



Croydon High Senior School

Guided Home Learning Policy for Pupils & Their Parents or Guardians 3a

Responsibility: Deputy Head (Academic)

Last Review: September 2023

Next Review: September 2024

This policy documents the expectations in the event of having to conduct guided home learning. At the time of writing, the school has not had experience of extended disruption to learning in school. Therefore, this policy will be under constant review and may be revised as necessary in light of further experience. 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—for example.

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 join the appropriate *Google Classrooms*; teachers will distribute the classroom codes either in a lesson or through *Firefly*.
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. Each classroom will have a 'Questions' *Google Document* in it, which allows pupils to ask questions and allows teachers to respond. It may be, given the volume of questions, that teachers provide answers to similar questions in one response. As such, pupils are encouraged to read the previous questions and responses before posing their own. Teachers will ordinarily provide responses to pupils' questions during timetabled lesson times.
6. 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 through online learning platforms such as *Seneca learning*.
7. We would expect that, wherever possible, lessons for Year 10 upwards will include an element of direct instruction via *Google Meet*.

8. Pupils will be given the opportunity to demonstrate, consolidate or apply new knowledge, skills and understanding through an independent task set by the teacher.
9. Pupils will be given a realistic submission deadline which can be viewed in the assignment details. It could, for example, be a shorter 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.
10. Once it is completed, pupils should share their assignment with their teacher by uploading it to *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.
11. 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 Feedback and Marking Policy.
12. 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.
13. 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.
14. Possible feedback methods may include:
 - Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research;
 - Using the “Comments” function on a *Google Document* (remember to click the blue add comment button);
 - Sending a direct email (or *Firefly* message) to pupils with specific feedback / targets;
 - 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.

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/illness can be addressed, quickly and comprehensively, once the school reopens/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 the pupil*.
6. In addition, we have decided to add the following expectations of pupils during a *Google Meet*:
 - a. Pupils should not take screenshots or screen recordings under any circumstances;
 - b. Pupils must wear appropriate clothing during the *Google Meet*;
 - c. 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;
 - d. The teacher's screen is the only screen that should be viewed unless a pupil is asked to share their work with the class;
 - e. The teacher has the right to exclude 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 provides 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 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/when a virtual meeting might take place.
7. During guided home learning, the school has ensured 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 pupil);
 - *Google Classroom*;
 - *Firefly* messaging (which can allow teachers to reply to an entire class);
 - Communication must always occur via official school channels, and not through personal accounts or other websites or by telephone.

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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.