



Croydon High School GDST Guided Home Learning Policy for Senior School Pupils & Their Parents or Guardians

Responsibility: Deputy Head (Academic)
Last Review: June 2021
Next Review: June 2022

This policy documents the expectations in the event of having to conduct Guided Home Learning. This policy will be under constant review and may be revised as necessary in light of further experience of the global pandemic. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of the period of Guided Home Learning and the ability of both pupils and staff to participate in Guided Home Learning owing to widespread illness.

Section 1: The Setting & Assessment of Pupil Work

1. If a pupil is unwell, normal absence procedures, such as informing the school, apply. Please email seniors@cry.gdst.net. In response, you may be asked to provide details about a pupil's symptoms.
2. All pupils should access Guided Home Learning through *Google Classroom*.
3. If a pupil encounters any problems with the hardware or software they are using for their Guided Home Learning, they should email itsupport@cry.gdst.net for support.
4. Teachers will set tasks for pupils to complete on *Google Classroom*. These tasks will be labelled using this format: **date, teaching period and subject along with the title** of the lesson (e.g., *15th March Period 4, Music 'Haydn task'*).
5. Where possible, Guided Home Learning will include direct instruction or modelling of new knowledge, skills or understanding. This will be done on *Google Classroom* through 'live' lessons in *Google Meet*, reference to *YouTube* videos, filmed explanations, or by signposting pupils to electronic textbooks or online learning platforms such as *Seneca learning*.
6. We would expect that, wherever possible, all lessons for Year 10 upwards will include an element of direct instruction via *Google Meet*.
7. Pupils will be given the opportunity to demonstrate, consolidate or apply new knowledge, skills and understanding through independent tasks set by the teacher.
8. Pupils will be given a realistic submission deadline which can be viewed in the assignment details. It could, for example, be a short piece of work that a teacher might expect by the end of the lesson. Alternatively, it may be appropriate for the work to be conducted over a more extended period.
9. Once it is completed, pupils should share their assignment with their teacher by 'turning it in' on *Google Classroom*. We are recommending that pupils do not share files with teachers on an individual basis to ensure—given the potential volume of documents—that files are stored in an orderly fashion and that inboxes are not overwhelmed.

10. Providing timely and helpful feedback is a cornerstone of good teaching and learning. While this may be more challenging with Guided Home Learning, teachers will endeavour to provide regular feedback which follows the principles of the *PREP & Marking Policy*.
11. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case with Guided Home Learning.
12. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers will ensure—when they set assessed work—that it is designed in such a way that meaningful feedback may be provided, if it is appropriate to do so.
13. Possible feedback methods may include:
 - Providing whole class feedback rather than feedback on individual pieces of work – this is an effective feedback method supported by findings from educational research;
 - Using the “Comments” or editing functions on a *Google Document* (remember to click the blue add comment button);
 - Feedback via another website / piece of software (e.g. *Seneca Learning, Hegarty Maths etc.*);
 - Recording oral feedback and sharing an audio file with the pupil (e.g., the mote Chrome extension).

Section 2: Expectations of Pupils During Guided Home Learning

1. The school would expect that pupils ‘attend’ any live sessions that are on offer.
2. It is the responsibility of the pupil to make it obvious that they are ‘attending’ live sessions by engaging with the activities and discussion.
3. If a teacher is concerned that a pupil is not attending live sessions, they will ask a member of the Senior School Office Team to email the parents or guardians of the pupil.
4. Teachers will keep a ‘record of learning and attendance’ which documents when pupils complete work/attend a *Google Meet* so that any gaps in knowledge, skills or understanding which arise through absence or illness can be addressed, quickly and comprehensively, once the school reopens or pupils get better.
5. Pupils must be in a communal space for the duration of any live session on *Google Meet*. Teachers will never convene a ‘meet’ with an individual pupil *without first seeking the permission of that pupil*.
6. In addition, we have decided to add the following expectations of pupils during a *Google Meet*:
 - Pupils should not take screenshots or screen recordings under any circumstances;
 - Pupils must wear appropriate clothing during the *Google Meet*;
 - Just as pupils wouldn’t speak out of turn in a lesson, they should not do so in a *Google Meet*, as it will affect the smooth running of the session;
 - The teacher’s screen is the only screen that should be viewed unless a pupil is asked to share their work with the class;
 - The teacher has the right to eject pupils from the meet if they are disruptive or infringe any of the points above.
7. The expectations outlined above should be considered as an appendix to the Senior pupil ‘Acceptable Use Agreement’ which pupils signed when joining the Senior school.

Section 3: Pastoral Support During Guided Home Learning

1. Keeping physically and mentally healthy during Guided Home Learning and a period of government advised isolation is important.
2. The PE department will collate a series of exercises for pupils to pick and choose from to keep them active depending on their situation. Pupils should follow government advice about external exercise while adhering to the social distancing guidance.

3. In order to maintain good mental health, we encourage pupils to be actively telephoning one another, not relying only on social media messaging.
4. When using social media, it is especially important to be *inclusive* and to be *kind* – the time between being able to correct a ‘joke’ in person will be very long indeed, and the recipient is likely to ruminate on any unkindness given that there will be fewer distractions.
5. All pupils may email their Form Tutor or Head of Year as they might during the normal term time, to seek advice, assistance, support, or if they are worried about a friend. They can also request to meet any teacher on the *Google Meet “Bench”*.
6. Access to the school’s counselling services will be limited but possible. Pupils already engaged with SeADs or Place2Be should email the practitioners directly for updates of how and when a virtual meeting might take place.
7. During Guided Home Learning, the school will ensure that safeguarding procedures are in place in the welfare interests of both pupils and staff.

Other Important Points to Note

1. Teachers are only permitted to communicate with pupils via the following methods:
 - Email using school email addresses only (for both staff and pupils);
 - *Google Classroom*;
 - *Firefly* messaging;
 - Communication must always occur via these official school channels, and not through personal accounts or other websites or by telephone.
2. The school recognises that many families may not have home printers and will therefore not require the printing of material, even if some work is expected to be completed by pupils in exercise books or on paper.