

Home Learning Strategy

The Tapscott Learning Trust



**The Tapscott
Learning
Trust**

*Working together,
achieving for all*

Contents

- [1. Aims](#)
- [2. Roles and responsibilities](#)
- [3. Who to contact](#)
- [4. Data protection](#)
- [5. Safeguarding](#)
- [6. Monitoring arrangements](#)
- [7. Links with other policies](#)

1. Aims

This home learning policy aims to:

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

2. Roles and responsibilities

Head of Home learning – To monitor, support and assess home learning school systems **Home Learning**

Curriculum Team – develops and monitors the impact of home learning learning in their school and supports colleagues to deliver it

Inclusion lead/Sendco- organises communication and monitors learning of children with SEND

2.1 Teachers

When providing *remote learning*, teachers must be available during their usual working 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.

There are 3 situations that are planned for:

Whole school remote learning

Class Isolation

Individual Isolation

When providing remote learning, teachers are responsible for:

Whole school Home Learning

- Setting work –

Teachers will provide daily learning activities for children in Science and the non-core subjects (depending on your school curriculum).

6 weeks of TTLT English and Maths planning set across the Trust available from Nursery to Y6 (*This planning refers to CGP study guide books and has links to relevant websites/ platforms*)

- Resource packs available for those children who do not have access to a computer
- Children will be expected to fill out a timetable and complete all work set.
- They will provide work for their class. The year group leader monitors this.

- Daily activities will be planned and delivered with opportunities given for video lessons and whole class virtual meetings
 - The learning will be set weekly
 - The work will be uploaded to Google Classroom/ TTLT website/ School website-virtual PPA will take place each week - the Year group team prepares planning for the following week
- Providing feedback on work :
 - Teachers will be expected to give feedback to their students on Google classroom, teachers provide feedback on pieces of work handed in.

Pupils without access to digital devices. Learning will be accessed through paper packs. These will be available to pick up from school at the end of each week. The children will have 2 books Book A and Book B. The child will record in Book A of the first week and Book B of the second week. Feedback is expected in these books from the class teacher. A weekly phone call would be expected to children without digital devices.

- Keeping in touch with pupils who aren't in school and their parents
 - Weekly contact is expected with each student by the class teacher. Whether by Google suite, telephone (or email) . This is to check in with the family and to ask if they need support. There will be a record of calls with the date and time.
 - Teachers should not answer parent queries outside working day hours
 - How they should handle any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer teachers to the section below
 - TTLT parent platform will provide easy to follow guides for parents on how to support home learning.
- Attending virtual meetings with staff, parents and pupils –
 - Be aware of your surroundings, remove personal photos
 - Be in a place that is quiet where you will not be disturbed by others in your household
 - Appropriate clothing should be worn (see dress code)
 - Camera should be on and your sound on, resources ready etc
 - Virtual meeting with adults protocol- beginning – don't look at camera waiting – you can do emails etc whilst waiting, or you can turn mic on and chat with others. Host will give a time when the meeting will start – 30 seconds until start, then start. (always add 10 mins on to the time you think the meeting will take place).

Class Isolation:

- Setting work –

The classroom teacher will provide daily learning activities for children in all subjects, over the week. This would need to include science and the non-core subjects. If the classroom teacher is ill, then it will be the responsibility of the year group colleague, Year group/Phase leader to set the learning. A register of those accessing online meetings/teaching sessions will be made weekly calls can be made to those that are not able to access online.

All children have been provided with CGP learning guidebooks and resource packs for those without electronic devices.

- They will provide learning activities for their class. The year group leader monitors this.
- Where possible the classroom teacher will keep in touch with their students on a daily basis (google / other platforms).

If this is not possible the Year Group Lead or Phase Lead in school will contact the children.

Refer to Whole School Home Learning, as mentioned above for:

Providing feedback

Keeping in touch with pupils

Individual Isolation

- Setting work –

Teachers will provide daily learning activities for children in all subjects for the 2 weeks. They will provide work/learning activities for the child for 2 weeks.

All children will be provided with a Maths and English study Guide

- If the child has a digital device – they can join in with the lessons live via google meet . The teacher will be responsible for communicating times of these.
- Where this is not possible, a paper resource pack will be provided by the classteacher. The other lessons will be planned by the teacher. The year group leader monitors this.
- 2 books will be given Book A and Book B. Where possible week 1 will be dropped off at school in the first week and book B on the child's return. This is to ensure feedback can be given.

Refer to Whole School Home Learning, as mentioned above for:

Providing feedback

Keeping in touch with pupils

2.2 Teaching assistants

When assisting with home learning, teaching assistants must be available during usual working 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.

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

- Supporting pupils who aren't in school with learning – the school will identify :
 - Which pupils they'll need to support
 - How they should provide support
- Attending virtual meetings with teachers, parents and pupils

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Working with other subject leads and 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 remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning

2.5 Designated safeguarding lead

The DSL is responsible for all safeguarding and would ensure the following: .

All children and families who we consider vulnerable are being encouraged to attend school. Where this is not happening, and the children have an allocated social worker, we are working closely with the social worker to ensure regular contact and to continue working to remove barriers so the children can attend. We will make at least weekly regular contact for children with an allocated social worker and for children who we have safeguarding concerns about e.g. past social care involvement or those that have not met previous thresholds of MASH involvement. This contact may be more if the levels of concern are severe, or where we feel there is a need to. The DSL will make contact (via telephone) with the family (or DDSL /Member of the safeguarding team in her absence) where they have not been attending school. This could be because the parent/carer and social worker have decided that this would not be in the child's best interest or they have to self- isolate. If the school is not able to make contact with the family, we will contact children's social care or the police. All contact with the families made will be logged and shared with members of the safeguarding team. Any concerns will be escalated following the processes set out in the main body of this policy. Any safeguarding concerns identified will be recorded on Safeguard and escalated following the agreed processes set out in the main body of this document. If there are immediate concerns eg regarding food, this will be shared with the Lead adult on site so that arrangements can be made to support the family.

2.6 Computing / Google Lead/School Based Technician

They are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents ,where possible, 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 pupils and parents with accessing the internet or devices

2.7 Pupils and parents

pupils learning from home should:

- 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

Parents with children learning from home should

Know the details of **acceptable use and online agreement**

- download collect and hand in work packs
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – please see the website
- Be respectful when making any complaints or concerns known to staff
- to follow the protocol when their child google meeting live
- If home learning becomes a challenge, please contact the school for support
- Know that school is the best place to learn; parents are the support for home learning

2.8 LAB

The governing board is responsible for:

- Monitoring the school's approach to providing home learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that home learning systems are appropriately secure, for both data protection and safeguarding reasons
- see data protection and safeguarding policy

3. Who to contact

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

- Issues in setting work – Line Manager
- Issues with IT –IT Lead School based Technician
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection and GDPR – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

Will use @ tflt.academy

- For teachers, use the devices the school provides.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as (email addresses] as part of the home 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. Refer to GDPR and data protection policy and the School's Code of Conduct.

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)
- 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
- Contact the school immediately if the device is lost or stolen
- Do not leave the device in the car

5. Safeguarding

Please follow the safeguarding policy and

As a Trust, we work with our schools to ensure that all vulnerable children and families are identified and supported. All schools in the Trust have a clear list of vulnerable children and families, which includes but is not limited to children who: receive High Needs Funding; are LAC/PLAC; have an allocated social worker. For further details on how each school is supporting these children, please refer to the locally adapted versions of this policy. As a Trust, we have established a hotline for families who need non-medical support. This has been shared with all families and we are using this to signpost families in need of support on financial, housing, legal, or other matters.

Please see *Child protection and safeguarding Policy: COVID-19 addendum* for more information

6. Monitoring arrangements

This policy will be reviewed in line with the policy cycle

7. 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
- Child protection and safeguarding Policy: COVID-19 addendum
- GDPR
- ICT and internet acceptable use policy
- Online safety policy