



Heaton St. Barnabas' CE (VA) Primary School

Policy For

Flexi-Schooling

This policy was approved by Curriculum Committee

On: 17th May 2022

Signed.....

Position: Chair of Curriculum Committee

Vision Statement

'Our school is an exciting, fun and friendly place where everyone is safe, valued and encouraged to be world class learners, developing confidence and a thirst for knowledge, trusting in God to realise our talents and create our future'

Developing potential

Pre-amble

Here at Heaton St.Barnabas CE Primary School, we recognise the right of parents to choose a suitable and personalised education for their child according to the child's dispositions and needs and the families' beliefs and values.

We welcome all children irrespective of background or belief to our school, and firmly believe that our Flexischooling provision can be an arrangement which is beneficial to all.

Our Flexi-schooling provision is only available to children who are currently Elective Home Educated (EHE), and is offered at the sole grace and discretion of our Headteacher – there are no rights of appeal if this provision is declined or removed.

NB.

We will not offer Flexi-schooling to children with a Statement of Educational Need, but we are more than willing to accept children with a Statement of Educational Need, on the understanding that they required to attend on a full time basis. This ensures that we can meet the Statutory Duty any Statement of Educational Need places on our school, in terms of commitment to the child, the appointment of key staff dedicated to the child and to ensure that 'Best Value' is achieved.

This approach will also apply to children who currently attend on a Flexi-schooling basis and are found to need statemented support.

What is Flexi-schooling?

In November 2007 the then DCSF issued ***"Elective Home education – Guidelines for Local Authorities"*** which contained the following wording at paragraph 5.6

'Flexi-schooling" or "flexible school attendance" is an arrangement between the parent and the school where the child is registered at school and attends the school only part-time; the rest of the time the child is home educated (on authorised absence from school). This can be a long-term arrangement or a short-term measure for a particular reason. "Flexi-schooling" is a legal option provided that the head teacher at the school concerned agrees to the arrangement. The child will be required to follow the National Curriculum whilst at school but not whilst he or she is being educated at home'.

There is no statutory curriculum for the home education element of our flexi-schooling arrangement. However, we promote without pressure the opportunities offered by using the follow on support available through our teachers, which along with other specialist materials is aimed at maintaining continuity of learning to cover those days when teaching and learning continues in the home environment.

All teaching and learning aspects of this policy are directly linked to our curriculum policies and should as such be read in conjunction with them.

Aims

We believe that people learn in many different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Our approach embeds the ECM (Every Child Matters) agenda and from that we tailor our teaching and learning to suit the needs of each child, to ensure they develop at their own pace, with access to any level of education irrespective of their age.

Our key aims for Flexi-schooled pupils also expand what we offer to our regular pupils and enhance the opportunities available to continue learning beyond the classroom and the school day.

Summarised - these points are what we offer all pupils;

- a more flexible approach to Education that encompasses and supports all children irrespective of the chosen mode of education delivery
- the opportunity for children to have access to education within the school environment that extends into the home environment where desired and that it is compatible with their individual learning needs, views, values and beliefs
- access to a happy, stimulating, secure and safe environment both in school and at home, that offers all children an equal opportunity to develop their own individual abilities and personalities, helping to unlock their potential
- access to a bank of knowledge, skills, concepts, attitudes and values of our broad and balanced curriculum, that fosters a lifelong love of learning, in a shared environment where pupils, parents and teachers can effectively work together, enhancing the education provision for all.
- the opportunity for our children to share the positive benefits of different approaches to education delivery and to ensure a healthy respect for personal choice and a clear understanding and acceptance of others and their ideals
- the opportunity to develop a responsible and independent attitude towards learning
- access to the tools, new ideas and styles that will ensure they have all the means possible to achieve their potential in terms of academic achievement

Schooling Options

We offer two schooling options at Heaton St.Barnabas' CE Primary School;

- **Formal Option** – Full-time regular education within statutory guidelines (*normal registration codes*)
- **Blended Option*** –Flexi-schooled education, where the child comes on agreed full days, wears school uniform, and joins in with the timetabled opportunities for that day. (*B or C Codes*)(See appendix A)

Registration of Attendance - comment * Blended option

(see appendix A)

The attendance code B, will be used for children who attend our school and choose to follow a course of study recommended, supported, monitored and fully assessed by our school when at home.

If Parents / children follow their own education format or divert from the recommendation of staff when schooled at home then Code C, which states: *special circumstances not covered elsewhere*, will be used.

In all cases, children who attend school in person on any of the chosen days / session will receive the normal attendance mark and teaching that reflects the National Curriculum as a minimum.

Our Principles of Flexi-schooling

We see Flexi-schooling as;

- a process of co-operative team work and welcome and encourage the involvement of parents and others in the community

Within which;

- we treat all children fairly and give them equal opportunity to take part in class activities
- we treat all children with kindness and respect
- we praise all children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general
- our teachers apply the school policy with regard to discipline and classroom management
- we make clear the class code of conduct / rules
- all children are expected to comply with the rules that are in place to promote the best learning atmosphere for all
- we insist on good order and behaviour at all times
- children who misbehave will be managed fairly within the guidelines for sanctions as outlined in our school Behaviour Policy
- We conduct all our teaching in an atmosphere of trust and respect for all.

Strategies for Teaching and Learning

Our Strategies for Teaching and Learning are organised on a subject by subject basis, within a 'Creative Curriculum' framework

The integration of Flexi-schooled pupils;

- our timetable is organised so that children who are Flexi-schooled can continue follow up work at home and continue to progress through the subject(s) covered.
- all children have access to the full curriculum, work may be provided for parents to use at home at the class teachers discretion.

Introduction and Integration Initial meeting

To ensure that the new child / children and parent(s) understand the clear need for a partnership between parents, children and school.

The parents are required to sign our **Flexi-school Memorandum of Understanding (FSMoU)**, indicating the roles and responsibilities of all parties involved in educating their children, especially to the schools responsibilities for Safeguarding and Child Protection (Please read in conjunction with our Safeguarding and Child Protection Policy).

The FSMoU also indicates the **core attendance** requirement of three (3) days, **eg: Monday, Tuesday and Wednesday**. The 3 consecutive days are not negotiable.

It is extremely important for the parents to be able to share samples of work carried out at home and the Memorandum of Understanding reflects this.

To ensure that effective integration takes place we expect all Flexi-schooled children to wear the school uniform.

If parents have philosophical or other objections to any form of assessment, a way forward will need to be discussed with the Headteacher that allows our school to meet its statutory obligations.

For those parents who do not object to assessment we will provide regular feedback on their child, or children and offer them the opportunity to share in the development of their child at parent consultation evenings and on an agreed appointment basis with the class teacher where necessary.

Attendance and Safeguarding

Parents agree through signing our Memorandum of Understanding that once accepted on role, our Headteacher will make a home visit to satisfy the basic Safeguarding, Health and Safety requirements set by our Governing Body. This will be followed up at least once each subsequent year to ensure continuity and to discuss any working together arrangements between the school and home environment.

We recommend to parents that their child or children should attend school on a trial basis in the first instance, to registering; this approach will allow our Headteacher in conjunction with staff to determine if Flexischooling approach will benefit with the child or children.

Our school day begins with Registration at 8.45am and ends at 3.15pm.

Within this timeframe we have the following breaks;

- morning – KS1 10.35am to 10.50am / LKS2 10.15am to 10.30am / UKS2 11.15am to 11.30am
- dinner - FS/KS1 11.45pm to 12.30pm / LKS2 12.15Pm to 1.00Pm / UKS2 12.30pm to 1.15pm
- afternoon – 2.15pm to 2.30pm (KS1 / EYFS only)

We are not able to vary start times, given this disrupts lessons already in progress. All children are expected to be in school for the start of the morning / afternoon sessions; subject to one off extenuating situations, i.e. medical appointments, accidents etc. All sickness events require that the parents notify the school.

Timetable

Class teachers have a list of the children who are going to attend on a given day and lessons are planned to accommodate all children.

In all cases, lessons are differentiated so that they can be accessed at different levels, with children encouraged to preview or review the topic at home through the use of home link books which give information to the parents.

Homework tasks are set in the form of learning journals for termly topic, spellings, phonics practise, table practise and mental maths.

Parents can have access to;

- long term , medium and short term plans
- access work at a suitable level for their child
- read school policies
- access to a variety of additional tools and materials that may be too expensive or unavailable to them when outside the normal mainstream education system

In addition to the above we will also offer Education Workshops for parents to share experience and develop new ideas.

Assessment and Feedback

We offer an approach to assessment and testing that is as stress-less for pupils as possible.

FORMATIVE ASSESSMENT is used to guide the progress of individual pupils. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment include:

- small group discussions perhaps in the context of a practical task
- short tests in which the teacher gives questions orally and pupils write answers
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress

FEEDBACK TO PUPILS about their own progress is achieved through the marking of work.

Effective marking:

- aims to help children learn, not to find fault, and comments aim to be positive and constructive and marking/responses should move pupils on
- is often done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability

CONTINUITY is ensured by regular liaison meetings between teachers and parents Cohesion

Strategies for Recording and Reporting

RECORDS OF PROGRESS

- Marking is used for day to day assessment and is updated daily / weekly (depending on subject) by class teachers and contain samples or links to samples of pupils' work
- Assessing Pupil Progress assessments are used 4 times a year to confirm National Curriculum assessments
- All assessments are reviewed by class teachers at the start of each academic year in preparation for a new class and periodically throughout the year to inform teaching and lesson / curriculum planning
- All assessments are retained throughout a pupils time at our school, and are available to be passed on to the secondary or other school when the pupils leave

PARENTS HAVE a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- holding parents' evenings, information meetings, topic meetings to explain our school strategies for teaching literacy, numeracy and health education
- sending information to parents at the start of each term (half term forecasts) in which we outline the topics that the children will be studying during that term at school
- sending reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work
- we believe that parents have the responsibility to support their children and the school in implementing school policies

We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general; • fulfil the requirements set out in the home / school agreement

REPORTING TO PARENTS is done twice a year through parent consultation evenings, and annually through 2 written reports.

Parents are made aware that;

- parents consultations are held after school hours, twilight and evening periods. Efforts are made to ensure that teachers are not too tired to perform effectively
- they may meet their child's teacher by appointment at any other time, to discuss particular concerns

FORMAL SUMMATIVE ASSESSMENT is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. This process is moderated by the local authority.

On completion of this activity:

- results of individual pupil's assessments are made available to the parents concerned
- the overall statistical profile (but not individual results) is made available to parents, governors, LA and DfE / national government

Other formal summative assessments include '**Early Years Foundation Stage**' (EYFS) profile.

We also use a variety optional assessment / tests, the results of which are recorded on a secure computerised system with the data then used for the analysis and tracking purposes of our staff to inform future teaching approaches.

All data is available to parents at various stages (Reporting to parents) and on request at any time. If parents have philosophical or other objections to any form of assessment, a way forward will need to be discussed with the Headteacher that allows our school to meet its statutory obligations.

HEALTH AND SAFETY

Is the responsibility of all who work in our school, any issues or problems should be reported to the Business Manager, who is the designated Health & Safety Officer.

We ensure that all tasks and activities the children are involved in are Risk Assessed. When we plan to take children out of school, we inform parents, obtain their permission and carry out risk assessment procedures (see our **Health and Safety Policy**).

Liability (See appendix A)

For activities beyond the sole care and charge of school staff, the parents / carers of flexi-schooled pupils are responsible for their own children when they are educated at home (or offsite venue), even when completing assigned school work. Activities / visits arranged by parents / carers in the same vein are also covered by the same parental responsibility (please see our **Flexi-school Memorandum of Understanding**).

Safeguarding and Child Protection

Unless there are extenuating circumstances, we need to see children at least once every 10 days to fulfil our Child Protection and Safeguarding obligations and agreed by a parent / carer signing our Flexi-School Memorandum of Understanding (see also our **Safeguarding and Child Protection Policy**).

We are required to inform our local Child Protection and Safeguarding officers if any child presents with unusual injuries, or discloses any information, that requires their involvement; and then to co-operate fully with any investigations, or follow up actions they deem necessary.

Monitoring and review

We are aware of the need to review our flexi-schooling policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Implementation of this procedure / policy

Our school will manage implementation of this procedure / policy with the support and guidance of the Local Authority.

General

This procedure / policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.

Signed...

Designation: Chair of Governors

Date...

Signed...

Designation: Headteacher

Date...

This procedure / policy is to be reviewed by Governors during 2022