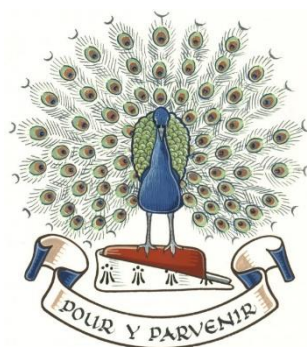# LADY MANNERS SCHOOL

HOMEWORK, OUT OF SCHOOL LEARNING AND REMOTE LEARNING

POLICY

AIMS STATEMENT

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

1.   THE PURPOSES AND AIMS OF HOMEWORK, OUT OF SCHOOL LEARNING AND REMOTE LEARNING

    1.1   Homework and Out of School Learning should be seen within the context of our Curriculum Aims:

        The curriculum at Lady Manners School provides a rich, enjoyable, broad and balanced education. It incorporates increasing opportunities for flexibility and diversity - thereby meeting the interests, needs and aspirations of all students, and preparing them for adult life in a rapidly changing world.

        Homework and Out of School Learning encompass a huge range of activities. The term 'Out of School Learning' is intended to recognise the breadth of learning that can contribute to the development of individual talents but which may not be formally set by, or directly related to, school. The term 'Homework' implies learning activities that are formally set by school.

        Homework and Out of School Learning play very important roles in fulfilling the curriculum aims stated above. In particular:

- By helping students to achieve to the best of their abilities
- By encouraging students to take responsibility for their own learning
- By providing a breadth of learning experience
- By providing opportunities for personalisation of the curriculum according to needs and interests
- By providing the skills necessary for further learning and future career development

    1.2   Homework can have many purposes. These include:

- The re-enforcement, consolidation, development and application of learning undertaken in class
- Research and preparation for an extended piece of work
- Broadening subject skills and knowledge by reading around the subject
- Improving literacy skills by reading for pleasure
- Revision and retrieval of key knowledge and skills
- The development of personal and independent, learning and thinking skills. Skills such as self motivation and time management, creative thinking and reflective learning may be harnessed particularly effectively through homework.

1.3   Effective homework is characterised by:

- A clear purpose and relevance. It must be perceived in this way by students
- Engaging activities that are capable of engendering interest and pride in the final outcome and contribute to the progress made by students
- Variety over time - which may also include an element of choice on the part of the student
- Careful planning as part of a well designed scheme of work. It should be structured well and have clear learning outcomes
- Being matched to individual needs where appropriate

2.   STANDARD PRACTICE IN SETTING HOMEWORK

2.1   All students will be set revision tasks and retrieval activities for homework each half term. These will be marked by the teacher and will help students to build their knowledge, skills and attain better outcomes in assessments.

2.2   Homework will be set on a regular basis and will have strong educational purpose as part of a structured scheme of work.

2.3   Students can expect to complete some form of homework on most evenings. However, students might not be set a completely new homework task by every subject every week.

2.4   The amount of time spent on homework is likely to increase as students move up through the school.

Even within these Key Stages some variation will occur. For example, within Key Stage 3 the quantity of homework expected of a Year 7 student who is just settling in to school will be less demanding than for a Year 9 student who may well be making a start with examination based tasks in some subjects. Similarly, within Key Stage 4 and the Sixth Form, the balance between shorter, closely defined tasks and more open, longer projects will often depend upon which particular subjects are studied.

2.5   A revision homework timetable will be set at the start of each year giving an indication of the regularity of homework in each subject. The exception to this will be in the Sixth Form where students can expect all subjects to set at least one significant piece of homework each week per teacher

2.6   We greatly value the fact that many of our students are engaged in a wealth of out of school learning activities and aim to find ways to record and celebrate these endeavours. We also recognise that these activities are time consuming and want to ensure that our students can balance them with homework. When possible students who inform staff in advance of other commitments may be allowed extra time to complete homework assignments. However, time management is also an important skill to learn.

3. ROLES AND RESPONSIBILITIES

3.1 The Role of School

3.1.1 The school is responsible for planning and delivering effective, engaging homework as an integral part of its wider curriculum. The school will set a varied, broad programme of homework. Additional resources and guidance will often support homework and Class Charts will be used to set homework and help students with planning and meeting deadlines.

3.1.2 Homework will be differentiated where appropriate to meet the learning needs and styles of students, and will be matched to abilities. Outcomes will be valued and used to adapt teaching and learning. The school will also take steps to resolve situations where an imbalance of work arises.

3.1.3 The school offers spaces for students to use at lunchtimes, and in some cases before and after school, to complete homework and research tasks. Sixth Form students also have a dedicated ICT centre to use for their independent learning.

3.1.4 The school will deal with the non-completion of homework within normal disciplinary procedures. Responsibility for tackling non-completion begins with the class teacher and the department concerned. The completion of high quality homework will be rewarded through the existing school systems to demonstrate that such effort and care is valued.

3.1.5 The school will monitor the use made of homework through Curriculum Leaders and the pastoral system. The outcomes of this aspect of learning are included within our self-evaluation processes.

3.2 The Role of Students

3.2.1 One aim of homework is to encourage students to take responsibility for their independent learning. Students are responsible for planning their time carefully in order to ensure its completion by deadline, and for engaging in homework tasks in order to complete them to the best of their ability.

3.2.2 Students must access Class Charts to find instructions for homework and ensure that they can meet deadlines. In the case of longer pieces of work extending across more than one week, students should record a weekly reminder in planners about the homework requirement. Dyslexic students may photograph homework instructions if written on the board in lessons.

3.3   The Role of the Parent

3.3.1   Homework also enables others, particularly family members, to make a contribution to learning.   Parents can support learning by taking an interest in the topics studied and supporting students in managing their time in order to complete the work set by the given deadline.

3.3.2   Parents are asked to let the school know if their son or daughter is experiencing difficulties in completing homework by regularly checking the Class Charts app.

4.   REMOTE LEARNING

4.1   Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

4.2   Roles and responsibilities

4.2.1   Teachers

When providing remote learning in the event of a school closure, teachers must be available between 9 am and 3.35 pm. When providing remote learning for group, teachers must ensure they are available at the times when they normally teach that group.

If teachers are 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 providing remote learning, teachers are responsible for:

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- Providing appropriate work for all their classes each day
- Ensuring that the amount of work provided enables students to keep learning for the same amount of time that they would if in school
- Setting work in a timely fashion each day so that learning can begin by 9.15 am for all students
- Uploading suitable activities e.g. worksheets, PowerPoint presentations, web-links onto Myvle in the appropriate sections

- Uploading suitable assignments for students to complete and hand in for feedback on Class Charts with appropriate deadlines in line with the homework and assessment , reporting and marking policies
- Providing live lessons for students where appropriate e.g. if a whole year group/class are learning from home because of a Covid -19 occurrence
- Liaison with their colleagues and curriculum leaders to ensure that there is consistency of provision across a year group and work provided is of a high quality
- Monitoring the engagement of students with remote learning and alerting relevant pastoral or curriculum leaders to any concerns
- Undertaking appropriate training when needed to provide high quality remote education for students of all ages and abilities
- Behaving professionally at all times when working with students remotely

Providing feedback to students:

- Individual feedback should be given to students on all assignments that are set in Class Charts using the codes outlined in the marking policy
- Frequency of feedback on assignments should remain in line with the marking policy but the frequency may need to be more often if there is a prolonged need for remote learning. Curriculum leaders will advise on this in consultation with SLT
- Verbal feedback to students can be given via arranging a GMeet session with a whole class or subgroup of the class when appropriate but teachers are not routinely required to do this
- Teachers should share responsibility for monitoring the questions and providing answers on Myvle forums set up to provide opportunities for students to ask questions and seek feedback from teachers and each other

Attending meetings:

Teachers should attend all virtual meetings that replace any of the usual face-to-face meetings.

Meetings include:
- Departmental meetings
- Staff briefings
- Whole school meetings
- CPD and other training
- Appraisal meetings
- Parent meetings

4.2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours.

If 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 remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely in particular those with a SEND need
- Liaison with the SENCo and Assistant SENCo to ensure they provide support for the right students in the most effective ways
- Liaison with particular students and families where a student has an EHCP
- Updating Edukey with information about support provided or conversations with students and parents
- Attend virtual meetings to support the SENCo and Assistant SENCo
- Undertake any remote CPD that is deemed appropriate by the SENCo or Assistant SENCo
- Work with small groups or individuals who need to catch up with learning when returning to school if they have been unable to access/engage with remote learning

4.2.3 Curriculum Leaders

Curriculum leaders are expected to follow all the roles and responsibilities of a teacher identified in 2.1. In addition the curriculum leaders 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
- Ensuring that Myvle is kept up to date with appropriate learning resources and information for students
- 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
- Guiding the work of teachers related to remote learning in their subject areas
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers and reviewing work set on Myvle, Class Charts and other platforms

- Providing guidance to teachers on effective remote learning strategies and appropriate tasks and activities
- Ensuring that remote learning across their subject specialism is effective in providing a high quality of education for all students of all abilities
- Ensuring best practice is shared amongst teachers
- Providing or sourcing appropriate training for teachers to improve expertise in remote learning

4.2.4 Senior Leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school led by the Senior Assistant Headteacher
- Monitoring the effectiveness of remote learning through regular meetings with curriculum leaders, reviewing work and seeking feedback from students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations led by the Deputy Headteachers
- Providing suitable training for staff and researching new ways to use technology effectively in conjunction with the Curriculum Leader for ICT
- Ensuring all students have equal opportunities to learn effectively including providing support with ICT needs where possible for students in receipt of pupil premium funding

4.2.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Reviewing safeguarding procedures to reflect remote learning best practice
- Providing guidance for staff on safeguarding when providing live and recorded remote lessons
- Ensuring all safeguarding measures are robust and followed by all staff
- Reviewing and updating the child protection policy

4.2.6 IT Support staff

IT support staff are responsible for:

- Providing and maintaining efficient technology devices and software
- Helping staff and parents with any technical issues they are experiencing

- Monitoring all systems and flagging any data breaches to the data protection officer
- Supporting teachers as needed with delivery on online live lessons

4.2.7 Pastoral Leaders, Form Tutors and Support Staff

All pastoral staff and support staff are responsible for:

- Making contacts with students and families to check on student well-being
- Providing students and parents with support and information
- Checking on students who have not accessed remote learning and passing on concerns
- Providing paper copies or other forms of work for students who struggle to access learning online

4.2.8 Students and Parents

School expects students learning remotely to:

:

- Check Myvle daily during normal school hours to access learning activities and resources
- Check Class Charts daily to access announcements of remote live lessons
- Complete work to the deadline set by teachers and upload assignments to Class Charts by due dates
- Seek help if they need it via Myvle forums or live lessons
- Attend remote live lessons when provided as often as possible
- Abides by appropriate behaviour guidelines for remote live lessons
- Alert teachers if they are not able to complete work
- Use the help booklets for how to access all remote learning

School can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Download the Class Charts application to receive communications regarding remote learning
- Ensure their child abides by the correct behaviour routines when attending remote live lessons
- Seek help and support from the school if they need it
- Support and encourage their child in accessing remote learning
- Not interrupt or attend remote live lessons
- Be respectful when making any concerns known to staff

4.2.9 Governing Body

The Governing Body 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4.3   Who to contact

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

- Issues in setting work - talk to the curriculum leader who may refer this to the Senior Assistant Headteacher
- Issues with behaviour - talk to the relevant pastoral leader
- Issues with IT - talk to IT support staff and the Curriculum Leader of IT
- Issues with their own workload or wellbeing - talk to their line manager
- Concerns about data protection - talk to the data protection officer
- Concerns about safeguarding - talk to the DSL or a Deputy DSL

4.4   Data protection

4.4.1   Accessing personal data

When accessing personal data all guidance in the school's GDPR policy must be adhered to.

4.4.2   Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as the data collected is appropriate and the processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

4.5   Safeguarding

Staff should conduct themselves in a professional manner at all times when providing remote learning form in school or at home and adhere to all the guidance in the child protection policy and all normal safeguarding guidelines. The following guidance should also be followed when carrying out remote live lessons:

- Wear appropriate professional dress
- Keep your background clear of personal items
- Record live lessons and store them for a minimum period of 6 weeks
- Insist all students leave the lesson before you
- Students are provided with a Gmail account which is administered by the school and they should always use this so that they are recognised as being a part of the school when attending a remote lesson.

- Insist any student that you do not recognise by name turns on their video to check who they are. If this is not possible then they should not be admitted into the remote session.

4.6   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
- Assessment, reporting and marking policy
- ICT and internet acceptable use policy
- Online safety policy

Lady Manners School

Remote Learning Policy for BTEC Courses

Aim

- To ensure consistency in the approach to remote learning for students who are not in school
- To ensure that the delivery meets the guidelines set by the BTEC awarding body
- To ensure that the assessment methodology is valid, reliable and does not disadvantage any group or individual learners
- To set out expectations for all members of the school community with regards to remote learning

In order to do this, teachers at Lady Manners School will:

- provide remote learning in the event of a school closure between 9am and 3.35pm
- provide remote learning for a group at the times when they normally teach that group
- provide appropriate work for all their classes each day
- ensure that the amount of work provided enables students to keep learning for the same amount of time that they would if in school
- set work in a timely fashion each day so that learning can begin by 9.15am for all students
- upload suitable activities onto Myvle in the appropriate subject areas
- upload suitable BTEC assignments for students to complete and hand in for feedback on Class Charts, with appropriate deadlines in line with the homework and assessment, reporting and marking policies and in line with BTEC awarding body requirements
- ensure that BTEC assignment briefs are appropriate for remote learning environments
- ensure that students have access to any necessary technology required for a BTEC assignment
- ensure that BTEC assignment briefs are delivered in person via a live lesson
- provide live lessons for students where appropriate e.g. if a whole year group/class is learning from home because of a COVID-19 occurrence
- ensure there is a mechanism for students to ask questions about their work through the facility on Class Charts or in the chat section on GoogleMeet
- liaise with their colleagues, curriculum leaders and the Lead Internal Verifier to ensure that there is consistency of provision across a year group and work provided is of a high quality
- monitor the engagement of students with remote learning and alert relevant pastoral or curriculum leaders to any concerns
- undertake appropriate training when needed to provide high quality remote education for students of all ages and abilities

- ensure that BTEC assignment deadlines can be met by any student learning remotely
- provide timely feedback to students using the codes outlined in the marking policy and in line with BTEC awarding body feedback requirements
- ensure submitted work is authentic by running plagiarism checks and that it has been completed by the learner
- ensure that submitted work is stored securely in line with the awarding body requirements

The Internal Lead Verifier will have responsibility for the above, overseen by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

This policy will be reviewed annually by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).