



Whole School Home Learning Policy

Please also refer to the **'Whole School Behaviour Policy and Procedure'**, **'Whole School Safeguarding and Child Protection Policy'**, **'Whole School Safeguarding and Child Protection Procedures'**, **Reporting Low Level Safeguarding Concerns Policy'**, **'IT Code of Conduct for Pupils'**, **'Whole School Child on Child Abuse Policy'**, and **'Staff Attendance Policy'**

Table of Contents

1. Introduction	2
2. Aims	2
3. Roles and Responsibilities	3
3.1 Teachers	3
3.2 Tutors	4
3.3 Pupils	4
3.4 Subject Leads	4
3.5 Senior Leaders	4
3.6 Teaching Assistants.....	5
3.7 IT Staff.....	5
3.8 Parents	5
4. Teaching and Learning	5
4.1 Setting Work	6
4.2 Homework.....	6
4.3 Marking, Assessment and Feedback to Pupils	6
5. PE & Games	7
6. Safeguarding	7
7. Who to Contact:	9

I. Introduction and Legal Framework

In the event of any temporary school closures due to local lockdowns, during a period when pupils are required by law to self-isolate, or when the school is operating with an outbreak management plan, the school has in place a set of robust practices in places that will allow for a smooth transition to remote learning. The school will utilise the Microsoft Teams platform and the suite applications contained within the Office 365 environment. Likewise, when teaching staff are self-isolating, where the reasonable constraints of home working allow, the staff will deliver live lessons to their classes, prioritising their exam classes in the first instance. Where this is not possible, as a minimum all lesson resources will be uploaded, and instructions clearly outlined for the pupils.

I. Legal framework

I.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

I.2 This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education'
- DfE (2023) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2022) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2021) 'Safeguarding and remote education during coronavirus (COVID-19)'

I.3. This policy operates in conjunction with the following school policies:

- Whole School Safeguarding and Child Protection Policy & Procedures
- Whole School Privacy Policy
- Whole School Special Educational Needs and Disability (SEND) Policy
- Whole School Behaviour Policy including Rewards & Sanctions
- Whole School Accessibility Plan
- Marking Policy
- Curriculum Policy (Junior & Senior)
- Whole School Policy for Assessment, Recording & Reporting
- Whole School E-Safety Policy
- Whole School Health and Safety Policy
- Staff Attendance Policy
- Network Code of Practice for Staff
- Staff Code of Conduct
- Whole School Security, Access Control and Workplace Safety Policy
- Children Missing Education (within Safeguarding and Child Protection Procedures)
- Whole School Child on Child Abuse Policy
- Managing Sickness Absence Policy

2. Aims

This remote policy for staff aims to:

- Ensure that there is consistency in approach from teachers, which in turn will ensure that there is consistency of experience for pupils.
- Set out clear expectations for all members of the school community with regards to remote learning.
- Provide guidance on safeguarding issues and practises for remote learning.
- Provide guidance on matters relating to data protection.

3. Roles and Responsibilities

3.1 The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

3.2. The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning. Overseeing that the school has the resources necessary to action the procedures in this policy. Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning. Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

3.3. The health and safety officer / headteacher is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

3.1 Teachers

During remote learning teachers are responsible for planning, teaching and assessment of pupils work and progress, as they are under normal working conditions. The Teaching and Learning section of this policy covers the specific requirements and expectations of teachers.

If a teacher is unable to work for any reason during the time of remote working, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure to the cover supervisor, Kath Heard (kheard@cranfordschool.co.uk) and also notify their Head of Department of their absence, preferably by email. Where it is necessary to set cover work, the teacher should ensure that work is set in Teams in the normal way and that the work is appropriate for completion by the pupils without further guidance from the cover teacher. Where it is not possible for the teacher to set work, the Head of

Department/ Key Stage should be notified no later than 07:45am, who will then take on the responsibility for setting appropriate work.

3.2 Tutors

Form Tutors will run Form Time each morning to register pupils. During this time, assemblies, small group break-out sessions and other activities such as Yoga, Dance and Quizzes will occur. Form Tutors will also undertake their usual pastoral and wellbeing checks and coordinate discussions around current affairs and events in the news and media that pupils may find relevant. In KS3, pupils will continue to follow the PSHCEE programme (JigSaw) during form times.

3.3 Pupils

All Pupils should:

- arrive to each remote lesson promptly for registration
- turn on their cameras. They may blur or change backgrounds.
- arrive at each remote lesson promptly for registration

Senior School pupils should:

follow their normal school day and homework timetable. This is for the pupils' wellbeing. It will ensure that they continue with a familiar routine, take regular breaks and have a varied day.

Junior School pupils should:

- Follow their remote learning timetable.

Pupils are responsible for completing the work set and communicating any issues to the relevant member of staff.

3.4 Subject Leads

Subject leaders must:

- consider whether there are aspects of the curriculum that may need to change or be removed/replaced to accommodate remote learning. For example, in Science, it may not be appropriate or possible to conduct practical lessons in the same way.
- retain the responsibility to monitor the quality and content of teaching within their department and must ensure that they are a member of each team in their department.
- Conduct departmental meetings in Senior School no less than every two weeks
- Coordinate the sharing of resources to reduce the burden on teachers to prepare materials for remote learning.

3.5 Senior Leaders

Senior leaders will:

- meet at 4:15pm approximately three times per week to review the remote learning provision, highlight issues arising and coordinate improvements and directives for teachers and subject leaders.
- Quality assure the quality and effectiveness of remote learning by holding weekly HoDs/ HoKs meetings, sampling lesson content and resources from across the school and sharing best practice tips and guidance in staff meetings and through video and/or written resources shared to the staff teaching team.

3.6 Teaching Assistants

Teaching Assistants will be deployed by class teachers and the SENCo to support pupils' learning either through pre-booked 1:1 sessions or during the lessons in break-out rooms. Teachers will plan appropriate support for pupils with Teaching Assistants in line with their IEP and additionally in response to the specific challenges of home learning which may emerge.

3.7 IT Staff

- will respond to parental reports of technical difficulties either by school email or phone support, as appropriate.
- support staff with technical difficulties arising through email and Teams channels and chat support.
- will not make calls directly to pupils, instead managing all contact through email.

3.8 Parents

Parents should:

- try to provide an appropriate workspace for their child to complete the work set.
- encourage their child to follow the normal school day routine in Senior School and the remote learning timetable in Junior School.
- Help their children to upload their work in Junior School.
- contact the appropriate subject teacher or tutor if there are any concerns.

The school will be in regular contact with parents and our communications should be used to reinforce the importance of children being safe online. Parents are likely to find it helpful to understand what systems the School uses to filter and monitor online use. It will be especially important for parents to be aware of what their children are being asked to do online, including the sites they will be asked to access and the School will be clear who from the School (if anyone) their child is going to be interacting with online.

4. Teaching and Learning

This policy acknowledges the guidance issued by the Education Endowment Foundation (EEF), who state clearly that the effectiveness of remote learning is determined by the same factors as determine the effectiveness of classroom teaching. In this respect, teachers are encouraged to reflect on what is already known about effective teaching and should therefore work to ensure that pupils:

- Receive clear explanations
- Are supported in developing confidence with new material through scaffolded practice
- Are given the opportunity to apply new knowledge and skills
- Receive feedback on how to progress

These characteristics are more important than the medium of delivery.

In Reception and Key Stage 1, the School will provide a Remote learning Timetable while the remote learning process is in place. Teachers will deliver 'live' sessions, as per the remote timetable, through Microsoft Teams and using the OneNote application where appropriate. Pupils will be expected to be logged in and ready to take part at the beginning of each timetabled session. Pre-recorded lessons will be uploaded each morning for the day ahead.

In Key Stage 2, the School will provide a remote learning timetable while the remote learning process is in place. Teachers will deliver 'live' lessons, as per the remote learning timetable, through Microsoft Teams and using the OneNote application where appropriate. Pupils will be expected to be logged in and ready to take part at the beginning of each timetabled lesson.

In Key Stage 3-5, the School will retain its normal working timetable while the remote learning process in place. Teachers will deliver 'live' lessons, as per the existing school timetable, through Microsoft Teams and using the OneNote application where appropriate. Pupils will be expected to be logged in and ready to take part at the beginning of each timetabled lesson.

Pupils will be expected to approach online learning with maturity; the usual etiquette surrounding classroom teaching and learning applies as detailed in the School Code of Conduct.

Teachers will be available throughout the timetabled hours for instruction, advice and feedback. The working day is therefore from 08:30am until 4:00pm or, where twilight lessons take place, such as for some Sixth form lessons, this would be extended to 5:00pm.

Broadly speaking, lessons should generally follow the starter, main, plenary structure and as a minimum, teachers should 'top and tail' each online lesson by directly addressing pupils on camera, introducing the lessons and explaining the focus at the beginning and then closing the lesson with a plenary or an opportunity for pupils to ask questions.

Pupils are expected to complete tasks in 'class time' and no homework should be set.

For each live lesson:

- Pupils and teachers will turn on their cameras as standard practice.
- A register will be taken by the teacher using the school information management system.
- Where a pupil is not able to attend the lesson for any reason, the pupil/ parent should notify the teacher in advance of the commencement of the lesson via email or the Teams 'Chat' function.

4.1 Setting Work

Teachers should use a combination of OneNote and the Assignments function within Teams to set work.

For each lesson, teachers should:

- Schedule the lesson(meeting) through the class Team, which will serve to automatically invite all pupil in the group.
- Submit a 'post' in the channels for each class Team, which should be clearly dated clearly define the objectives and focus of the lesson.
- Include relevant attachments or links to required files.

4.2 Homework

No homework will be set to pupils during periods of remote learning due to the increased pressures, stress and screen time for pupils.

In KS5 teachers may set homework and independent study tasks but should think carefully about the nature and quantity of work set, ensuring that it is manageable and takes into account the additional difficulties and challenges of pupils working remotely.

4.3 Marking, Assessment and Feedback to Pupils

In a remote environment it is recognised that assessment is more difficult to undertake, but its importance as a driver for progress means that it must remain central to the remote teaching and learning process.

Teachers should therefore consider how assessment of all pupils can take place and how effective feedback can be given. While this is not an exhaustive list, teachers should make use of a combination of:

- short tests and quizzes (ideally using the 'quiz' function within assignments.)
- use the feedback option in the 'Assignments' function of Teams.

- increased availability of 'solutions/answers' and/or success criteria to improve ability of pupils to self-assess progress
- real-time marking in OneNote (using the school device and supplied stylus)
- break-out rooms for intervention and targeted discussion and support
- the 'chat' function within Teams meetings/lessons for pupils to give responses to questions.
- feedback on photographs of work uploaded to relevant channels and sent directly to teachers' 'chat' are of Teams. (using the school device and supplied stylus)
- Teachers are expected to formally mark at least one piece of submitted work per fortnight. This marking should highlight the positive aspects of the pupils' work and include next steps guidance. This marking should be done in Teams 'Assignments' or in OneNote.

If a member of staff is ill this will be notified to the class so that the pupils are aware and arrangements for work to be supplied by the relevant Department will be put into place.

5. PE & Games

Sustaining levels of activity is more challenge when working remotely, but the pupils will be encouraged to continue with physical activity throughout any periods of remote learning. Therefore, the PE department will provide video-guided lessons, tasks or challenges for pupils, which all pupils will be encouraged to involve themselves in. These challenges may take the form of competitive house-based activities to promote engagement and support and preserve the collegiality of the school's house system.

To reduce the amount of screen time for pupils, departments will select at least one lesson per fortnight where the lesson will not be directed. The teacher will take a register and the pupils will continue with set work off-camera and not in a call. The teacher will be

Teachers will reply to all student queries within 24 hours.

Pupils may be contacted via the school accounts for Microsoft Teams or via school email: personal accounts must not be used.

6. Safeguarding

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Safeguarding and Child Protection Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working. In summary:

- The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, during the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones/ TEAMS where possible.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum.,

- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL
- The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Support for pupils with SEND, EAL and other specific learning enhancement needs

As a school, our duty to provide special educational provision for pupils who need it still applies when pupils are learning remotely. We aim to put ongoing 'reasonable adjustments' in place so that pupils with SEND can successfully access their learning and continue to make progress.

To continue to do this during lock down and remote learning, communication with parents is vital: there will be a designated person, either the Class teacher, a link Learning Support Assistant, someone from the Pastoral Support team, or SLT, who will liaise with parents and pupils and feedback important information to the relevant staff in school, so that learning provision can be adjusted as necessary and further interventions implemented.

When planning remote learning, in the same way that we plan any learning, we start with the individual needs of each child. As an inclusive school, we always seek to understand fully the detailed individual needs of all our pupils and to build our provision appropriately to fully support these individual needs, whether they are 'additional to', 'different from' or similar to those of the age/stage cohort.

With this in mind, teaching and support staff will:

1. Look at each pupil's individual support plan and consider what this means for remote learning in the context of the subject, key stage and curriculum content;
2. Seek advice from the SENCO, specialist TAs, or Heads of Department, Year or Key Stage, if in doubt, about what's going to work best for the child
3. Listen to your feedback about how your child is getting on at home.
4. Raise a concern if they feel additional further support is necessary.
5. Think about how well resources will translate to independent working. Add instructions to parents on how to use the resource if you know they'll be helping, or simplify them if there's not much adult support at home
6. Have an open dialogue with parents and pupils about resources. Ask: are these helpful? Which resources helped you learn best? Are there too many resources, or not enough? Adapt resources as you go, and make changes if things aren't working.

7. Who to Contact:

It will often become necessary to seek support while working remotely. The following list explains who staff and pupils should seek support from:

- **Issues with attendance:** These should be reported to the relevant Head of Year or Head of Key Stage
- **Concerns relating to safeguarding:** Safeguarding of pupils continues to be the responsibility of all members of the community and concerns or queries relating to safeguarding should be directed to the DSL (kheard@cranfordschool.co.uk).
- **Issues with workload or wellbeing:** In the first instance these should be reported to your line manager. If improvements are not experienced, then concerns should be reported to the Headmaster.
- **Issues with IT:** Contact ICT support team on ITsupport@cranfordschool.co.uk
- **Concerns about Data Protection:** Talk to the Data Protection Officer.
- **Pupils encountering problems following lessons and completing/submitting work:** Contact the Junior school SENCo, Rachel Hudson (rhudson@cranfordschool.co.uk)

Reviewed: May 2021: Headmaster, Deputy/Assistant Heads (Junior School and Academic)

Reviewed: May 2022: by Headmaster, Assistant Head (Academic), Deputy Head (DSL), Assistant Head (Academic – Juniors) and Assistant Head (Pastoral and Junior SENCo)

Reviewed: September 2022: by Headmaster, Assistant Head (Academic), Deputy Head (DSL), Assistant Head (Academic – Juniors) and Assistant Head (Pastoral and Junior SENCo)

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Reviewed: March 2024 : by Headmaster, Assistant Head (Academic), Deputy Head (DSL), Assistant Head (Academic – Juniors) and Assistant Head (Pastoral and Junior SENCo)

Review Due: March 2025: by Headmaster, Assistant Head (Academic), Senior Assistant Head (DSL), Assistant Head (Academic – Juniors) and Assistant Head (Pastoral and Junior SENCo)