



MARY ELLIOT ACADEMY

Remote Learning Policy

Version: 1

Awaiting ratification from the Local Governing Body

Signed by the LGB:

Date

To be reviewed annually:

Date

Contents

1. Rationale3

2. Aims3

3. The Nature of Homework3

4. Homework Tasks4

5. Homework Procedures and Co-ordination.....4

6. Remote Learning Procedures and Co-Ordination4

7. Monitoring and Evaluation5

8. Homework Frequency6

9. Type of Activities.....9

10. Changes10

1. Rationale

Home learning can make an important contribution, at all stages of education, to students' progress at school. Students' learning continues through the completion of homework, or via accessing remote learning at home, in circumstances where they are unable to attend school. The homework provided to our students will be developed to enhance and help improve their English, Maths and subject knowledge. The nature, purpose and quantity will vary according to the needs and age of each individual.

2. Aims

Through the school policy for remote learning, we aim to:

- Provide opportunities for parents/carers, our students and the school to work together in partnership to support students' learning
- Ensure parents/carers are clear about what homework is given, when it is given and what their child is expected to do
- Practise or consolidate basic skills for life, especially in English and Maths
- Encourage students and their parents/carers to share and enjoy learning experiences together
- Ensure that the needs of individual students are taken into account when remote learning tasks are set and the work covered is appropriately challenging
- Improve the quality of the learning experience offered to students and to extend it beyond the classroom environment
- Use homework as a tool to help to continue to raise standards of attainment and enjoyment of learning
- Encourage students to develop the responsibility, confidence and self-discipline needed to study as independently as they are able to
- Ensure consistency in the approach to remote learning for learners who are not in school

3. The Nature of Homework

It should be noted that homework can be set in many different forms, with different expectations and outcomes. It is important to remember that when setting homework, there are a number of points to consider:

- The nature and type of homework is in line with the curriculum the student is following in school
- The amount and frequency of homework will differ according to the learners' ability level
- Homework should not cause undue stress to the student, family or teacher
- Homework will not necessarily come in the form of a written task

4. Homework Tasks

The students' individual educational programme (informed by their EHCP targets) will provide strategies for families to use at home to support their child in making progress over a period of time. Tasks will be provided half termly, as appropriate to the learner.

5. Homework Procedures and Co-ordination

Homework will be managed by:

- Individual teachers and class teams will share homework tasks at the beginning of each half term, with clear direction for sharing completed work
- Annual review meetings will outline how homework is matched to the ECHP targets
- Parent/Carer workshops will focus on how to support students' learning at home, identify strategies that meet individual needs
- Overall accountability for the oversight of homework will sit with the Senior Leadership Team's parental engagement lead

6. Remote Learning Procedures and Co-Ordination

- 6.1. Remote learning will take affect when a learner is absent from school, for a period of 5 consecutive days, or more. This is to enable all learners to access learning and provide a consistent approach for those who are unable to attend school.
- 6.2. At Mary Elliot Academy, we put the young person's wellbeing at the centre of everything we do, including in relation to remote learning. The primary focus is the learner's progress towards their EHCP targets, which are set with parents/carers and education and health care professionals.

- 6.3. We acknowledge that learners will have different reasons for not attending school, and changes in routine can lead to students not learning effectively due to change of routine or illness.
- 6.4. With this in mind, we believe the most effective way to support students with their learning and mental health is by working in partnership with parents/carers and health care professionals to ensure learning is purposeful and is centred around the young person.
- 6.5. Teachers must:
- Send out home learning tasks via the most appropriate method
 - Complete the home learning tracking data sheet (so that tasks sent can be monitored)
 - Contact the learners' parent/carer(s) to ensure understanding of the work set and provide guidance around implementation
 - Monitor students' engagement and communicate effectively with parents/carers and department leads if there are any concerns
 - Contact families bi-weekly (for students who are absent for more than 5 consecutive days) to set work and ascertain feedback
 - Support parents/carers with home learning ideas - providing termly workshops to support with completing home learning tasks with their child

7. Monitoring and Evaluation

- Each department will have their own homework folder. Within this, classes will have folders where they save the homework being set for each half term. Teachers are to record homework sent on the home learning tracking data sheet. Department Leads will monitor this and ensure home learning is sent out on time
- For remote learning (students absent for 5 or more consecutive days), teachers will record work sent and any feedback on progress made from parents/carers on the Remote Learning Tracker. Department Leads are to monitor remote learning being set for these students and provide support as required
- Parental workshops will be offered throughout the academic year to ensure parents/carers can support their children effectively at home using current techniques/strategies, consistent with those being used in school

- A member of SLT has the responsibility for the leadership of Parental Engagement, and delegates responsibilities to key staff within the school

All staff have a responsibility to:

- Monitor compliance of the academy's Remote Learning Policy
- Meet and discuss home learning with parents/carers, when necessary
- Inform new parents/carers to the school of the Remote Learning Policy and what it entails, as part of the home/school agreement
- Contact parents/carers why homework has not been completed and raise any issues/concerns during parent/carer meetings and annual reviews

8. Homework Frequency

8.1. Homework is to be set at the start of each half term, in order to have sufficient time for learners to generalise their skills at home, and allow for parents/carers to share feedback on the progress their child has been making within the tasks set.

Term	Homework to be completed by teachers	To be sent home to parents/carers or uploaded to Class Dojo
Each Half Term	By the end of Week 1	Start of Week 2

8.2. Sixth Form

- Homework is linked to each individual's aspirational goals and the preparation for adulthood outcomes. Tasks can be linked to accreditation, which will be sent out termly with task suggestions for each half term
- Parents/carers will provide homework feedback, which teachers will record onto the home learning tracker

8.3. SLD Department

Homework is used to reinforce work covered in class by providing further opportunities for individual learning, and to practise or consolidate basic skills and knowledge, especially in English and Maths

There is a universal offer in place for all learners within the SLD department, comprising:

- Strand-specific: English and Maths, including reading books and problem solving activities
- Pre-requisite: Basic skills, including ideas for English and Maths within the home, and exploration packs

In addition, targeted homework is set by class teachers based on the developmental needs of the individual learner. This may include:

- Physio plans and exercises
- Spellings
- Language and communication
- Handwriting, including gross and fine motors skills
- Reading scheme books or phonics practise based on individual need

Intent

We aim to use homework to improve the quality of learning experiences offered to our learners and extend these beyond the classroom environment. Homework will encourage learners and their parents to share and enjoy learning experiences. It will reinforce work covered in class by providing further opportunities for individual learning, to practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.

	(Strand Specific learners) Literacy	Strand Specific learners Numeracy	Pre-requisite Learners Literacy and numeracy
Universal	Reading scheme books Book Band Books - Bug Club, Rapid Readers, PM Readers	Numicon - Resources and Activity Tasks	Basic skills - early literacy and numeracy at home ideas. Art and exploration packs together with ideas for projects provided for learners who are motivated by exploratory learning.
	Epic Books - https://www.getepic.com/	Mathletics - Differentiated online challenges	

Targeted	Spellings Initial high frequency word assessment to provide words to practice	Recommended Apps List related to different curriculum areas?	Enrichment Opportunities and events Fixed, seasonal and cultural visits for learners and their families to experience.
	Handwriting Letter formation, sizing, pencil control, gross and fine motor skills	Physio Plans and Exercises	Skills at home Linked to developing independence
	Language Communication - Key signs and symbols for learners to practice	Literacy/ Numeracy/ TWAU Education City - Log in for specific subject areas to be sent.	PSHE Resources linked to current curriculum coverage and individual learner need.

<p>How to Access</p> <p>All programs can be accessed by parents through:</p> <ul style="list-style-type: none"> • Resources sent home • Log in details shared for online programs • Information sheet with details of how to access for parents 	<p>Promotion</p> <p>We will promote our homework through home school liaison in various formats which will include:</p> <ul style="list-style-type: none"> • Inspire workshops • Home School Communication • Newsletter • Parental consultation meetings to discuss individual learner's needs • Phone call homes • School SZapp 	<p>Tracking Home Learning</p> <p>Extended Lead will track homework allocation half termly.</p> <p>Teachers to indicate which programs of home learning have been set for individual learners on tracker.</p> <p>Reading records provided to parents to record progress.</p> <p>Parents provide feedback through email address given.</p>	<p>Homework Frequency</p> <p>Universal homework to be prepared by teachers during the first week of the half term, ready to be shared in the second week.</p> <p>Reading scheme books to be rotated on an individual basis for learners.</p> <p>Homework monitored half termly.</p>
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Impact

Learners will have access to high quality learning opportunities at home to continue the application of knowledge taught within school. Parents will be empowered to support their child and equipped with the skills and resources needed to do this at home. Progress within curriculum areas will be impacted through the contributions of both the academy and support within the home. Through effective communication, learners are provided consistent opportunities to learn and generalise skills continuously.

8.4. ASC Department

- All homework is based on the learner's EHCP targets
- One homework project consists of work on 3 key skill areas per half term
 - 1x Problem Solving and Thinking
 - 1x Communication
 - 1x either Social and Emotional Regulation or Routines and Engagement

General Routines:



	Targets	Activities
Morning Routine	Target A PS1.3 Can put shoes on the correct feet	Task/Activity A  <p>Joe is working on putting his shoes on the correct feet independently. This can be tricky for learners to understand. Here are some tips and tricks to support Joe with this task.</p> <ol style="list-style-type: none"> 1. Put matching stickers or designs with permanent markers on the inside rim of each shoe 2. Get Joe to place the shoes down so that the stickers/designs are touching each other 3. Joe should then stand directly behind their shoes 4. Support Joe to step one foot forward into the shoe directly in front of them and repeat on the other side
Breakfast	Target A KSK1.1 Follows instructions to ensure safe use of equipment while in the	Task/Activity A <ul style="list-style-type: none"> • Start inviting your Joe into the kitchen to help you bake and cook. He enjoys exploring foods so allowing him to explore the touch and appearance of foods without forcing him to eat them is a good start. • There are a variety of cutting tools and knives with which children can learn and still stay safe. Many tools are able to slice soft foods, and yet unable to do any damage to a child's fingers. <p>Let your child safely experiment and even struggle a little bit while cutting. Don't step in right away when they can't cut something. They are learning. If you see your child is getting frustrated, ask if he needs help.</p>
	kitchen- E.g. a knife	<ol style="list-style-type: none"> 1. <u>Model</u> - The first step in our children developing new skills is usually watching other people. Teach your child the proper way to hold a knife and where to put his other hand. Also important is teaching your child when to simply press down to cut, and when it's appropriate to use a sawing motion to cut. 2. <u>Start with plastic & learn the movement</u> - Start by using playdough or a dough mixture. Using plastic knives or butter knives allow Joe to practise cutting in play-doh or another type of dough mixture. Using knives like these, which are essentially like the real thing only plastic, gives them the opportunity to learn how to safely hold and use knives. 3. <u>Practice</u> - In order to develop Joe ability and understanding, Joe needs opportunities to practice. Try letting Joe help cut up vegetables or fruit that will be used for the meals you are preparing. 
Lunch	Target A E3.3 Can put food on a fork and eat	Task/Activity A Self-feeding is a very complex task and it is common for children to have difficulty using cutlery to feed themselves. <ul style="list-style-type: none"> • It is important that your child is well supported when they are learning any new skill. Whenever possible ensure that your child is sitting at a table. Always set the dishes and utensils out in the same way to develop a routine and help your child locate items at each meal.

8.5. PMLD Department

- All homework is based on the learner's EHCP targets
- Homework is set half termly
- Homework is based on an area within the curriculum that the learner is highly engaged in. It is an extension of the learning target that the

student is working on in school, in order to support their generalisation of skills in a different context

- Homework sheets explain to parents/carers:
 - What target their child is working on in school
 - Suggestions for how they can support their child's learning at home
 - Equipment they will need (easily sourced household items)
 - How to give feedback about their child's learning at home

Purpose of homework:	
Homework is a great way for you to share and enjoy learning experiences with your child and improves the quality of learning experiences through practicing and consolidating basic skills and knowledge related to their EHCP targets at home.	
Frequency:	
Every two weeks your child's teacher shall inform you about a target they have been working on at school and suggest home learning activities that you can do with them at home.	
Learner:	Joe Bloggs
Subject:	Body & Spatial Awareness
This week I have been learning:	BSA4 To develop awareness of own hands and arms
At home you could:	<ul style="list-style-type: none"> • Water activities – placing hands in tray of warm water, cold water, bubbly water, etc. Place interesting tactile objects in the water for your child to 'discover' with their hands  <ul style="list-style-type: none"> • Placing hands in trays of different textures e.g., bubbles, feathers, cooked spaghetti or pasta shapes, icing sugar mix, dried leaves 
You will need:	Plastic mixing bowl/ tray; bubble bath; cooked (cooled) spaghetti; leaves; icing sugar
How did it go?	<p>Please let us know how your child has got on with their homework</p> <ul style="list-style-type: none"> • Was it too hard/ too easy; • Were they engaged • Did they enjoy it

9. Type of Activities

Homework activities should recognise the wide variety of tasks that can be considered appropriate according to the curriculum the student is accessing

in school. Homework activities should also consider how tasks support independence, how they develop social understanding, how communication is developed and whether parents/carers will understand what they need to do.

The following are examples of homework activities that may be set:

- Subscription resources
- Online or physical books
- Reading/research relating to a lesson
- Worksheets
- Basic skills
- Symbol activities
- Workbooks
- Fine/gross motor skills
- Sequencing tasks
- Watching specific programmes
- Using apps or other online learning resources

10. Changes

Description	Date	Page	Section
Not Applicable			