Thames Valley School Closure:
Remote Learning Procedure

Written: January 2021
Reviewed: September 2021
Next Review: September 2022
Person Responsible: Deputy Principal

This local procedure should be read in conjunction with the NAS Curriculum Policy SO – 0109, AND Parents and Schools in Partnership Policy SO – 0184.

1. Purpose

To support children whilst the school is closed to ensure a level of structure can be provided during uncertain times, and to ensure the continuation of education as far as is possible.

2. Aims

The aims of this local procedure are:

- To provide pupils with the opportunity to extend their learning and build upon the knowledge and skills learned in school
- To encourage the pupils to become independent learners
- To consolidate learning
- To set work when pupils are unable to attend school as usual or school is closed

3. Introduction

Home learning provides pupils with opportunities to develop independent learning skills, clear initiative and to undertake sustained project learning. Home learning can offer pathways to developing these in a responsible, mature way.

The purpose of home learning is to raise attainment by:
- Consolidating, reinforcing and extending school learning;
- Developing independent learning skills;
- Developing the home-school partnership;

Home learning works best if:
- Tasks are useful and meaningful;
- Pupils receive clear explanations;
- Teachers offer clear and progressive feedback;
- The tasks fit appropriately within the schemes of learning and long term plan;
- Teachers support growth in confidence with new material through scaffolded practice;
- The learning is designed to extend and enrich.

All home learning is available to pupils and supported by the use of Microsoft Teams for Education. The monitoring of home learning is through Microsoft Teams for Education which teachers and parents will be expected to monitor daily.

4. Autism Practice

Many of our pupils see a very clear distinction between home and school, often school is a place of work and home is not. We understand that for some of our pupils doing schoolwork at home can be very challenging and upsetting. To support our young people with working from home they will need careful preparation and support. Parents and carers are encouraged to use the guidance in the SPELL (https://www.autism.org.uk/advice-and-guidance/topics/strategies-and-interventions/strategies-and-interventions/spell) framework to help support our pupils.

5. Roles and Responsibilities

5.1 *It is the responsibility of the SLT member responsible for Home Learning to:*

- Send a copy of the pupil logins for Teams for Education, to parents/carers at the start of the school year;
- To monitor and evaluate the support being offered to pupils to complete Home Learning to a high level;
- To oversee the monitoring and sampling of Home Learning to ensure principles / work scrutiny procedures are met;
- To oversee and monitor the use of Teams for Education across the school;

5.2 *It is the responsibility of the SLT line manager to:*

- Ensure all schemes of learning have a clear home learning strand which is meaningful and objective led, allowing learning to be delivered remotely;
- Monitor the setting and completion of home learning as part of their line management duties.
- Ensure all staff deliver and set home learning on Teams for Education within their subject area;
- Give guidance to subject staff about the effectiveness and appropriateness of home learning tasks and activities;
- Build the home learning strands and project learning, as appropriate, into schemes of learning;
- Establish clear standards about the quality of learning which pupils are expected to produce during home learning time through department training and sharing of good practice;
- Monitor the quality of home learning completed by pupils as part of their regular programme for monitoring pupils' learning feeding back to teachers as appropriate, holding to account those who do not apply the principles;
- Arrange specific subject area support for home learning;
- Respond promptly to specific enquiries from parents/carers about home learning in their subject area.

5.3 *It is the responsibility of the Class Teacher to:*

- Set and deliver home learning according to the scheme of learning and home learning timetable;
- Ensure Teams for Education has the home learning expectations and resources needed by pupils and they know how to find them;
- Ensure the home learning is appropriate to the individual needs of the pupils in the class, personalising as appropriate;
- Record every live lesson delivered to allow pupils to access the session again for overlearning, or if they have been unable to access the session for other reasons. The recording is retained for a limited time, unless downloaded.
- Keep a record of all the home learning tasks completed/not completed for every pupil. If the task is a long term project, review progress at least once every two weeks;

- To register all pupils accessing online learning, and provide an engagement for learning grade for every lesson on the school central tracking spreadsheet;
- If the pupil is not completing set home learning or engaging positively in learning from home class teachers to inform parents/carers as soon as possible;
- Mark and respond to home learning tasks regularly according to the school's marking and feedback policy.

5.4 *It is the responsibility of the form tutor to:*
- To monitor the attendance, and engagement of their tutees, and speak with parents and carers regarding positive approaches, patterns, or concerns during weekly welfare calls;
- To check that home learning is being completed appropriately;
- To check that pupils log in to Teams for Education regularly and have no issues accessing the platform;

5.5 *It is the responsibility of the parents to:*
- Oversee pupils in completing home learning and encouraging pupils to access in school support, if necessary;
- Contact subject teachers, or form tutors if they have any comments or concerns regarding the delivery of home learning;
- Support the school home learning procedure and principles;
- If their child is unable to access learning from home, speaking with school to arrange on-site attendance.

5.6 *It is the responsibility of the pupils to:*
- Attend every tutor time, and lesson online in accordance to their timetable;
- Complete home learning to a high level, asking for help if needed and seek in school support, where necessary;
- Record all work completed in their Class Notebook on Teams for Education, or upload the work to Teams for Education to be marked;
- Respond to feedback provided.

6. Procedures
- Teachers are responsible for the setting, deliverance and monitoring of meaningful home learning;
- All home learning must be clearly presented to the pupils, using Teams for Education or a study pack if agreed by the Principal;
- Home learning should also support independent study;
- Home learning should enthuse and engage pupils in future and new learning;
- Home learning is to be personalised according to pupil need;
- Parents will monitor pupil home learning;
- The subject teacher is responsible for monitoring the setting, deliverance and marking of home learning;

- The school will offer support to all learners with home learning; with specific and targeted support for those with additional, complex needs.

6.1 Rewards:
High quality, home learning should be:
- Rewarded with TVS Shields
- Receive positive verbal and/or written praise
- Displayed as exemplar work
- Commended through communication with parents
- Certificates issued

6.2 Monitoring & Evaluation:
The monitoring of Home Learning and record keeping will be completed in all subject areas. This will be monitored strategically through viewing of recorded sessions, Class Notebook and uploaded work scrutiny and through Teams for Education reviews as well as planning reviews. Pupils work will be marked and feedback will be given in accordance with the school marking and assessment policy.

7. School Closure

In the event of a whole school or partial closure pupils will be able to continue with their education via Teams for Education. If it is an known closure, then work packs may be sent home with those pupils previously agreed by the Principal.

Teachers will deliver and upload appropriate and challenging work following the schemes of learning. Pupils will be able to access the work and submit completed work for marking. Teachers will mark the work, provide appropriate feedback and guidance to the pupils and provide further work and extension activities.

We have developed a social narrative for our pupils in the event of a whole school or partial closure. During the closure period, we will contact you to notify you of any changes and how these will be managed. If you have any concerns, please contact the Office on office@thamesvalley.reading.sch.uk.

The school staff will still be able to send emails and messages to you using the school email. Please ensure that we have your most up to date contact details. If in doubt, please email them to the Office on office@thamesvalley.reading.sch.uk. That will allow us to update you with any new information, as well as to keep in touch more generally.

7.1 Closure during examination periods:
In the event of a school closure during an examination window and if there is any possibility of examination disruption or rescheduling of examinations we will keep you fully up to date with any information as the school gets it.

Currently examinations have been cancelled for the academic year 2020 – 2021. Further guidance is expected imminently from the Department for Education.

8. Engagement for Learning Criteria

These are to measure the engagement of pupils within lessons.
Engagement for learning will be collected each lesson.

1	• Is present online and takes full responsibility for their learning and actively engages in the lesson verbally or through the chat function; • Always put maximum effort in to their work to achieve and exceed their targets; • Always punctual; • Responds appropriately to all feedback, making the necessary improvements; • Excellent behaviour and maturity.
2	• Is present online and takes responsibility for their learning, contributing occasionally to lessons verbally or through the chat function; • Tries to complete work to the best of their ability; • Mostly punctual; • Responds to all feedback, tries to complete improvements to the best of their ability; • Following class rules and staff instructions.
3	• Is present online, and sometimes takes responsibility for their learning; • Completes some of the work but not to the best of their ability; • Punctual at times; • Knows how to improve on their work, but doesn't always act on the advice given; • Not always following class rules or staff instructions at the first time of asking; • Not always showing respect to other people online.
4	• May or may not be present online; • Rarely completes work and it is not to the best of their ability; • Is often late; • Their lack of engagement with feedback stops them making progress; • Does not follow class rules or staff instructions often; • Shows disrespect for others.

9. **Flow chart to show the procedure for Teams for Education**

Pupils and Parents provided with access to Teams for Education

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Teachers upload and deliver personalised work, following the Scheme of Learning and agreed timetable.

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Pupils log on to Teams for Education on device at home or in school daily. Sessions are recorded.

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Pupils record tasks using the Class Notebook or upload to Teams for Education for grading and feedback daily.

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Teachers assess completed work and provide suitable feedback

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Pupils access the recording of the session for overlearning (consolidation), or for correcting of work.

SLT Oversight and Monitoring