Home Tuition & Virtual Learning Procedure

Albright Education Centre

Sandwell Home and Hospital Tuition Service

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Home Tuition Learning Policy

Rationale

Virtual learning primarily takes place for students receiving Home Tuition. These students often cannot attend the centre or their mainstream school due to their physical or psychological condition.

Objectives:

• To ensure that children in the home have access to education similar to that received at school, including a broad and balanced curriculum

• To maintain links and liaise with the school and collect appropriate work from the school

• To monitor progress and facilitate a return to school when the child is better

• To facilitate reintegration into suitable education

• To enhance the quality of life through learning

• To work in partnership with the child's carer and school

• To support in post-16 transition

Initial referral:

When a referral is made to the service, for a child out of school, the Leadership Team and Home Tuition Coordinator will consider the suitability of provision to be provided. The Home Tuition Co-ordinator will arrange an initial meeting, to take place virtually. The purpose of this meeting is to explain to the family, student, mainstream school and any outside agencies, how the Home Tuition service works and present the home tuition agreement.

Remote learning for individual students

Individual pupil's circumstances are used to consider if Virtual Learning via Home Tuition is the appropriate provision. This decision is agreed by pupils, parent/carers, mainstream school and Albright and will be made after an initial meeting, where options for the referral and all possible provisions for the pupil to access education have been explored.

If Virtual Lessons are agreed then the pupil will be allocated their virtual timetable. A pupil will then be issued a welcome pack which includes:

- Log-in details
- Step-by-step guide to access the virtual lessons
- Stakeholders agreement
- Rules / Expectations of Virtual Lessons
- Baseline Assessments to be completed before the first virtual lesson
- Timetable of lessons including Academic and Pastoral

Pupils will be allocated a member of staff. The first week after the initial meeting, the pupil will access a Pastoral session to go through the welcome pack, expectations of the virtual lessons and any issues that a pupil may have.

The second week is when the academic sessions will commence. The lessons will initially be on a one to one basis in order for the pupil to feel safe and secure within the virtual environment and help build relationships with the member of staff. A transition plan will be written for each individual pupil where key dates will be highlighted and targeted for pupils to make progress and if appropriate access group virtual lessons.

Curriculum

All Pupils will receive English, Maths and a Pastoral/Mentoring/Counselling session once a week under Home Tuition.

Where appropriate, Key stage 3 and 4 pupils are required to complete one hour of supplementary English and Maths work per week. This work must be submitted and feedback needs to be given by Home Tuition tutors.

If appropriate, pupils in Key Stage 4 are assessed via a baseline assessment in Maths and English. The result will be tracked and a target grade for the end of the academic year will be generated. Teachers will then follow a curriculum plan for the subject delivering challenging work with designated assessment points throughout the academic year.

Pastoral

All pupils will have two 25-minute pastoral sessions on their timetable. This is to discuss any issues regarding academic lessons, their SEMH focus and general well-being. These sessions are to offer interventions and assist the transition process into centre. These may also be mentoring or counselling sessions with our qualified mentors and school counsellor.

Assessment

Once pupils have been baselined on entry, staff will use this data to inform progress. If appropriate, formal assessments will be delivered to the pupils homes, at the end of term. These can be topic tests, which will produce a grade or skill level or a formal exam paper if the pupils are within Key Stage 4.

These assessment points will enable the staff to determine if the pupil is on target to achieve their target grade or whether further intervention is needed.

Monitoring

Pupils are monitored weekly, as the member of staff will document the pupil's Lesson Objectives and Focus, progress and SEMH progress. Review will take place every 6 / 8 weeks to ensure pupils are making both academic / pastoral progress and review their transition plans.

Reporting

Every term staff will report the Home Tuition pupil progress by completing a formal report, in line with our centre pupils, which is sent to mainstream school and parents or carers. Staff will report on attendance to lesson, targets for improvement and a general comment on progress and attainment.

Attendance

Attendance is tracked the same way as the centre with a mark for each of the sessions a pupil attends. If a pupil does not engage in a lesson then a first day phone call is made to ascertain the reason. If contact is not made, then a home visit will be arranged. Contact will be made to the pupil's mainstream school to update them with the attendance concern.

Pupils will have an attendance target on entry and this will be monitored throughout their education period and discussed at their review. Appropriate interventions will be actioned via the Family Support Worker if needed and documented to inform review and next steps.

Safeguarding

In order to safeguard pupils then an adult must be in the house throughout the virtual lesson. The adult must introduce themselves to the teacher at the start and end of each lesson. If an adult is not seen then the lesson will not take place, contact will be made to ascertain the reason for non-attendance by the adult. Any safeguarding concerns will be dealt with the same way as in the centre – reporting to the DSL and reporting to the mainstream school's DSL.

Contingency Planning

If, following an infectious disease outbreak, individual pupils are self-isolating at home but are not symptomatic, students will receive virtual learning in place of attending in person. This may consist of online lessons, independent learning opportunities, or a combination of both.

In the case of an asymptomatic teacher absence, virtual lessons will be delivered to ensure continuity for the pupil's education. A member of staff will be present in the classroom with the pupils for safeguarding purposes.

In the case of a whole school closure Virtual Lessons will be timetabled for Key Stage 2, 3, 4 and Post-16 and lessons will be delivered following as close as possible to the

planned curriculum. All pupils will have the opportunity to take part in a range of Academic and Pastoral sessions via Teams.

***In home* - Home Tuition:**

All services offered to pupils are bespoke and as such it may deemed that the best method of supporting a pupil is to deliver the home tuition in the home itself.

• A risk assessment is carried out on all pupils receiving home tuition. In certain cases it may be necessary for another person to be present in the room when teaching

• Staff must ensure they update the electronic register as soon as the lesson has taken place and upon arrival at the home contact the centre to ensure both pupil and staff wellbeing.

• Teachers to complete the weekly tracker for each lesson taught.

• There must be a responsible person, over 18 years of age, present in the home,

• Tutors are required to submit reports to school after each session

•Tutors may be required to attend review meetings concerning their pupils.

• The Home Tuition Co-ordinator should be kept informed of any concerns a teacher may have regarding their pupil. All safeguarding concerns to be raised immediately with DSL

• Tutors may be required to support in the re-integration of pupils to their mainstream school or new placement

• In instances where there is an outbreak of infectious disease, in home lessons may be suspended entirely or switched to virtual learning, until it is safe to resume in person teaching.

Behaviour expectations:

• If a child behaves in an aggressive, abusive or inappropriate manner, the lesson will be terminated as necessary.

• The adult in the home will be notified immediately.

• The tutor will also notify the Home Co-ordinator who will update all professionals involved working with the pupil.

• Any areas of concern are to be reported to Home Tuition Co-ordinator and Head Teacher. These concerns will be dealt with in accordance with Albright Education Centre Safeguarding Policy

Lone Working

Aims: The purpose of this section is to ensure that staff do not put themselves at personal and professional risk by providing guidance on safe working in the home.

• Tutors must ensure that they are familiar with the risk assessment and actions taken to reduce risk before they begin tuition. In some cases, the risk assessment may require two teachers to work with the child.

• For pupils with an EHCP, tutors make sure that they have read the overview and ensure that they are familiar with the objectives

• Teachers should keep their mobile phone on, so that they can be contacted by the centre.

• Teachers should not give lifts to pupils or families or teach in another place other than the location named on the risk assessment.

• Teachers must show professionalism at all times. This includes not making personal calls during lesson times or disclosing any personal or private information.

• Any areas of concern are to be reported to Home Tuition Co-ordinator and Head Teacher.

• All incidents and accidents should be reported as per the Albright Education Policies outline.

• If the Teacher feels that the home is not appropriate for teaching, they should immediately inform the Home Tuition Co-ordinator who will investigate and update risk assessments accordingly.

• Teachers should never enter a house where the pupil, a parent or other adult is not fully dressed.

• Teachers should not teach upstairs or in a bedroom.

• Parents should be made aware that they have prime responsibility for the safety of their child whilst tutor is working in the home.