



HOME & BLENDED LEARNING POLICY

Document Author –Gareth Allen –Headteacher

Review date: 14 October 2023

Created: 13 October 2022



TABLE OF CONTENTS

PURPOSE & AIMS.....	Error! Bookmark not defined.	1
DEFINITION OF SELF-HARM	Error! Bookmark not defined.	
WHAT CAN MAKE A YOUNG PERSON SELF-HARM?	Error! Bookmark not defined.	
WARNING SIGNS AND WHAT TO DO.....	Error! Bookmark not defined.	
RECORDING INCIDENTS OF SELF-HARM	Error! Bookmark not defined.	
RELATED POLICIES	Error! Bookmark not defined.	
USEFUL WEBSITES AND APPS	Error! Bookmark not defined.	
Websites:	Error! Bookmark not defined.	
Apps:	Error! Bookmark not defined.	

INTRODUCTION

The Esteem South Academy ensures everyone achieves through a wide range of creative and personalised learning opportunities, promoting successful outcomes for all. We believe that all young people deserve the very best education and have the right to access the same experiences and opportunities as any other child or young adult.

It is our responsibility to facilitate a wide range of experiences for our pupils to ensure they all have positive outcomes and become respectful individuals, with kind hearts, wise minds and brave souls.

The curriculum has been designed to promote and sustain a thirst for knowledge and understanding, whilst ensuring that all learners are promoted to be as independent as possible and the Home & Blended Learning Policy aims to support this process.

Home learning encompasses work set to be completed outside the timetabled curriculum such as with traditional homework and also work included in the timetabled curriculum where a student cannot attend school for whatever reason. Blended learning is where a student attends school on a part-time basis with additional curriculum-based work being available at home.

In all cases it enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum.

BRAVERY

Inspiring and equipping our students for the world of work and their life as an independent adults. Nurturing their individual characters to be brave and enthusiastic about life long learning

RESPECT

Contributing to a culture promoting Fundamental British Values. Provide gold standard information and interaction for our students' families and keeps them at the heart of our school and the school at the heart of the community.



ASPIRATION

Using an explicit, evidence informed whole school approach in developing students' cognitive capabilities and learning behaviours. Providing the basis for them to imbued with creativity and aspiration to succeed.

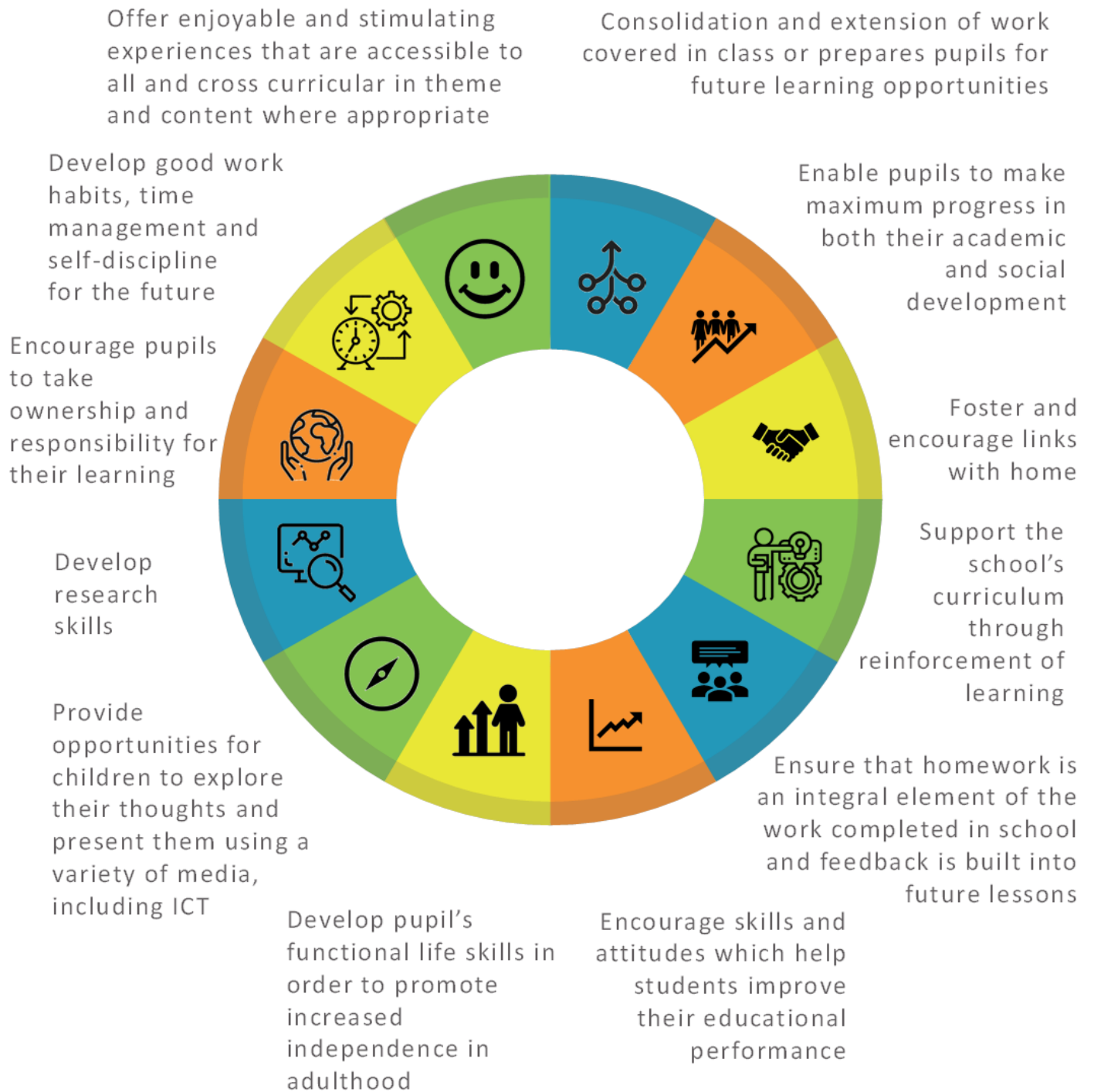
RESPECT

Development of positive, well-rounded, confident individuals, enabling student's social and emotional wellbeing, empowering them to engage with life and learning.

BRAVERY | ASPIRATION | RESPECT

AIMS

At Esteem South Academy we recognise the crucial importance of an active educational partnership between home and school. Home learning is one of the ways in which we seek to foster this partnership. Home learning encompasses a whole variety of activities instigated by teachers and parents to support our students' learning.



Range:

Pupils are given the opportunities to develop knowledge, skills and understanding through the following ranges:

- All students are given a home learning plan that has targets and actions that have been specifically selected to enable the student to work towards meeting the EHCP objectives.
- Reading tasks set through the online Star Reader and Century Tech platforms.
- English, Maths and Science curriculum support activities set through the online Century Tech platform.
- Practical activities designed to develop functional life skills and independence.
- Online materials and activities through the Teams Classroom platform.
- Functional Skills and GCSE assessments and bespoke learning plans are accessed via the online platform, BKSBLIVE 2.
- Physical work packs suitable for the student's needs.

Whole School Approach/Implementation:

At Esteem South Academy, home learning is delivery based on our pupil's specific support needs and focuses on 3 core areas: English, Maths and functional life skills. Work set will take the form of engaging online activities that support the English and Maths curriculum as well as practical activities designed to work on developing pupil's functional life skills to assist in advancing their independence in the future. Where a student is undertaking blended learning or remote learning, they will also receive additional work via Microsoft Teams Classrooms or via physical work packs in line with the regular curriculum routine (see Blended Learning below).

Reading will be a particular focus as research has shown that regular reading helps develop students' cognitive abilities. Students who read proficiently have an easier time absorbing and processing new information, which can improve learning across the curriculum.

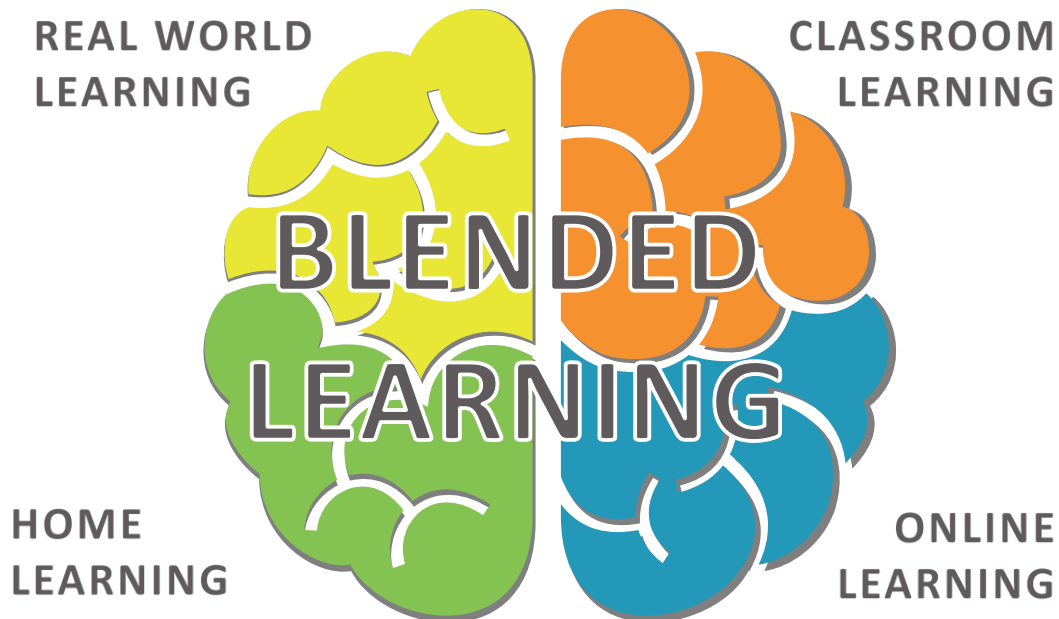
This policy considers that our pupils are individuals with individual needs that require different support methods. Homework completion is encouraged and consistently rewarded through the school reward system E-Praise, however, it is not compulsory. Where additional homework is requested by parents or pupils the school will facilitate this.

BLENDED LEARNING BLENDED LEARNING

Definition

"At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences."

Garrison and Kanuka, 2004



Types of Blended Learning

Face-to-Face Time with Pupils

This is the most traditional form of teaching and learning. It is a 'teacher-centred' method of education and takes place in school, in person. Pupils benefit from increased levels of interaction with their peers, as well as with their teacher, and are allowed the opportunity to socialise with fellow pupils. In face-to-face learning, students are held accountable for their progress at the specific time the lesson is taking place, for example, through the use of AfL techniques.

Online or Remote Learning

The School's platforms for sharing online resources and setting work will be Microsoft Teams Classroom. Pupils will also be able to return/submit completed tasks through this platform. It is recognised that a considerable amount of engaging and effective work has been set through other platforms such as the Oak Academy and BBC Bitesize. The continued use of these platforms is consistent with this policy and to be encouraged. However, for consistency resources and links associated with the work on alternative

platforms are posted on Microsoft Teams Classroom instead of being sent separately. Work set online should, wherever possible, be easy to complete without a printed worksheet.

Asynchronous Learning

Asynchronous learning is learning that doesn't necessarily happen at the same time for the teacher and the pupils. There is no real-time interaction; the learning resources are created and made available for pupils to use later on. The main features of asynchronous learning are:

- resources and activities delivered online, e.g. through Microsoft Teams Classroom;
- recorded lessons/video instruction/podcasts;
- flipped learning - pupils engage with the material before discussions in class.

Synchronous Learning

Synchronous learning is teaching and learning that happens where the teacher is present at the same time as the pupils, meaning that there is real-time interaction between them. The main features of synchronous learning are live, streamed lessons or pre-recorded lessons where the teacher is available at a set predetermined time.

Hard Copy Physical Resources

Feedback from pupils, parents and teachers, following the provision of paper packs, in June 2020, indicated that engagement in work increased. This is likely since using paper, in their learning at home, most closely replicates what the learning process is like in school. At Esteem South Academy, hard copy physical resources include:

- paper packs and work booklets;
- sensory packs;
- resources needed for projects, games and activities, for example, music, art, D&T, etc.

HOME LEARNING APPROACH

All students have been given a home learning plan that has targets and actions that have been specifically selected to enable the student to work towards meeting the EHCP objectives. The activities follow the Home Learning Approaches - Planning framework provided by the Education Endowment Foundation, which set out metacognitive strategies that support student learning (see below).

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_-_Planning_framework.pdf (see below).

Students are given hard copy physical work packs with the addition of activities on the Teams Classrooms that are linked to the medium-term planning, long term planning and sequencing documents that is taking place in school.

Teachers will provide planning and lesson activities for their usual groups following their established timetable. These will be uploaded to the students' Classroom on Microsoft Teams. The planning and lessons will follow the medium-term planning, long term planning and sequencing documents as it would do if teaching the lesson face to face. The learning opportunities provided on Teams can and should include a variety of activities, including recorded teaching time. These may be online and offline away from the screen e.g. writing a storyboard, describing the weather, drawing the phases of the moon. Please be mindful of the resources/ stationery that students have at home.

- Staff who are scheduled to be working from home will provide support and feedback to students and their parents working from home.
- Staff who are in the physical classroom will provide support and feedback to students in the classroom.

Assessment will be carried out using assessment criteria on Century Tech, BKSB, Star Reader. Longer-term gaps will be identified via data analysis, data dialogues and key stage action plans and addressed via curriculum planning over the medium term and school improvement plan.

TECHNOLOGY WITHIN THE HOME

Where students and families require support in order to access online learning the school will endeavour to provide technical support, advice and in some cases loans of laptops or tablets for remote and face-to-face education.

EDUCATION ENDOWMENT FOUNDATION

Approach



ACTIVATE

EXPLAIN

PRACTISE

REFLECT

REVIEW

What is it?

Prompting pupils to think about what they have learnt previously, that will help them with their next steps.

Explicitly teaching strategies to pupils and helping them decide when to use them.

Pupils practising strategies and skills repeatedly, to develop independence.

Pupils reflecting on what they have learnt after they have completed a piece of work.

Revisiting previous learning after a gap.

Why include it?

An important aspect of metacognition is planning how you'll approach a task, using what you already know.

Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.

Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.

Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.

Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.

Examples (online / offline)

Pupils watch a relevant video, then write down everything that they remember about it

Pupils complete a short quiz (either auto- or self-marked)

Pupils read a relevant textbook passage, then summarise the key points from memory

Pupils add to a partially complete concept map

Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.

Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how)

Use a visualiser to model your thinking, as you complete a series of worked examples

Use examples in textbooks, giving additional guidance about when and why strategies are used

Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them

Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.

A video leading pupil through a series of practice questions, reducing the guidance with each example

A series of questions with partial prompts for each one, and links to further help online when needed

Scaffolding—knowledge organisers, essay organisers, structure strips, sentence starters

Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out

Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.

Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help

pupils with self-evaluation

Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they

think is needed

Prompt sheets that help pupils to evaluate their progress, with ideas for further support

Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access

appropriate support, if needed.

Short online quizzes that include questions from previous topics, as well as more recent ideas

A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong,

and add anything that was missed, using textbook or other resources

Tip: A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.

The Planning Framework provided by the Education Endowment Foundation, which sets out metacognitive strategies that support student learning.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_-_Planning_framework.pdf

ROLES

Leadership Team

- Develop, monitor and evaluate the whole school strategy for blended and distance learning;
- Communicate with, and provide support to, departments, staff, pupils and parents, to ensure effective implementation of blended and distance learning;
- Provide opportunities for appropriate CPD training to ensure that staff are able to deliver blended and distance learning effectively;
- Ensure accountability of the home learning and blended learning process, through quality assurance processes.

Subject and Key Stage Leaders

- Lead and support the school in the design and development of high-quality blended and home learning experiences for pupils, by ensuring that subject plans are fit for purpose and audience;
- Monitor and evaluate the provision of blended and home learning through departmental self-evaluation;
- Communicate with pupils and parents, as appropriate, to ensure engagement and progress with the blended and home learning experience;
- Disseminate excellent practice amongst colleagues, both formally and informally.

Teachers

- Ensure that home learning is being set and recorded
- Ensure that time scales for completion and submission are explicit
- Control the direction of homework and the nature of the tasks being undertaken
- Ensure that tasks are made clear to pupils and matched to their abilities and specific needs

- Recognise, reward and celebrate the regular completion of home learning.
- Note and respond to queries from parents
- Continue to strive to deliver consistently excellent lessons in accordance with the Teaching & Learning policy
- Engage with CPD training to ensure proficiency in delivering effective blended and home learning
- Collaborate with colleagues to design and develop high-quality blended and distance learning experiences for pupils, in accordance with departmental plans
- Plan and deliver blended and distance learning experiences for all pupils, including those with complex learning needs, ensuring that pupils' needs are fully catered for
- Communicate with, and provide timely feedback to, pupils in line with the School's Marking and Feedback Policy
- Carefully monitor pupils' work completion and deadline compliance
- Communicate with pupils and parents, as appropriate, to ensure engagement and progress with the blended and home learning experience.

Learning Support Staff

- Provide support and assistance to departments and teachers
- Assist with implementation of pupils' Home Learning Plans so that their needs are fully catered for through blended and home learning.

Students and Parents

- Listen to home learning instructions given in class (where appropriate), recording tasks set at face-to-face lessons in school, noting the due date for completion;
- Engage with all work set and give it their best and with honesty.
- Inform the class teacher of any difficulties
- Dedicate appropriate time to distance learning, to complete the tasks, set by the due date;
- Check Teams Classroom for information on tasks, assignments and resources daily, throughout the school week;
- Identify a comfortable and quiet space to study/learn;
- To display a positive attitude towards home learning.

- To share the importance and value of homework with their children.
- If parents have any problems or questions about home learning, they should, in

ENGAGEMENT

For a blended learning approach to be effective, it is of critical importance that all pupils engage with the process to the best ability to do so. Therefore, students and parents must have a secure understanding of what they have to do and by when.

Differentiation, a comprehensive overview and clear instruction will be of critical importance, to enable pupils to balance work completed in school and at home.

We expect that pupils will engage with this approach to teaching and learning and exceptional levels of engagement can be celebrated by departments in already established ways.

We must recognise that pupils may be having difficulty in adapting to this way of working or struggle with barriers to learning, e.g. SEND, lack of space to work at home; unreliable broadband or limited ICT provision; etc. Therefore, it is important to try and establish what these barriers are and how we might help to remove them. Communication with pupils in school and with parents at home will be an important way of addressing these issues.

EQUAL OPPORTUNITIES

Homework is set to incorporate a wide range of cross-curricular subjects and to meet the needs of pupils as individuals. All students have equal access to homework regardless of their learning need, gender or ethnicity. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.