



ROYAL HIGH SCHOOL  
BATH  
G D S T

**HOME LEARNING POLICY [HADRIAN BRIGGS & JAMES MOYLE] 2021-2**

**Applicable to:** All students and parents and staff (Senior and Boarding).

**To be read in conjunction with:**

- The SEND Covid-19 Policy (Common)
- Curriculum Policy (Senior)

**Aims:**

Since the Covid-19 pandemic it has become clear that the Royal High School is able to deliver effectively remote teaching and learning activities. This may be for the reason of a school closure, the requirement that a teacher or student self-isolates for a period of time, or that they are well but unable to attend school in person due to circumstances beyond their control (e.g. travel restrictions are in place.) This policy defines how the school will manage when and for how long home learning may take place.

**Terminology:**

Term	Definition
Face-to-face learning	Lessons are taking place on the school campus.
Blended Learning	Most of our teachers and pupils are on our school campus. Some pupils or teachers who are unable to be in the classroom participate in their timetabled lessons away from the school campus.
Guided Home Learning	All teachers and pupils are teaching and learning virtually following the published timetable. This was the provision that we offered from March until July 2020, and again between January and March 2021.

**Guided Home Learning**

In cases where the school building are forced to close for a long, extended periods of time the school will maintain continuity of teaching and learning through Guided Home Learning. This will be provided by using the Microsoft Teams platform to provide face to face lessons for the majority of students' timetables unless it is more advantageous educationally for students to have time to work on independent tasks, set on Firefly. Guidance for Guided Home Learning can be found [here](#).

**Blended Learning**

Our blended home learning offer is intended to ensure educational continuity for pupils who are unable to be on the school campus but are otherwise well when the school is delivering face-to-face teaching for the majority of its pupils. As such, blended learning might be used, for example, by those who may be shielding for health reasons or may have to travel away from school with their family for short periods or to quarantine on returning to the boarding house from abroad (in line with government guidance).

In most cases of absence due to pupil illness, the school will usually **not** allow blended learning for the pupil. Instead, the pupil should prioritise their wellbeing so that they can return to face-to-face learning with their peers as soon as possible. They are expected to contact their teachers to find out what work they have missed and catch up, as necessary.

Blended learning should not be seen as a substitute for face-to-face learning unless it is agreed that the circumstances dictate this as a necessity.

### **Implementation**

While teachers will try their utmost to ensure that pupils who are 'blending' into the classroom are incorporated into the teaching and learning, there may well be instances where a particular activity cannot be accommodated virtually. This is especially the case with subjects that rely on specialist equipment and spaces (such as, but not limited to: 3D, Art, Design, Drama, PE, Music, Science practical lesson) to support excellent outcomes.

The blended learning offer provided by the school will follow a pupil's usual timetable and, where possible, include form time and other such activities. It may also be possible for a pupil to engage with the school's busy co-curricular programme if the nature of the activity is unaffected by virtual participation.

The period of time for which the school will provide blended learning is desirably kept to a minimum. The period of blended learning should be agreed with the Headmistress or Deputy Head Academic prior to commencement and there should be a review every two weeks undertaken by the school and in consultation with the pupil's parents and/or guardians.

Requests for short-term blended learning (up to 2 days) should be requested, in writing, from a pupil's Head of Year (Senior School) with as much notice as the situation allows. Requests for blended learning for longer periods should be requested, in writing, from the Head with as much notice as the situation allows. When it is possible to do so, parents and guardians are asked to give details of the likely duration that blended home learning will be required for.

For pupils granted access to 'blended' learning from a different time zone they are expected to join lessons live as far as possible. However, afternoon lessons will be recorded, and pupils can catch up with these in the class team, or, if more appropriate and time efficient students may be directed to material to work through and ask questions in the next live lesson, as necessary.

In making its decision whether or not to provide 'blended' learning for a particular pupil, the pastoral team working with them will assess whether their mental health is likely to be adversely affected by this method of teaching and learning. Blended learning is not intended to mitigate for loss of learning due to school refusal.

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