



Hollinsclough CE Academy

Flexi-Schooling Policy: 2016

Mission Statement

'To encourage the enthusiasm and joy of learning through a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.'

Developing potential

Pre-amble

Here at Hollinsclough, 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 Flexi-schooling 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 Principal – there are no rights of appeal if this provision is declined, varied by the school or revoked. If a circumstance occurs where the Flexi-school arrangement is varied or revoked, then those children subject to this would be required to attend additional days or full time.

Please Note

We will not offer Flexi-schooling to children with an EHCP (Education Health and Care Plan) (Former Statement of Educational Need) that comes with hours and funding attached, unless clear guidance is issued in writing by the commissioning Authority giving clear permission for such an arrangement.

We are more than willing to accept children with an EHCP, on the understanding that they required to attend on a full time basis. This ensures that we can meet any Statutory Duties an EHCP places on our academy, 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 the support of an EHCP.

Parents should be aware that Flexi-schooling is not to be taken a means to avoid education, or to avoid being expelled, and we will not accept any children on Flexi-schooling arrangements who have been expelled. If a parent misleads our Principal in this matter and a past exclusion is uncovered, the flexi-school arrangement will be automatically revoked and the child in question will be required to attend full time; in such circumstances we be guided by current statutory expectations relating to Attendance etc.

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. None the less we promote without pressure the opportunities the partnership flexi-schooling brings - and from that we hope that this partnership will develop in a manner that is mutually beneficial to all parties.

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

Being a small rural academy affords a number of opportunities – Flexi-schooling is one of these opportunities that work well in our unique rural environment.

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

We believe all children are important 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.

To ensure we meet these individual needs, each child is offered personalised learning which is agreed with children and parents, taking advantage of individualisation is a key success driver for our academy.

Flexi-schooled pupils also indirectly expand what we can offer to our regular pupils, encouraging them to focus on the benefits of learning after normal hours at home and thereby enhance their opportunities also

Summarised - these points are what we offer all pupils;

- a more flexible approach to Education that encompasses and supports all children
- 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 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 which should help them achieve their full potential in terms of academic achievement

Schooling Options

We offer three schooling options at Hollinsclough;

- **Formal Option** – Full-time regular education within statutory guidelines (*normal registration codes*)
- **Flexi-School Option*** – Flexi-schooled education, where the child comes on agreed days, wears school uniform, and joins in with the timetabled opportunities for that day (*B code if following school guidance / National Curriculum or C Code if taught otherwise*)
- **Support Option**** – This approach can only be made by education professionals on behalf of children / parents and is only available in exceptional circumstances - and will only be considered if a written request for support is made from and with the approval of a Local Authority or other Government agency. This kind of provision is bespoke and not transferrable to other children.

Additional Guidance on the Registration of Attendance

***Flexi-School Option**

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 attendance **Code C**, which states: *special circumstances not covered elsewhere*, will be used.

****Support Option**

Those children, who attend in this manner, will when out of school be registered using the attendance **Code C**.

Children using this approach will have linked to our school on the recommendation of outside agencies, i.e. CAHMS / Families First, and have personal circumstances that require an individually tailored involvement with our school.

In all cases we will require the written approval of the relevant funding body i.e. Local Authority that clearly outlines all aspects of the child's needs, the funding attached and the clearly stated wording that they approve and will accept that the judgement of the academy is final in all aspects relating to teaching methods employed.

Part of the individually tailored involvement could extend to, and eventually become, a '*Flexi-school*' option over time.

In all cases, children who attend school in person on any given day / session will receive the normal attendance mark and teaching that is specific to their needs and reflects the expectations of the National Curriculum as a minimum.

Our Principles of Flexi-schooling

We see Flexi-schooling as;

- a process of co-operative team work, within which we welcome and encourage the involvement of parents in the education of their children

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 our academy and learning in general

- our teachers apply the academy policy with regard to discipline and classroom management
- we make clear the class code of conduct
- 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 a degree of follow up work after attending for what we term the three core days of Tuesday, Wednesday and Thursday, and all children have access to the full curriculum. Work can be provided for parents to use at home should they so wish through use of 'WorkaBooks' and other individualised programmes.

Introduction and Integration

Initial meeting

We arrange an 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, **Tuesday, Wednesday and Thursday**. These days are not negotiable.

A Flexi-school place is offered in the same manner as those for Full time children, so both Monday and Friday are available in addition to the core days.

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.

Based on these discussions an initial personal learning plan is drawn up covering academic or social / emotional learning goals. Following on from this the parents can request review meetings to discuss progress. To ensure that effective integration takes place we require all Flexi-schooled children to wear the academy uniform as worn by all of the other children

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

For those parents who do not object to assessment we will provide regular feedback on their child.

Attendance

We recommend to parents that their child or children should attend the academy on a trial basis in the first instance, prior to registering; this approach will allow our Principal in conjunction with staff to determine if a Flexi-schooling approach will benefit the child or children concerned.

If a child is accepted on roll to attend on flexi-school basis –the parents / carer / responsible adult(s) are fully responsible for the Safeguarding and Child Protection elements relating to that child or children when they are being Home Educated or Educated by a 3rd party at the arrangement of the parent / carer / responsible adult. These responsibilities pass to the academy when the child attends normal lessons or attends academic visits arranged by the academy.

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

Within this timeframe we have the following breaks;

- Morning break – 10.35am to 10.45am
- dinner - 12.00pm to 1.00pm
- afternoon break – 2.00pm to 2.15pm (KS1 / EYFS only)

We are not able to vary start times, given this disrupts lessons already in progress. All children are expected to arrive promptly 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.

Lateness is recorded in the same fashion as regular attendance requirements, parents need to be aware that persistent lateness could lead to the revocation of the Flexi-school arrangement and a requirement to then attend full time; no return to Flexi-schooling will be permitted.

Timetable

Each class teacher has 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 WorkaBooks for Numeracy and Literacy, spellings, phonics practise, table practise and mental maths; completion of home work is optional, but highly recommended.

From time to time we make use of eLearning products complement the use of home school link books and WorkaBooks this approach offers an additional source of lesson material and learning opportunities.

Our eLearning products can allow children to;

- View or read lesson input.
- Be set tasks
- Access worksheets.
- Upload work
- Share work and ideas with each other as part of an online community.
- Play games that give the school feedback on their progress.

Parents can in some cases have access to;

- long term , medium and short term plans
- access work at a suitable level for their child
- read academy policies
- contribute to their child's assessment through uploading work
- access records and assessments on their own child.(via Pupil Asset)
- 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 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, which in turn has improved responses from our parents reflected in our positive **ParentView** feedback.

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 teacher comments aim to be positive and constructive offering marking / responses that help to 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

Strategies for Recording and Reporting

RECORDS OF PROGRESS

- National Curriculum 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 half termly / termly 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 to explain our strategies for teaching literacy, numeracy and health education
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at the academy
- sending regular 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 spelling, tables and any projects or investigative work
- we believe that parents have the responsibility to support their children and the school in implementing academy policies

We would like parents to:

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

REPORTING TO PARENTS is done at least twice a year through interviews, and annually through a written report.

Parents are made aware that;

- parent interviews are held after hours. 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 and phonics screening for pupils in year 1, and occasionally for pupils in year 2.

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 Principal that allows our school to meet its statutory obligations.

HEALTH AND SAFETY

Is the responsibility of all who work in our academy, any issues or problems noted / observed should be reported to the Bursar, 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 off site, we inform parents, obtain their permission and carry out risk assessment procedures (**see our Health and Safety Policy**).

Liability

For activities beyond the sole care and charge of academy staff, the parents / carers of flexi-schooled pupils are fully responsible for their own children when they are educated at home (or at their chosen offsite venue), even when completing assigned class 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*).

As with all children we have a statutory duty 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

We aim to manage implementation of this procedure / policy with the support and guidance of any relevant body and will be subject to review if legislation dictates.

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...** February 2016

Signed...



Designation: Headteacher **Date...** February 2016

This procedure / policy is to be reviewed by Governors during September 2018

Updated from the original policy April 2013