

REMOTE LEARNING POLICY

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Remote Education Principles

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have a medical situation or condition which is preventing or limiting their safe, physical attendance.
Examples of this may include:
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue
 - There is a safeguarding concern that is prohibitive to their physical attendance at school

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support
- Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Our Curriculum Intent:

- Delivering a core educational programme, focusing on key skills.

- Implementing assessment procedures, which identify individual needs and provide baseline and on-going assessment to inform effective planning
- Supporting academic and personal achievements through setting, and publicly recognising, realistic individual targets
- Fostering a close and positive partnership with parents and carers which supports all aspects of our students' development
- Encouraging and nurturing the development of self-discipline, self-confidence and the skills necessary to make informed and positive choices
- Establishing and maintaining effective and efficient communication systems with all interested professional agencies to ensure informed, coherent and appropriate planning
- Preparing students for progression and supporting them during transitional periods
- Ensuring accurate monitoring and review systems provide continuous evaluation of all aspects of individual progress
- Promote engagement while recognizing medical limitations and support in the removal of barriers to learning
- Encourage emotional resilience and wellbeing activities and provide independent learning opportunities
- Promote physical, emotional and mental wellbeing

Our Values:

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact SVC promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All children sign an 'Acceptable Use Policy' when they join, which includes e-safety rules and this applies when children are working on computers at home.

Roles and responsibilities:

Teachers

When providing remote learning teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes, that is achievable and meaningful within an appropriate scheme of learning
 - The work set should contain instructions with all resources uploaded. Where appropriate the work should be set as assignments to ensure effective monitoring and tracking.
 - Be adapted to individual needs
- Providing feedback on work:

- In a live lesson, group or individual feedback can be provided verbally so as to respond to the development of the lesson
- Where possible, teachers will provide assessed feedback using Google docs or sheets. Teachers will provide feedback in line with the Assessment and Feedback policy
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s, the SVC Attendance policy and Safeguarding policy should be followed
 - Any complaints or concerns shared by parents or pupils should be reported to the Assessment Lead and Online Learning Co-Ordinator
 - Any safeguarding concerns, refer immediately to the Assessment Lead and Online Learning Co-Ordinator and log on CPOMS.

Provision Leadership

- It is the responsibility of the leadership within a provision where a member of staff is delivery remote learning to ensure adequate facilities are in place and that any necessary cover is carried out. This should also be communicated to the Assessment Lead and Online Learning Co-Ordinator
- Where a student from a provision is placed in the remote learning groups the provision needs to
 - Maintain the safeguarding responsibility for the student, in conjunction with the Assessment Lead and Online Learning Co-Ordinator
 - Monitor and support attendance and engagement
 - Liaise with parents/carers, in conjunction with the Assessment Lead and Online Learning Co-Ordinator, to develop and maintain educational plans.

Senior Leadership

- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead:

- The Assessment Lead and Online Learning Co-Ordinator will act as DSL for those accessing remote education and is responsible for managing and dealing with all safeguarding concerns.
- Monitoring alerts from our filtering and monitoring system.

The SENCO:

- Ensuring that pupils with Education, Health and Care (EHC) plans continue to have their needs met while learning remotely, and liaising with the headteacher

and other organisations to make any alternate arrangements for pupils with EHC plans and Individual Healthcare Plans (IHCP).

- Identifying the level of support

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set
- To engage effectively in their lessons, including participating in discussions and answering questions. For the majority of students it is expected that they will be on camera, with their microphone on, in an environment that is conducive to an online lesson. Where there are specific medical reasons that this would not be possible these will be agreed with parents and carers in advance, and this communicated to teachers.
- Seek help when they need it
- Alert teachers if they are not able to complete work and explain any reasons for this

Staff can expect parents with children learning remotely to:

- Make SVC aware if their child is sick or otherwise cannot complete work
- Seek help from the Assessment Lead and Online Learning Co-Ordinator if they need more general support
- Be respectful when making any complaints or concerns known to staff
- Support the school in any conduct or engagement issues that may be raised

Attendance

- Attendance to a remote lesson does not count as attendance.
 - If present to remote lessons as scheduled a student will be given a sessional mark of C2. This is authorized absence.
 - If a student does not attend remote lessons, they will be given a session mark of O. This is unauthorized absence.
 - If it is not possible for a teacher to verify the identity of a student in a lesson, for example if their camera is not on, attendance will not be marked until the identity can be verified.
- A safeguarding visit may be taken if the child has not attended for 3 days and the parents have not made contact. The safeguarding visit may be conducted by the home school or SVC.

Reintegration

Remote learning will always be planned with a clear timeline and expectation of next steps. This will be reviewed systematically by all stakeholders during the period of remote learning. To facilitate next steps students will be supported through a reintegration process that will help them phase their transition and maximise effectiveness. This may include, but is not limited to

- Phased return to onsite lessons
- Attendance at their mainstream school
- Specific interventions to support any barriers to learning
- Wellbeing /vocational sessions

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- Acceptable use policy
- Online safety policy