



THE FOUNTAINS HIGH SCHOOL

2020 - 2021

HOME & BLENDED LEARNING POLICY

Policy Author – Gareth Allen - Headteacher

Review date: September 2021
Created: November 2020



INTRODUCTION

The Fountains High School 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:

COLLABORATIVE

Individuals who work well with others and respect everyone.

CREATIVE THINKERS

Individuals who work through problems, look for ideas and offer solutions.

POSITIVE

Individuals who have a passion and joy for learning and communicate effectively in their own way.

LEARNERS WITH GRIT

Individuals who are self-managers who are as independent as possible and ready for life.

KIND CITIZENS

Individuals who actively seek out opportunities for kindness and happiness for others and themselves.

INDEPENDENT ENQUIRERS

Individuals who find things out for themselves.
Individuals who can think about what they have learnt and know their next steps.



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.

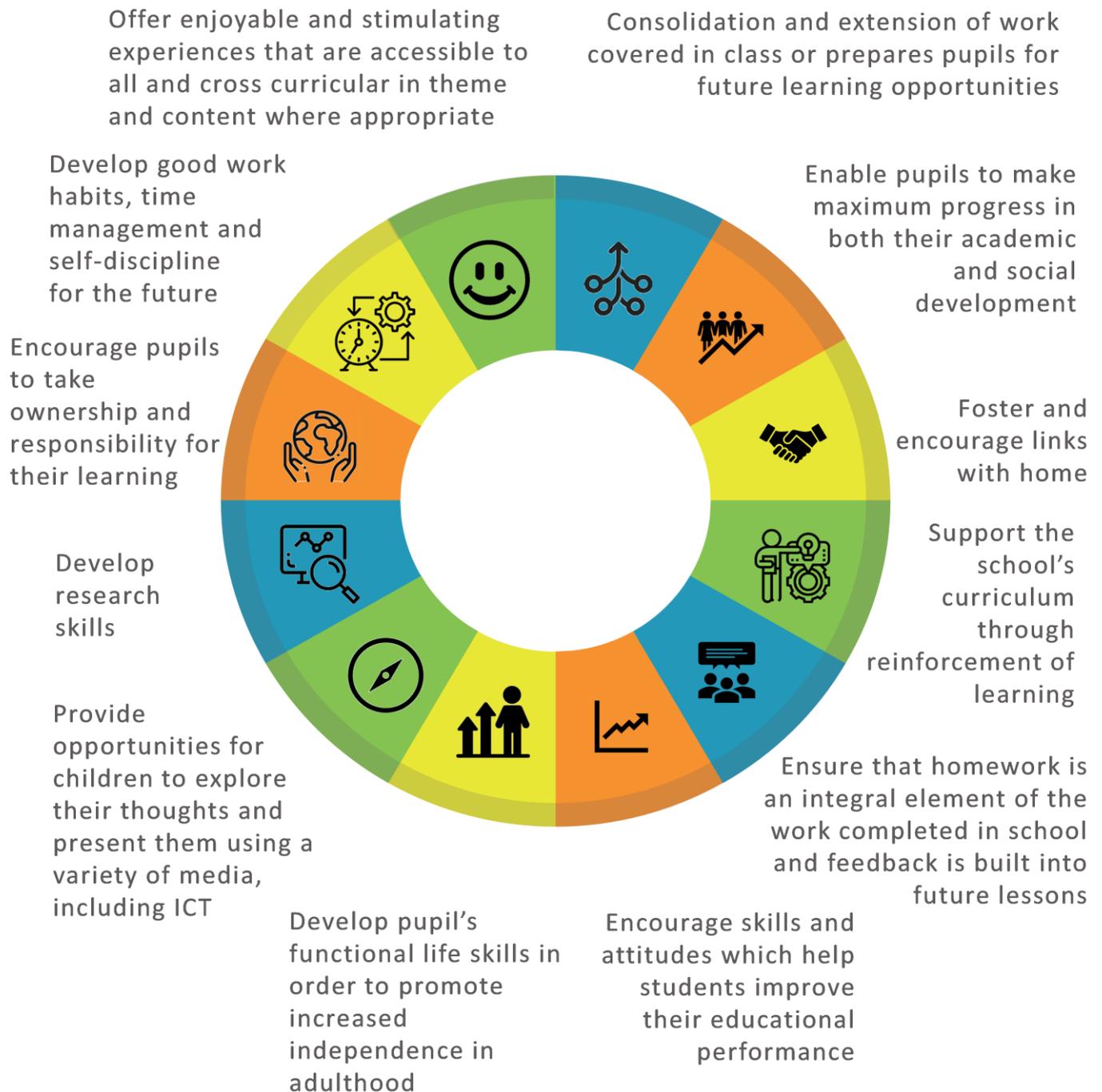
Home learning encompasses work set to be completed outside the timetabled curriculum such as with traditional homework and also work included in the timetabled curriculum where a student cannot attend school for whatever reason. Blended learning is where a student attends school on a part-time basis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



AIMS

At Fountains High School 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 & IMPLEMENTATION

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 myON platform.
- English and Maths curriculum support activities set through the online iXL platform.
- English and Maths curriculum support activities set through the online Education City 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 Fountains High School, home learning delivery is 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.

HOMEWORK

Students are set homework on a fortnightly basis. Developing functional literacy and numeracy skills is a core focus and tasks will be set on the online platform iXL or BKSB that directly correlates to work being completed in school during these lessons. In focusing upon reading, pupils will be set reading tasks on the online platform MyOn, this will come in the form of a set online book, a writing task and a graphic organiser based on comprehension. In addition to this, pupils will be set a practical activity designed to develop their functional life skills, social skills or community-based learning skills, to increase pupil's independence in adulthood.

Incentives for homework:

Although homework is not compulsory, it is actively encouraged and rewarded upon completion. Fountains High School utilises the E-Praise system to reward pupils for outstanding work within lessons, their effort levels, their school community spirit and their endeavours in homework completion.

Pupils who make consistent efforts to complete homework can also be distinguished by being selected as the class star of the week, recognised in a whole school assembly where they can share their work and/ or have a postcard sent home and be recognised for their efforts.

Assessment:

Teacher assessment is utilised to assess homework handed in. Feedback is given directly to the pupils and built into future lessons.

In line with the School's Marking and Feedback Policy, not all submitted written work needs to be quality marked in detail by the teacher; however, it is important that work completion is tracked so that pupils who are not engaging with the work set can be appropriately supported. It is important to remember that feedback is considered so that learning, rather than simply provision, is taking place. The nature of marking and feedback that is given will depend on the type of work completed and the method of submission.

The School's Marking and Feedback Policy should be followed as the overall framework on which to base our approach.

Staff should consider how students can be formally assessed so that progress can be effectively monitored and intervention can be put in place where necessary.

Self-assessment may be an integral part of a blended learning approach; however, for this to be effective, pupils must be able to accurately and confidently self-assess their work and progress. Therefore, clear guidance and expectations relating to this will need to be provided by teachers.

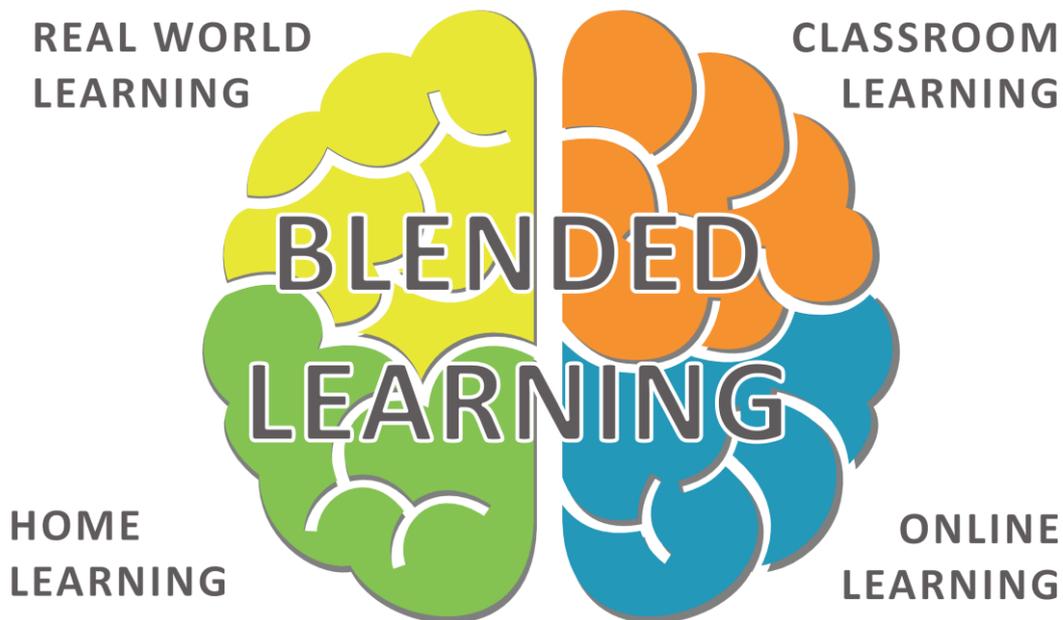


BLENDED LEARNING

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.

BLENDED LEARNING *continued...*

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, to Years 7, 8 and 9, indicates 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 Fountains High School, 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).

Kaleidoscope

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.

Main 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 Earwig Assessment, BKSB, Accelerated Reader and iXL. 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.



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)	<p>Pupils watch a relevant video, then write down everything that they remember about it</p> <p>Pupils complete a short quiz (either auto- or self-marked)</p> <p>Pupils read a relevant textbook passage, then summarise the key points from memory</p> <p>Pupils add to a partially complete concept map</p> <p>Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.</p>	<p>Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how)</p> <p>Use a visualiser to model your thinking, as you complete a series of worked examples</p> <p>Use examples in textbooks, giving additional guidance about when and why strategies are used</p> <p>Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them</p> <p>Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.</p>	<p>A video leading pupil through a series of practice questions, reducing the guidance with each example</p> <p>A series of questions with partial prompts for each one, and links to further help online when needed</p> <p>Scaffolding—knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters</p> <p>Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out</p> <p>Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.</p>	<p>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</p> <p>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</p> <p>Prompt sheets that help pupils to evaluate their progress, with ideas for further support</p> <p>Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access</p>	<p>Short online quizzes that include questions from previous topics, as well as more recent ideas</p> <p>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</p> <p>Tip: A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.</p>



EDUCATION ENDOWMENT FOUNDATION *Continued...*

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



ROLES *Continued*...

- 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 the first instance, contact the child's class teacher during school times.



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.