction				
4	Communication & Language (Listening, Attention & Understanding and Speaking)	Expressive Arts & Design (Creating with Materials, Being Imaginative and Expressive)	Understanding the World (Past and Present, People, Culture and Communities)	Physical Development (Gross & Fine Motor)	EHCP Outcomes and Targets
5	Personal, Social, Emotional Development (Self-Regulation, Managing Self, Building Relationships): Pupil Wellbeing, Thrive				

Providing feedback:

- Families should provide evidence of work completed through photos via Class Dojo, sending completed work into school or through verbal feedback.
- Teachers will use the feedback from Families as a guide for planning pupils' next steps.
- Pupil Progress should be celebrated by displaying achievements on Class Dojo.

Keeping in touch with pupils who are not in school:

- Teachers should maintain regular* contact with pupils and Families via Class Dojo and a weekly phone call to check on progress and wellbeing (*personalised contact to meet the needs of each family).
- Teachers should report to their Phase Leader where a pupil is well but refusing to complete Home Learning.
- Staff should report to the Designated Safeguarding Leads (DSLs) any concern regarding the safeguarding of pupils following the usual Oakley Safeguarding Procedure i.e. phone a DSL and record on CPOMS.
- If the Teacher receives a complaint from a Parent or Carer they should speak to their Phase Leader in the first instance.
- Annual Reviews and other home/school meetings will proceed wherever possible via Teams, Phone calls, Visits. Staff should ensure they are dressed professionally and guarantee confidentiality for our children and young people throughout the meeting.
- In the event of a Teacher having a class commitment in school, the Leadership Team will ensure that they are given additional time to plan and engage with Home Learning.

2.2 Learning Support Assistants (LSAs):

- When assisting with Home Learning, LSAs must be available between 8.30am and 3.30pm, Monday to Friday.
- If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.
- When assisting with Home Learning, LSAs are directed by Class Teachers to:
  - Support pupils who are not in school and are learning remotely
  - Resource Home Learning

2.3 Phase Leaders and Therapy Team Leader:

- Phase Leaders will be responsible for monitoring the quality, quantity and consistency of the Home Learning.
- Phase Leaders will be responsible for checking with Teachers to ensure progress is being maintained by pupils working at home.
- Phase Leaders will check on the wellbeing of Teachers to ensure they are able to manage their workload.
- The Therapy Team Leader will liaise with Teachers to ensure that therapy support and resources are appropriate for individual pupils.
- The Therapy Team Leader will liaise with NHS Therapists to ensure provision is maintained when pupils are required to stay at home.
- The Therapy Team Leader will direct Therapy Assistants to provide resources for Teachers.
- The Therapy Team Leader will check on the wellbeing of the Therapy Team and ensure they are able to manage their workload.
- Phase Leaders and the Therapy Team Leader will be expected to attend Virtual Annual Reviews and home/school meetings.

2.4 Senior Leaders:

- Senior Leaders will be responsible for communicating with staff and Families and ensuring pupils at home continue to be safeguarded and staff follow the school's Child Protection and Safeguarding Policy.
- Senior Leaders will work with the Extended Leadership Team to quality assure the Home Learning.
- Senior Leaders will ensure that staff have the resources required to be able to work from home (if required).
- Senior Leaders will release Teachers in order to be able to plan for Home Learning, whilst also delivering learning in school.
- Senior Leaders will collaborate with Kent Special Educational Needs Trust (KsENT) in Kent and through the Challenge Partner Network to continue the drive for continuous school improvement.

2.5 Designated Safeguarding Leads (DSLs)

- The DSLs will be responsible for recording and reporting any safeguarding concerns and taking the appropriate action such as referring to the Front Door service to engage additional support for families in need.

2.6 IT Help Desk

The IT Help Desk will:

- Fix issues with systems used to set and collect work.
- Help staff and Families with any technical issues they are experiencing.

- Review the security of Home Learning systems and report any data protection breaches to the Data Protection Officer.
- Assist pupils and Families with accessing the internet or devices.

2.7 Pupils and Families

Staff can expect pupils learning at home to:

- Be contactable during the school day
- Complete work to the deadline set by Teachers
- Seek help if they need it from school staff (Teachers, LSAs, Therapists, Therapy Assistants, Senior Leaders).
- Alert Teachers if they're not able to complete work

Staff can expect Families with children who are learning at home to:

- Make the school aware if their child is sick or otherwise unable to complete work
- Seek help from the school if they need it
- Feedback to the Teacher the progress their child is making
- Be respectful when making any complaints or sharing any concerns

2.8 Governing Body

The Governing Body is responsible for:

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

3. Who to contact

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

- Issues in setting work – talk to Phase Leader/ member of the Leadership Team
- Issues with behaviour – talk to Phase Leader or Assistant Headteachers
- Issues with IT – email IT Helpdesk
- Issues with their own workload or wellbeing – talk to Phase Leader
- Concerns about safeguarding – talk to a Designated Safeguarding Lead
- Concerns about data protection – talk to School Business Leader/ Lead Designated Safeguarding Lead

4. Data Protection

4.1 Accessing personal data

When accessing personal data for Home Learning purposes, all staff members will:

- Ensure that all data is kept confidential and secure
- Access information through The Hub
- Protect personal phone numbers if making phone calls from home and use school email to ensure staff protect themselves and their privacy

4.2 Processing personal data

Staff are reminded to collect and/or share as little personal data as possible online.

4.3 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)
- Keeping devices secure by staff using multifactor authentication (MFA) to access their Microsoft 365 account
- 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

5. Safeguarding

It is the responsibility of all staff to continue to safeguard our pupils when they are at home and in school. Staff should share concerns immediately with a DSL and record on CPOMS. The DSL will report in a timely manner and follow school procedures.

6. Monitoring arrangements

This policy will be reviewed annually.

7. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy
- General Data Protection Regulation Policy and Privacy Notices
- Home-School Agreement
- Home Learning Policy
- Teaching Learning and Assessment Policy
- ICT and Internet Acceptable Use Policy
- Online Safety Policy