



Learning During Adverse Weather Policy

Maintain Momentum in Learning

Version: 1.5 Implementation Date: November 2019

Aims

- To outline expectations and arrangements to be used in the event of an unforeseen school closure as a result of adverse weather, or other short term closure.
- To encourage toughness/resilience in the face of adversity (or inconvenience).
- To recognise that snow can allow us to enjoy the outdoors and promote a healthy balance between enjoying seasonal weather and maintaining learning

Rationale

Although adverse weather may result in the closure of the school building, there is an expectation that learning continues wherever this is possible. Adverse weather often strikes at times when pupils are preparing for assessments, but access to technology means that staff and the vast majority of pupils can stay in contact and learning can continue to some extent.

Principles

1. If there is good quality snow, pupils should ensure an appropriate balance between their academic studies and the benefits that come from safe and responsible snow play or winter sports. Teachers should take account of this when considering the quantity of work to set pupils.
2. Wherever possible teachers and pupils should have discussed during class time the arrangements that will be used during periods of emergency closure to ensure continuity of learning. This should include
 - a. The issue of any printed resources (snow packs) prior to adverse weather
 - b. The method that staff will use to communicate specific instructions during closures.
 - i. **Show my homework (SMHW) should be used to communicate all emergency closure work.**
 - ii. Social Media will be used to remind pupils during closures to refer to SMHW.
 - c. The method that pupils should use if they wish to communicate with staff.
 - i. Staff and pupils may agree to use the comment feature within SMHW
 - ii. Staff and pupils may agree to share email addresses (Staff should always use their work email address)
 - iii. Staff and pupils may agree to use Glow (Office 365 or Google)
 - d. What pupils should do in the event that they are unable to access online instructions, including identifying a class buddy that they can phone if they are unable to 'connect'.
3. It is expected that pupils make every reasonable effort to complete specific work set.
4. It is expected that where a pupil is unable to access online resources, they make every reasonable effort to communicate with classmates who can access the instructions.
5. Where a pupil is unable to find out details of specific work set they are expected to undertake self-directed study, in a way which they can demonstrate to their teachers

- on their return that they have made progress or consolidated their learning. Mind-maps or additional revision notes and summaries would for example be acceptable.
6. Pupils, parents and the wider community all have open access and visibility to SMHW as well as any access they may have via their specific logins. Care must be taken to ensure pupils are not specifically identified in work instructions.
 7. All work posted for completion during emergency closures should include the hashtag #EC at the start of the title. i.e. "#EC Unit 2 Mindmap". This is to help differentiate between regular homework and emergency closure work.

Procedures

- a. Class Teachers will post (wherever possible) directly to SMHW details of work to be completed for each of their classes.
- b. If unable to post online, class teachers should seek to make contact with their PT, who will (wherever possible) post on their behalf. PT's unable to post online should seek to delegate this to a colleague or in the event of no other colleague being able to assist contact the DHT Learning and Teaching or a SMHW Champion for support
- c. SLT Will post (wherever possible) to social media reminding pupils and parents of arrangements for accessing work.

Remit

This policy falls within the remit of "Learning and Teaching".

Version History

1.5 Typo corrected.

1.4 Updated in the light of technology changes