Home Learning in Senior House

COVID-19 Blended Learning
We are expecting that we will have to be flexible to accommodate both pupils and staff who are expected to be at home because they have received a positive test, have been in contact with close family who have symptoms or have been contacted by Test & Trace.

Pupils at home self-isolating / staff and other pupils in schools:
- Most classrooms will have a laptop in the room that can be used to call pupils for the lesson time. Where possible we would expect the pupil to receive the TEAMs call and participate in the lesson. There will be some rooms / teaching that will need to use an iPad rather than a laptop.
- A pupil from the teaching group, or member of staff can call the pupil isolating at home to participate.
- There will often be a need to send resources in advance and pupils should check their school email account regularly for these.
- Pupil not engaging in Teams learning - let form tutor know, as during lockdown
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Staff self-isolating / pupils in:
- Cover staff may not be a qualified teacher and staff should consider this when teaching and setting work.
- Cover staff will call the member of staff from the device in the room on Teams and they will be able to teach their lessons remotely from home. Resources can generally be sent to the girls via Teams as you would if they were at home.
- Some resources may need to be sent in earlier and copied. If this is the case they should go to HOF, KQ ad JJ to ensure sufficient resources are provided for the cover teacher.

Staff member ill - set cover work as usual, if well enough to do so

Pupil ill - provide work to catch up when appropriate

Expectations and requirements during school closure:
When school is suspended and Home Learning is fully implemented, the intended outcome is that, as far as possible, pupil progress should not be negatively impacted.

Teachers
For each lesson which is missed, a piece of work should be posted on TEAMS. The post should begin with a reference to the date (and time) of lesson/s the entry corresponds to. The aim should be for this to be posted as early as possible on the day, and at the very latest, by the time of the lesson. Additionally, it is encouraged that video conferencing is used to support lessons where appropriate. Teachers may do this through the most appropriate software - (video / audio / chat as is appropriate). When video conferencing, teachers must be professionally dressed. If there are issues with the software or with bandwidth, teachers can 'fall back' on email but must only email to the student's school account and only from their own school account.

There is an expectation that teachers will be following their normal timetable alongside the pupils. This enables them to respond in a timely fashion to pupil's needs and keep structure to the day. We are aware that this is a novel way of working and developing a new routine may take some time to get used to. Similarly, routines for the girls may take time to be established and so we will not overload them in the first instance. As they settle into this new way of working the work should become more challenging and interactive. Teachers should ensure that by the end of the day all pupil queries have been dealt with in an appropriate manner.

Work set should reflect the normal length of the lesson, taking into account that working at home may well take longer than in a classroom environment. Wherever possible, work set should reflect the normal curriculum objectives. It is understood that learning activities may differ from those in a classroom setting.

Additional "Homework" during remote learning should not be set for KS3 and for older pupils it should not exceed the usual time guidance and should complement the lesson.

It is the pupil's responsibility to complete the work or communicate to their teacher why it is not completed. If there is a concern that a girl is not completing work please follow this up with her parents and let her form tutor know so they can monitor any patterns.

Teachers should adapt home learning for different groups of pupils to ensure they are able to access the work at home and that there are appropriate expectations of the work they will produce. Staff must follow guidelines from ALS staff about pupils on their register.

Heads of Faculty
- Should regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.
- Should provide support to colleagues in their teams to ensure that work is provided as required

Form Tutors
- A personal tutor group message should be sent at the start and end of the week offering support
- Should be prepared to pick up on anyone who has not been regularly completing work across a range of subjects, and use this opportunity to pick up any non-academic issues arising. This includes emailing the pupil, and/or calling parents where necessary.
- Should be responsible for positive messaging to their tutees.
- Should proactively liaise with parents to provide the personal touch.
- Should work closely with pupils of concern in multiple subjects, provide the personal touch and closely oversee that they are completing their work.

ALS Coordinator
- Should connect with parents and/or pupils (every other week) on the SEN register to check how they are coping with the home learning.
- Should co-ordinate the LSAs to reach out to pupils/staff and provide guidance / feedback as necessary.

Pupils
- Should be online and follow their normal timetable to enable teachers to respond to pupil needs and keep structure to the day.

- Pupils must complete all set work.
- Pupils must use TEAMS/email to communicate with their teachers and ask questions if they do not understand.
- Pupils must sign off that they have completed set work as per teacher's instructions.
- If invited to join a video conversation they must be suitably dressed.

Parents
- Should encourage and support their child's/ children's work - including: finding an appropriate place to work, checking that set work is completed by the end of each day and ensuring that the normal school timetable for the day is followed.
- Should contact the subject teacher / form tutor if there are any concerns.

Further guidance on using online tools
Available tools to enrich home learning are:
- Video lesson according to timetable using TEAMS
- Narrating a presentation by narrating a PowerPoint or Keynote presentation, which is then published to TEAMS (or YouTube), we remove a lot of the safeguarding issues. We would then move to a flipped-classroom approach for home learning where pupils would have work set on O365 with instructional videos from staff.
- Screen recording: Using QuickTime on a Mac / Windows Gamer Bar (WIN key + G) staff can create a screencast.
- Podcasts are another option. These can be shared through TEAMS
- School subscribed software and platforms e.g. Mymaths
- Commercial software providers are making many products freely available to any school affected by closures. Before making use of these offers, teachers should check that what is on offer meets the curriculum objectives and is readily accessible to all their pupils.

Safeguarding
This guidance document is supported by the Safeguarding policy in place at Westfield School. Specific additions to note. The usage of video teaching is governed by the responsible use policy for all members of our community.
- **Parental involvement during video sessions**: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone.
- **Size of groups for home learning**. One-to-one video sessions with pupils are not allowed as this opens staff up to a high level of potential risk. The minimum group size for a video session would therefore need to be 3. In cases where the class is only a single girl, the teacher should take steps to ensure that either the pupil or the teacher is accompanied by someone else, e.g. a parent.
- Staff registering for any software / platforms, must do so with their school email address.

Instructional videos
For instructions on how to make and upload a video using Office365, please see this video:
https://web.microsoftstream.com/?auth_upn=nwalker@westfield.newcastle.sch.uk&referrer=https:%2F%2Fwww.office.com%2F (using 'Stream' which means the video will only be available to your class rather than the whole world)

For instructions on how to easily record a Podcast, please see this video:
https://www.youtube.com/watch?v=xl-WDjWrTtk (using Audacity, free software available for Mac/Windows https://podcasts.ceu.edu/editing-audacity-quick-intro)

For instructions on how to easily narrate a PowerPoint, please see this video: https://support.office.com/en-gb/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c This guide is also helpful https://support.office.com/en-gb/article/Video-Record-presentations-2570dff5-f81c-40bc-b404-e04e95ffab33

A quick simple video showing how to use QuickTime to screencast can be found below: https://youtu.be/Jrz3N4WUeos