**Home Learning - Working with Family Supporters**

**Home learning and working with family supporters: key principles**

The following principles set out in a self-audit tool format provide a useful foundation from which to establish high quality, effective practice when working with family families or other supporters who are involved in home learning. To help complete this self-audit tool more detailed descriptors are available below the summary table where you can assess your progress using the following key:

**Red** – Requires action

**Amber** – Good practice but some areas could be improved.

**Green** – Outstanding practice

Thanks to Geoff Lively, Deputy Head, Sheiling College for developing and sharing this self-audit tool.

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|  | **Foundations** |  |  |  |
| 1. | Education have clear grasp of the **capacity** parents/carers have to be involved in home learning, (Education are not putting undue stress on parents/carers). |  |  |  |
| 2. | Expectations are **understood** by parents/carers (this includes parent/carers for whom English is not a first language or who have additional needs). |  |  |  |
| 3. | There is a clear **plan** in place for all students who are not able to access home learning at this time. |  |  |  |
| 4. | Parents/carers are aware of who they can contact if they need additional **support**. |  |  |  |
|  | **Learning at home** |  |  |  |
| 5.  **S** | Work being given is **Specific -** based on individualised need of that student, aims that are prioritised, differentiated, and agreed with parents and carers. |  |  |  |
| 6.  **M** | Learning at home is **Measurable** – progress can be seen, and feedback can be given. |  |  |  |
| 7.  **A** | Tasks/activities are **Attainable** in the home environment. (Education know that parents/carers have tools and resources to achieve the tasks/activities) |  |  |  |
| 8.  **R** | Targets/Aims are clear and **Relevant** for the environment and future of the student. |  |  |  |
| 9.  **T** | Work set is **Time bound** so it can ether provide structure of fit around a student or families day. |  |  |  |
|  | **Safeguarding** |  |  |  |
| 10 | There is an agreed method and frequency of **contact** in place for parents/carers. This is tracked and concerns about infrequent/ lack of contact is escalated to Safeguarding/LA representatives. |  |  |  |
| 11. | All staff are aware of basic **online safety** principles when interacting with learners and their parent/carers online. Efforts have been made to make parent/carers aware of online safety principles. |  |  |  |
| 12. | All parent/carers and staff are aware of the **procedure** to follow during an online session and what to do if concerns are raised. |  |  |  |

To complete this please look at the more detailed descriptors and use Key.

**Red** – Requires action

**Amber** – Good practice but some areas could be improved.

**Green** – Outstanding practice

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| **1.** | **Capacity** due to home circumstances education have a clear grasp of what students are able to be engaged with home learning. (Education are not putting undue stress on parents/carers) |  |
|  | * Education have no awareness of the capacity parents/carers have to be involved in home learning. * There is no supporting documents or database to state who might be struggling and therefore any home learning support or requests may be placing additional strain on families. * Work has been sent out to all without regard to family circumstances |  |
|  | * There is some awareness of the capacity parents/carers have capacity to be involved in home learning and an individualised approach is starting to emerge. * This is based on 1:1 conversations and trust in the individual teachers/work setters to be making judgements rather than a clear database or supporting documents. * Some work sent has been unwanted or parents/carers have asked for teachers/work setters to stop sending work. |  |
|  | * Education have a clear grasp of the capacity parents/carers have to be involved in home learning. * There are clear supporting documents or a database to state who would not like to be sent tasks or activities and the reasons (this might include families who are struggling and therefore any home learning support or requests may be placing additional strain or pressure). * Work is only sent to willing parent/carers participants of home learning and this is reviewed constantly in a clear process. |  |

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| **2.** | Expectations are **Understood** by parents/Carers (this includes parent/carers who English is not 1st language, or have additional need) |  |
|  | * Education have not given any expectations or guidance to parents/carers about home learning. * Tasks/activities has not been understood by Parents/Carers (these are completed wrong, with too much help or uncompleted). * Some parents/carers do not speak English so cannot be involved in home learning. * Some parents/carers do not understand the basics so how can any learning take place? |  |
|  | * Education have provided some expectations or guidance to parents/carers about home learning, this has been done in a generic way without regard to individual situations. * Tasks/activities has not always been understood by Parents/Carers (these are sometimes completed wrong, with too much help or uncompleted). * Some parents/carers do not speak English, so some efforts have been made to translate guidance or provide learning activities that take this into account. * Some parents/carers have limited understanding of SEN education strategies and techniques, so some advice is happening to help facilitate home learning? |  |
|  | * Education have tailored expectations or guidance to parents/carers about home learning, this has been done on a case by case basis with individual situations taken into account. * Tasks/activities are understood by Parents/Carers as teachers/work setters provide detailed instructions and or with pictorial/symbolised/video support. * The level of independence or amount of support is taken into account and understood by parents/carers. * Some parents/carers do not speak English so great efforts have been made to translate guidance and provide learning activities that take this into account. * Some parents/carers have limited understanding of SEN education strategies and techniques, so some advice and training is happening to upskill parents/carers and help facilitate home learning? |  |

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| **3.** | There is a clear **Plan** in place for all students not able to access education at this time. |  |
|  | * There is no awareness of who is and who is not accessing home learning at this stage. * For the students not being able to access home learning, their education will have to wait until we can open or go back to normal. * There is an assumption that home learning is just too difficult for our cohort of students, so it is not worth trying. |  |
|  | * There is some awareness of who is and who is not accessing home learning at this stage, this is led by teachers/work setters and not clearly recorded in a database or supporting documents. * For the students not being able to access home learning we are reviewing a plan for these students, but it is likely they will be unable to access any of their education until we can open or go back to normal. * There is an assumption that home learning is just too difficult for some of our students, so it is not worth trying. |  |
|  | * There is a clear record of who is and who is not accessing home learning at this stage this is understood by teachers/work setters and individual plans are in place. * For the students not being able to access home learning we have plans to ether priority them to return (if safe to do so) and explore additional support to parents and carers including consultation with MDT professionals * Home learning is a challenge for our type of students, so staff have been very creative in working with parents/carers. |  |

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| **4.** | Parents/carers are aware of who they can contact if they need additional **support**. |  |
|  | * No guidance on who to contact for additional support has been given to parents/carers or staff. * No single established system of recording when and who has spoken to parents/carers. * Some parents/carers get contacted frequently and others not due to lack of systems, clarity, expectations. * Therapists and other professionals who would normally support students have not been involved in contacting parents/carers. |  |
|  | * A system has emerged and seems to be working where parents/carers have a lead contact. * Some guidance on who to contact has been given to parents/carers this includes some signposting if they require additional support. * There are systems to record communications with parents/carers to avoid numerous calls in a single day. * Therapists and other professionals who would normally provide additional support students and/or in EHCP requirements have either been directly in touch to offer support or the message how to request additional support is clear. |  |
|  | * Parents/carers have a lead contact, and this is someone who is known to them and knows the students well, they co-ordinate the needs of the student and any additional support they might need. The lead person has regular contact with wider education infrastructure such as Safeguarding and managers who can build a broader picture of student needs or action any interventions. * Guidance on contact has been given to parents/carers including signposting to any additional support. * A single system is in place to record communications allowing for communication messages to be clear and avoid multiple calls. * Therapists and other professionals have been able to provide support effectively where needed as well as make reasonable efforts to fulfil any EHCP requirements though liaison with parents/carers. |  |

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| **5.** | Work being given is **Specific -** based on individualised need of that student, aims that are prioritised, differentiated, and agreed with parents and carers. |  |
|  | * Work packs have gone out with some generic activities for all students * No differentiation * No consideration for individual needs of that student. * No consultation or discussion with Parents/Carers. |  |
|  | * Some specific and targeted work has gone out to parents/carers, but this is patchy or without any oversight by quality managers/curriculum leads or other. * Work is differentiated to suit learner needs as set by a teacher/work setter who knows the student well. * Some consultation with parents but without exploring the specific purpose or learning aims of tasks/activities |  |
|  | * Specific and targeted work has been sent to parents/carers and this has been closely overseen by quality managers/curriculum leads or other professionals with samples of work reviewed for the quality and appropriateness. * Work is highly differentiated to suit learner needs and set by a teacher/work setter who knows the student very well. * Careful consultation with parents exploring the specific purpose or learning aims of tasks/activities. |  |

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| **6.** | Learning at home is **Measurable** – progress can be seen, and feedback can be given. |  |
|  | * We are unable to measure progress in our usual way so have not worried about this in home learning. * Work is sent and it is up to parents/carers if they do it or not. * Tasks/activities are just to pass the time so measurable outcomes are not considered * We do not ask for feedback on tasks/activities |  |
|  | * Some consideration and guidance on simple ways to measure progress with tasks/activities have been given to some parents/carers. * Parents/carers are asked to repeat some tasks and to comment on levels of independence or participation. * Some parents/carers are told what to look out for so they can spot if progress has happened. * Teachers/work setters ask for feedback on tasks/activities, but this is not recorded in any agreed system. |  |
|  | * Careful consideration and guidance have been given to enable parents/carers to measure progress in accessible ways. * Parents/carers have been guided to repeat key tasks/activities to monitor levels of independence or participation this is recorded in a system. * Some parents/carers have close liaison with teachers/work setters to help them notice areas of progress and maintain the skills they have previously acquired. * Feedback on tasks/activities is regular and recorded in any agreed system. |  |

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| **7.** | Tasks/activities are **Attainable** in the home environment. (Education know that parents/carers have tools and resources to achieve the tasks/activities) |  |
|  | * It is unclear what access to equipment and resources our students have at home as we have never asked. * We have provided no assistance or guidance when it comes to accessing equipment at home. * There is an assumption everyone has a printer/laptop/tablet these days so setting tasks/activities through a learning portal or apps is simple * No physical resources or equipment have been sent |  |
|  | * Awareness that some students have no or very limited access to equipment and resources and we are trying tailor tasks/activities to things accessible to them where possible. * Some parent/carers have been posted/delivered some physical resources; this has been done on a case by case basis led by teachers/work setters. * Some advice on how to access equipment and resources such as the Gov guidance on computers and internet has been provided. * There is no clear record or database on who has access to equipment or resources and how this may be impacting their access to home learning |  |
|  | * Clear grasp of the students who have no or limited access to equipment and resources and measures have been established to provide these with support where appropriate. * Tasks/activities are tailored to use the home environment and type of resources found in a home to maximum effect. * Parent/carers have been posted/delivered physical resources and equipment when identified that this would be beneficial. * Advice and guidance have been given to parent/carers on how to access to equipment and resources across different platforms (this could include directly on the phone, links on social media, letters, and email communication. * There is a clear record or database on who has access to equipment or resources and how this may be impacting their access to home learning |  |

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| **8.** | Targets/Aims are clear and **Relevant** for the environment and future of the student. |  |
|  | * Parents/carers have not been given any targets or aims to do when home learning. * The focus has been to provide tasks/activities that will entertain and occupy. * The future is uncertain so any planning for this cannot really happen. |  |
|  | * All normal targets and aims have been given or are accessible to parents/carers and it is up to them if they use them or not. * It is likely or possible some targets and aims will not be able to be done at home we have asked parents/carers to choose some. * Parents/carers can dip into tasks/activities and targets or aims may be suggested within descriptions or explanation of them. * Although there are targets and aims in place there is no established way of recording learning. * Some discussions have taken place about what are the priorities for learning and how to ensure skills retention. * Some future planning discussions are emerging that may include preparing for transitions, but this is at an early stage. |  |
|  | * For parents/carers able to be engaged in home learning discussion has taken place with teachers/work setters to agree a few concise targets and aims to work on. * Parents/carers can work on the targets and aims each week and provide regular feedback plotting the learning that has taken place on an established system. * Learning priorities and the retention of skills have been a focus of planning. * An emphasis of what can be done to prepare students for the future including any remote transition planning activities. |  |

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| **9.** | Work set is **Time bound** so it can ether provide structure of fit around a student or families daily routines. |  |
|  | * Tasks/activities are sent without any consideration of when they could get done or how long they should take. * No advice or guidance has been given to help parents/carers to structure the day around commitments and home learning. |  |
|  | * Tasks/activities are sometimes sent with guidance on how long the activity is likely to take, some consideration is taken for the concentration level and sensory needs (movement breaks etc) of the student. * Some discussion takes place with parent/carers and teacher/work setter on when students are involved in home learning and how their day is structured. * Some advice and guidance have been given to help parent/carers to establish routines. * Some timetabled virtual sessions are agreed and in place, but these are not always appropriate, some do not attend depending on the type of day students are having. |  |
|  | * Tasks/activities are sent with guidance on how long the activity is likely to take, clear consideration is taken for the concentration level and sensory needs (movement breaks etc) of the student. * Careful discussion takes place with parent/carers and teacher/work setter on when students are involved in home learning and how their day is structured to encourage a healthy balance where possible. * Advice and guidance have been given to help parent/carers to establish routines and use of supportive tools (such as visual schedules, now and next boards) * Where appropriate timetabled virtual sessions are agreed and in place. These are consistently attended by students with records to support this. Reviews of virtual sessions take place regularly to ensure students and parent/carers fund them helpful and that they do not cause additional stress. |  |

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| **10.** | There is an agreed method and frequency of **Contact** in place for parents/carers. This is tracked and concerns about infrequent/ lack of contact is escalated to Safeguarding/LA representatives. |  |
|  | * The amount of frequency and method of home contact has not been established and is up to teachers/work setters to manage. * Some parent/carers and students have more contact than others and some we just cannot get hold of, but they are probably fine. * No system of tracking contact so some students can easily drop off the radar and not be contacted for some time. * Most contact is through email exchange and the focus is on home learning, so it is hard to judge if any parent/carer is struggling or if there are any other concerns. |  |
|  | * The amount of frequency and method of home contact has been established with each parent/carer. Guidance has been given to staff about frequency and this is monitored. * Some parent/carers and students have more contact than others but if there is a significant change to the amount of contact or contact stops this gets noticed and is raised as a concern following safeguarding procedures. * There is a system of tracking contact, so it is easy for this to be monitored. * Some parent/carers just want to be left alone and we should respect that but have informed the social worker, equivalent or LA representative. * Staff are encouraged that welfare is the priority for the contact and phone and video calls are encouraged but this is not formalised. |  |
|  | * The amount of frequency and method of home contact has been established with each parent/carer. Clear guidance has been given to staff about frequency and this is monitored closely. * If there are changes to the amount of contact or if contact stops this gets noticed quickly and is raised as a concern following a clear procedure. * There is a system of tracking contact, so this is monitored frequently, and managers and Safeguarding leads oversee this and inform the social worker, equivalent or LA representative. * Staff are encouraged that welfare is the priority for the contact and wherever possible for students to be “seen” at least once a week. Parents/carers have been asked formally if they could partake in video calls or similar and a clear process for this is identified with engagement from LAs. |  |

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| **11.** | All staff are aware of basic **Online Safety** principles when interacting with learners and their families online. Efforts have been made to make parent/carers aware of Online Safety principles. |  |
|  | * No additional training, information or guidance have been given to staff regarding online safety principals. * No efforts have been made to engage families with online safety during COVID-19 period. |  |
|  | * All staff have had generic online safety training so are aware of risks. * Some further guidance has been distributed to staff regarding online safety principals in during COVID-19 period. (this will include safe practices when making video calls such as not using personal equipment or accounts and GDPR considerations) * Guidance has been sent to all parents/carers regarding online safety principals. (this will include filtering and monitoring of internet being different on home networks and how to adjust settings, acceptable use, rules and usage being different, risks associated from online contact and safe practices when involved in live video streaming calls). * Online safety tasks/activities and resources have been sent to some families who are likely to benefit from them. |  |
|  | * All staff have received online safety training and further guidance for safe practices when engaging in home learning and video calling during COVID-19 period. * Online Safety lead and education staff are actively trying to engage with parents/carers during COVID-19 period. (this will include above as well as promoting this information using different platforms e.g. Social media, leaflets, letters, School/College website and signposting to external online safety organisations. * Online safety resources and activities have been promoted and distributed to parents and carers so they can play an active role in this learning. * Students classed as high risk regarding online safety (in internal risk assessment process) Parents/carers have been offered additional support and Social worker, equivalent or LA representative have been notified of likely risk. |  |
| **12.** | All parent/carers and staff are aware of the **Procedure** to follow during an online session and what to do if concerns are raised online. |  |
|  | * No procedure, rules or conduct have been established for delivering online sessions or video calls. * No guidance has been distributed to parent carers regarding rules or conduct online sessions or video calls. * Parents/carers are unlikely to know how to raise an online safety concern outside of the school/college. * No amendments have been made to policy or supporting documentation. |  |
|  | * A procedure is in place with guidelines on safe practice and conduct for staff delivering online sessions or video calls. * Guidance has been distributed to parent carers regarding procedures and conduct when in online sessions or video calls. * Process and procedures regarding how to raise a concern by ether a staff member of parent/carer were distributed, and safeguards put in place. * Parents and carers have been informed how to raise an online safety concern outside of the school/college. * Amendments have been made to policy RE: online safety under Covid-19 and supporting documentation to help clarify this. |  |
|  | * A clear procedure is in place with rules and guidance on safe practice and conduct for staff delivering online sessions or video calls. This has been distributed and understood by staff before any attempts have been made to use these online tools. * Guidance has been distributed to parent carers regarding rules and procedures and conduct when in online sessions or video calls. This will clearly reference safeguards to protect staff from accusation (Recording/multiple staff callers) * Clear process and procedures regarding how to raise a concern by ether a staff member of parent/carer were distributed, and this is clearly referenced * Parent/carers have been informed how to raise a concern outside and easy access to reporting tools such as CEOP Reporting button. * Amendments have been made to policy RE: online safety under Covid-19 and supporting documentation to help clarify this. |  |