



MacIntyre
Academies

HOME LEARNING PROCEDURES AND GUIDANCE

Procedures Created	Procedures Reviewed	Procedures Reviewed	Procedures Reviewed	Procedures Reviewed
Sept 2020	Jan 2021	Sept 2021	Jan 2022	
CED	CED	CED	CED	

Version	Changes	Responsibility / Date
4	Blended Learning Approach modified for Upper and Lower School, section 2.2	Chris Edwards-Dewey Assistant Principal
Reason:	Adapted Home Learning Provision following review.	31/1/22

Person Responsible: Assistant Principal
Type of Policy Non-statutory
Date of first draft: Sep 2020
Date of implementation: Sep 2020
Date reviewed: Jan 2022
Date of next review: Sept 2022

1. Purpose/Rationale

This home learning guidance for staff aims to:

- Ensure consistency in the approach to home learning for learners 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

2. Roles and responsibilities

The following charts outline the key responsibilities for aspects of our Home Learning provision based on different scenarios we may encounter as a school.

Key Terms-

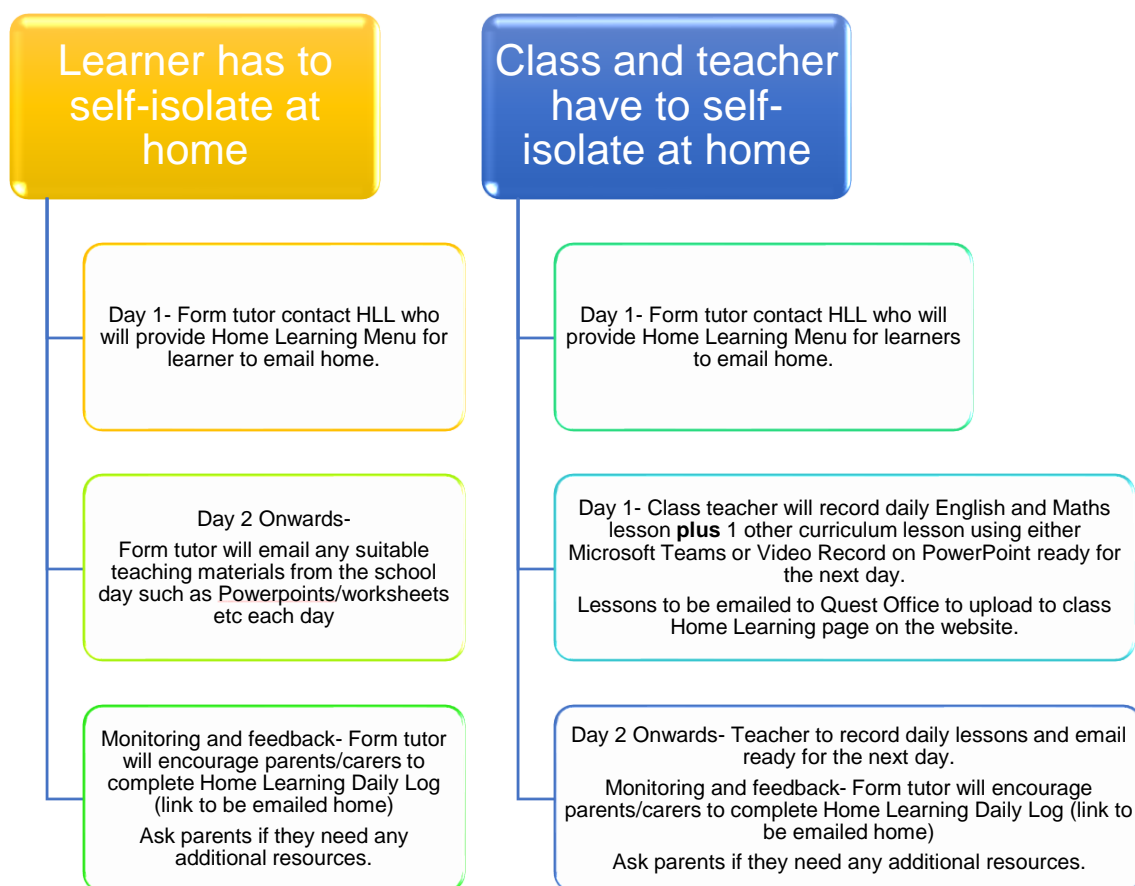
HLL- (Home Learning Lead)

Form Tutor- Named staff member assigned to each class

Teacher- Any staff member who delivers a lesson/qualification

Subject Lead- A staff member who has overall responsibility for a subject area

2.1 Contingency Plans during full school opening from September 2021



Teacher has to self-isolate at home

If a teacher is self-isolating and working from home then they will teach their lesson from home via Teams with the class team in school setting up the call in the classroom

If a teacher is self-isolating and unwell then they will send cover work in to school by 8.30am on the day of their illness to be delivered by cover staff

Options Qualifications

If a class that is taught a qualification is self-isolating and the teacher is still in school then a live Teams lesson will be completed with the teacher of the class setting up the call in school at the time when the lesson would have taken place

If a teacher of a qualification is self-isolating and working from home then they will teach their lesson from home via Teams with the class team in school setting up the call in the classroom.

PSHE/Assemblies

Subject Lead to provide 1 PSHE lesson per week, including special days, for classes not in school and email to Quest Office to upload to class Home Learning page on website.

Subject Lead to ensure that weekly assembly rota is followed and staff send PowerPoint of assembly to Quest Office to upload to class Home Learning page on website.

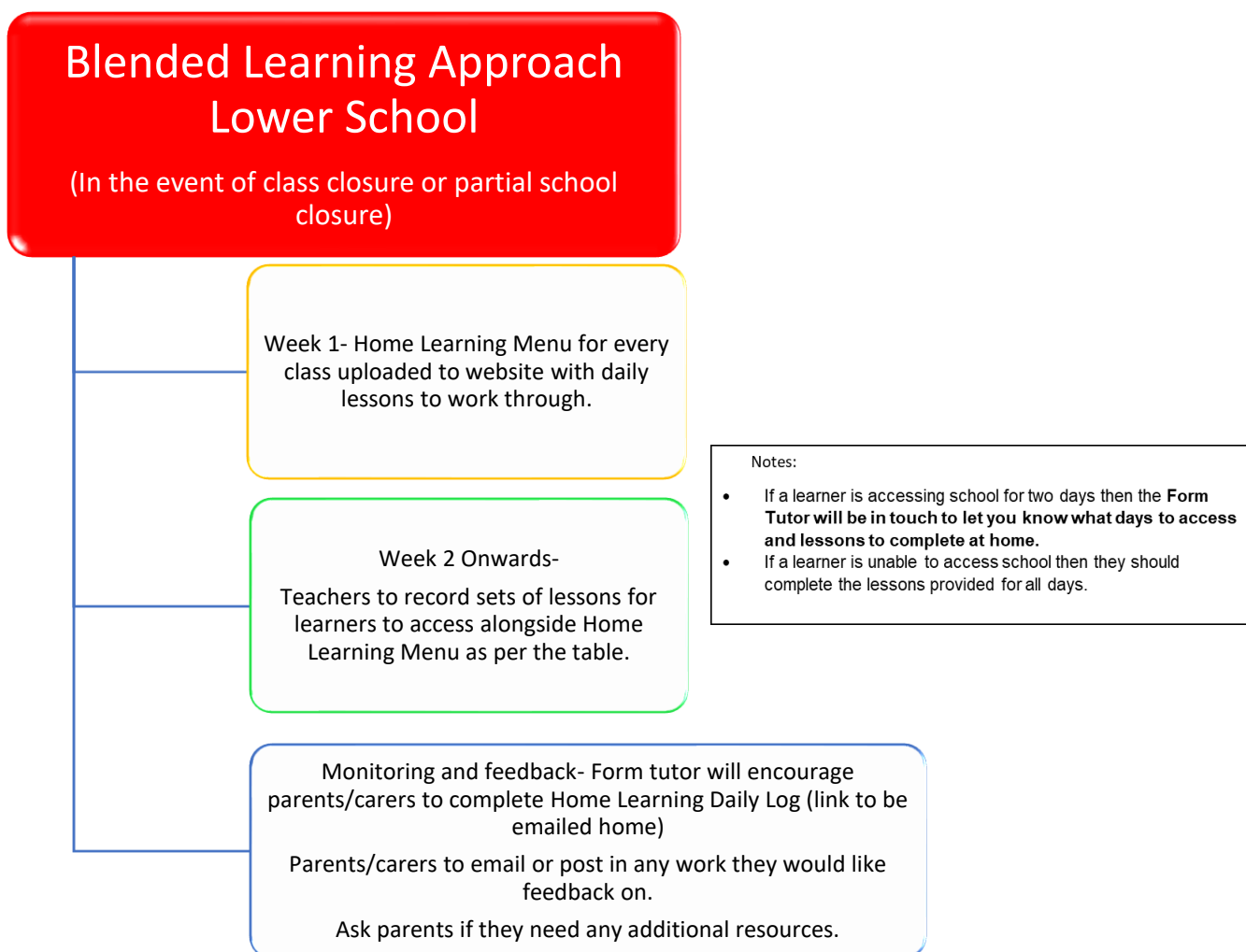
Form tutors to arrange class Zoom/Teams 'catch up' calls once a week to enable learners to stay connected

Reading

Learners have been given an Accelerated Reader and Myon login to record their reading at home and access our online library of ebooks.

Reading engagement to be monitored by Form Tutors weekly and support offered for learners not accessing.

2.2 Blended Learning Contingency Plans

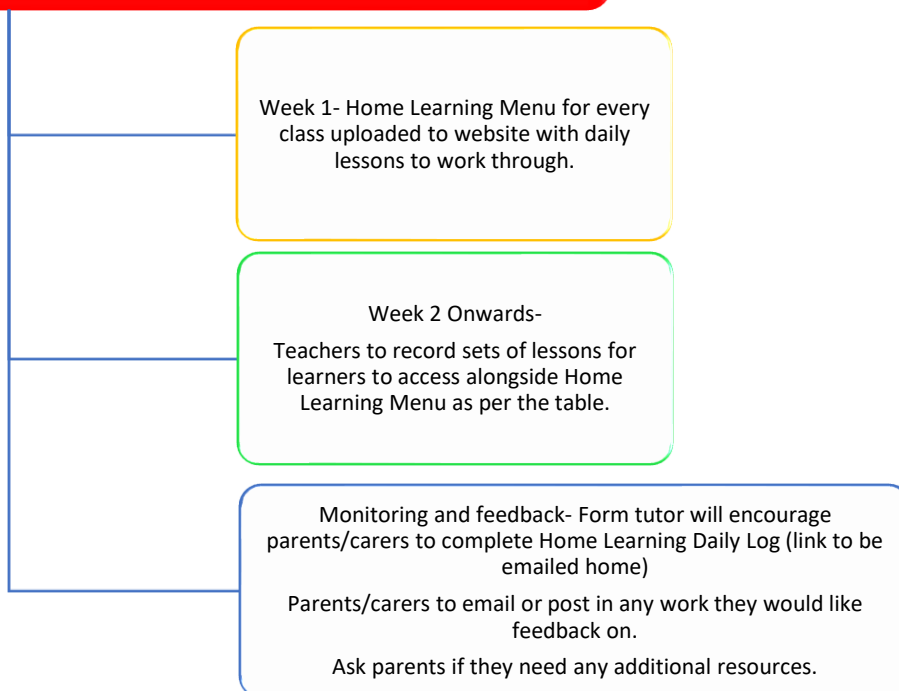


Home Learning Table

Day 1	Day 2	Day 3	Day 4	Friday
Recorded Structured Lessons	Recorded Structured Lessons	Home Learning Menu	Home Learning Menu	PSHE Day
-Maths -English -Science	-Maths -English -Creative Curriculum	-English (Oak Academy) -Science (Oak Academy) -Independent Living (Oak) -PE	-Maths (Oak Academy) -Life Skills -History (Oak) -Geography (Oak)	-Weekly Assembly -Votes 4 Schools -Manga High -Lexia

Blended Learning Approach Upper School

(In the event of class closure or partial school closure)



Day 1	Day 2	Day 3	Day 4	Friday
Recorded Structured Lessons	Recorded Structured Lessons	Home Learning Menu	Home Learning Menu	PSHE Day
-Maths -English -Science -Media/Computing	-Maths -English -Science - Media/Computing	-English (Oak Academy) -Science (Oak Academy) -Independent Living (Oak) -PE	-Maths (Oak Academy) -Life Skills -History (Oak) -Geography (Oak)	-Weekly Assembly -Votes 4 Schools -Manga High -Lexia

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Supporting teachers with setting relevant online learning

2.4 Senior leaders

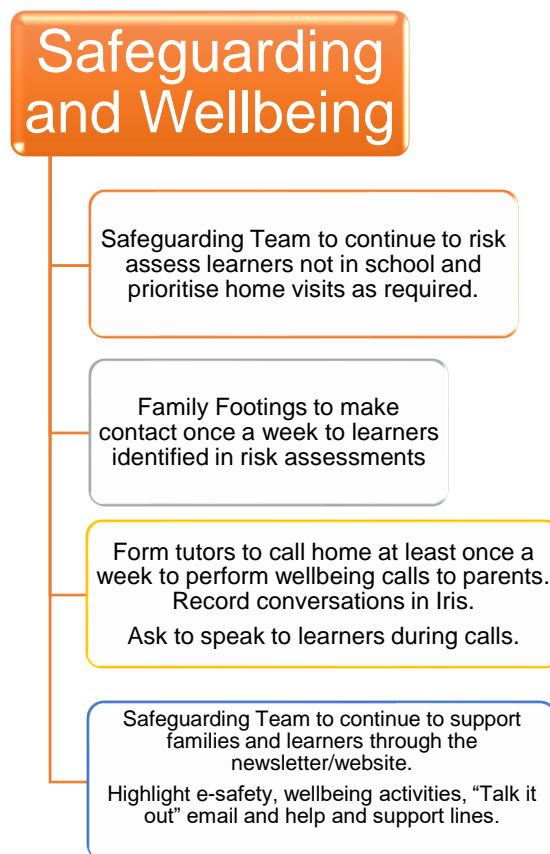
Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – SLT
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly,
- monitoring email correspondence between parents and teachers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Safeguarding Team

Family Footings are responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- See the COVID-19 amendments to the Safeguarding Policy



2.7 Learners and parents

Staff can expect learners to:

- 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 to:

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board is responsible for:

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

3. Who to contact

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

- Issues in setting work – talk to the relevant subject lead/SENCO/SLT
- Issues with behaviour – talk to the CSC Team and Behaviour Lead
- Issues with IT – talk to Assistant Principal (CED) who can contact support if needed
- Concerns about data protection – talk to the data protection officer (School Business Manager)
- Concerns about safeguarding – talk to the DSL

All staff can be contacted via the school email addresses

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- All staff have access to IRIS Adapt and Safeguard to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via the system using a secure password. Do not share any details with third parties and ensure computers are locked when away from them.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Sharing personal data

- Staff members may need to collect and/or share personal data such as emails or phone numbers 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.
- While this may be necessary, staff are reminded to collect and/or share as little personal data as possible.

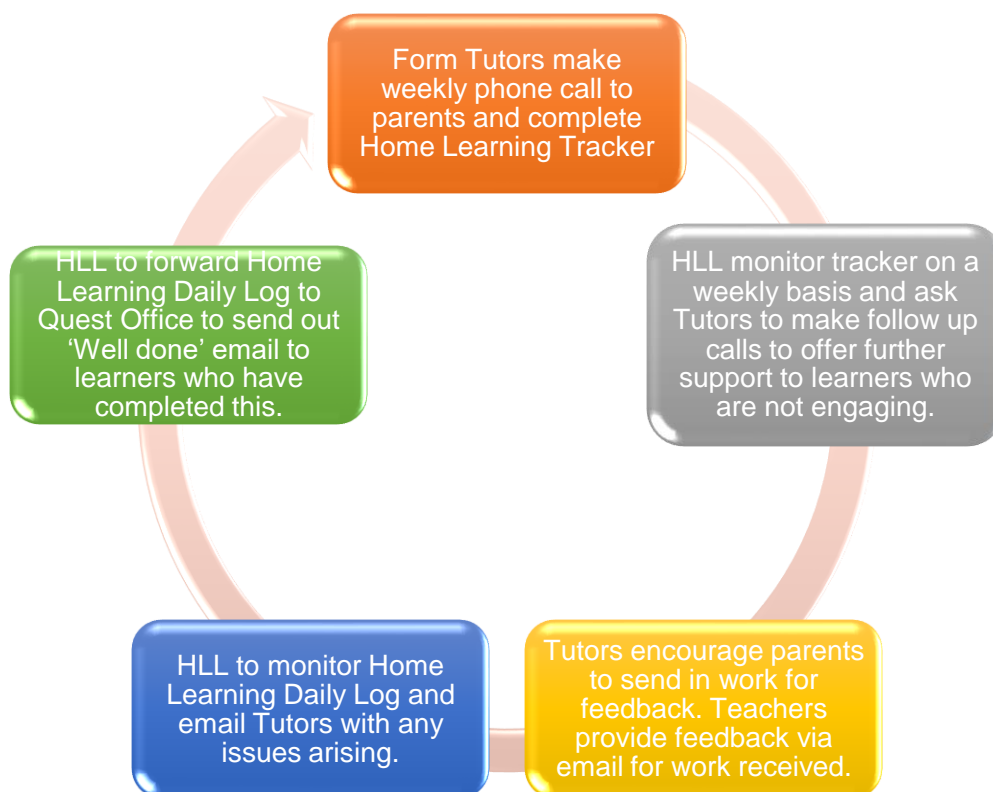
4.3 Keeping devices secure

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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

5. Monitoring arrangements

5.1 Monitoring Cycle



5.2 Reviewing procedures

Home learning procedures will be subject to ongoing review by SLT using the example audit tool below:

Home Learning Audit (Lockdown 3)

RAG Rating

Blue - Sustain
Green - Embed
Amber - Implement
Purple – Develop and Plan
Red Identify



Date	Identify Evidence Not yet in place / new target area	Develop and Plan Evidence Identified gaps but a plan is being developed to address each area	Implement Evidence In the process of implementing	Embed Evidence Practices and systems are in place with minor gaps/ and or area which can be further developed	Sustain Evidence Practices and systems are fully embedded, and there are examples of best practice
20/01/20	<p>AREA Completion of Standardised tests for learners not in school remotely</p> <p>ACTIONS Offer to parents to complete standardised tests at home. (CED)</p>	<p>AREA Individualised Programmes of support linked to PDPs for learners not in school</p> <p>ACTIONS NTP programme being designed to reach learners at home for English and Maths. (JR)</p> <p>Ensure safeguarding procedures for NTP (JR/TO)</p> <p>SALT/OT sessions for learners at home (TO)</p>	<p>AREA Write a Home Learning Guidance/Policy</p> <p>ACTIONS Complete and share (CED) Next LAB meeting share guidance and get feedback (NW/CED)</p> <p>AREA Roll out online Reading platform</p> <p>ACTIONS Upload guidance video to school website (CED)</p>	<p>AREA Class Social Time for learners not in school</p> <p>ACTIONS Monitor consistency (TO) Introduce reading a class book in this time (TO)</p>	<p>AREA Weekly Home Learning Menus uploaded to website ready for Monday morning</p> <p>Monitoring of engagement with Home Learning through Home Learning Log, Weekly phone calls, Home Learning Tracker.</p>

6. Virtual Call Guidance

6.1 Teachers will:

- Send out a meeting link to parents/carers to access the planned virtual call
- Remain in the meeting until all children have exited the meeting
- If at home, ensure background is either plain or blurred
- Have full control of the 'screen share' and 'mute' function
- Use children's first names only

6.2 Learners will:

- Join the meeting using their own first name
- Use the mute button if asked to
- Ensure they are fully clothed and dressed appropriately
- Be respectful to others in the meeting

6.3 Parents/Carers will:

- Support their child by helping to set up the meeting
- Ensure their child is able to use the mute control, especially if there is unavoidable background noise
- Ensure children are dressed appropriately
- For younger children it would be helpful for parents/carers to be present during the session
- Contact the school directly if there are any issues or concerns or if you need any help
- There is no expectation for children to have their camera on. It is fine for children to join the session and have the camera off for the full time.

7. Links with other policies

This policy is linked to our:

- Behaviour Support policy
- Safeguarding policy and Covid 19 Appendix
- MAT Data protection policy
- MAT Acceptable use of technologies policy