

Glyne Gap School

Curriculum Guideline 14 (CG14): Remote Learning

Contents

1. Purpose	1
2. Aims	1
3. A Flexible Approach	2
4. Monitoring and Assessment.....	4
5. The Use of FaceTime/Zoom Calls	4
6. Roles & Responsibilities.....	5

1. Purpose

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic.

Following DfE guidance for full opening in schools (updated November 2020); where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, schools are expected to have the capacity to offer immediate remote education.

However, the DfE goes on to recognize that for many pupils with SEND, the guidance around remote learning opportunities would need to be adapted by their teachers who know their needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible, if they are not able to be in school.

This policy sets out the systems and practices staff will use, to endeavor to keep the learning experience going for students in our unique setting should they be require to isolate for a period of time.

2. Aims

The aims of this policy is to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations and guidelines for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safeguarding and data protection.

3. A Flexible Approach:

It is of the utmost importance to us that all students continue to have learning opportunities if they are unable to attend school due to Covid - 19 restrictions.

However we understand that every child who attends Glyne Gap is unique; the teaching approach they need will differ; and everyone's home circumstances will be different. We know that is extremely unlikely that any pupil at Glyne Gap would be able to work remotely independently due to their learning needs, and therefore a much more bespoke approach for our setting is necessary.

We often refer to parents/carers as a child's first teacher and as such they will know best what their child needs. All parents have been consulted as to what will support their child to learn best at home. In order to support parents and pupils, the school have devised 3 approaches, each with personalized activities, to support parents to meet their child's individual needs as best they can from home.

However there is no expectation on parents to complete any/ all of the set activities. If parents feel their child enjoys a different activity that can add learning opportunities, then we encourage parents to do so. We also recognize that for some pupils, replicating their learning at home would be impossible due to the nature of the learning environment they need. In this case parents are encouraged to focus on the tasks of daily living that they feel their child needs to learn in the home environment such as washing/ dressing, rather than attempting to replicate school based "lessons".

1. Broad approach

For most pupils and for all pupils on short term absences of 4 days or less following a school enforced bubble closure.

- All pupils have termly goals that are agreed with parents/carers. In the case of a pupil being unable to attend school, it would be expected that parents/carers are well equipped and able to work on these goals at home.
- Communication is a key learning area for all Glyne Gap pupils. Many pupils are working on choice making, following instructions and asking for things (particular toys, certain foods etc). These skills would be worked on as they naturally arise throughout the day.
- Teachers send home a termly class newsletter outlining suggested activities (often linked to the class topic) which parents can choose from, to work on at home.
- Daily practice of the tasks of independent living e.g. dressing/ washing etc.

2. Individual approach

To be actioned if required for extended absences of up to and over a week, when an individual pupil is required to self-isolate/school enforced bubble closure.

- School staff will call home weekly and ask what additional activities parents feel their child would benefit from.
- Some pupils would benefit from and enjoy joining a class based session via an i-pad or similar. Their ability to do so will be dependent on technology, their age, concentration span and needs and would be agreed with parents and the class teacher.
- Some pupils have specific work focussed on their numeracy and literacy skills e.g. reading books. Additional resources will be sent home in discussion with parents.
- Many pupils have equipment in school (standers etc.) that supports their learning and wellbeing. In the case of an extended absence, parents can request any kit to be sent home so that your child can continue this part of their health need or learning at home, and school will deliver this.

3. Bespoke approach

To be actioned upon parents request for extended absences of up to and over a week, when an individual pupil is required to self-isolate/school enforced bubble closure.

- For any pupil for whom parents feel their needs cannot be met by the first two approaches, parents are invited to contact the class teacher to agree a bespoke plan for their child's remote learning.

In the instance that a parents chooses to withdraw their child from school for non-medical reasons, the school have made the decision not to offer remote learning opportunities, (with the exception of when Regional/ National Lockdown restrictions are in place). This is because we strongly feel that as per DfE guidance, pupils are best place to learn in school, and to offer remote learning in the instance where a pupil could otherwise be in school would be a conflicting message. Instead we would work with parents to enable them to feel comfortable and confident to send their child. During a period of National Lockdown, Special Schools have been advised to continue to cater for all pupils with an EHCP and therefore remain open, however attendance is no longer compulsory. Parents would then have the right to choose whether they wanted to continue to send their child to school or to take up the offer of remote learning.

4. Monitoring and Assessment

Class teachers will work with families to ensure that pupils are receiving work that is relevant, purposeful and appropriate for them and their family. Therefore class teachers will support monitoring on an individual pupil basis.

Senior leaders will monitor the effectiveness of the remote learning approach through teacher meetings and senior leadership meetings. This monitoring will be based on qualitative data.

There will be no requirement to formally mark or assess pupils' work covered as part of Remote Learning. Pupils will be assessed against their own prior attainment on return to school.

We will however want to celebrate the effort and achievements of pupils during Remote Learning and will therefore be recognising good work through Home Learning Stars. Pupils nominated by their teacher will receive a certificate and personalise motivator to recognise their work.

5. The use of FaceTime/ Zoom calls

Guidance for teachers using Facetime.

Glyne Gap recognises the importance of video calls, during these exceptional circumstances. Video calls between a pupil/their family, to the class teacher, enables relationships to be maintained, and also supports emotional and physical health.

Key safety points for teachers when using FaceTime:

- Only use school devices, not a personal one.
- Pupils must be supervised during the video call (Make sure you can see the parent/ carer in the screen.)
- Staff and pupils must be appropriately dressed (No pyjamas)
- The video call must take place in a communal area/ living room (no bedrooms)
- Pre book the video call and inform HOS of your appointment (date/time)
- Log the video call and email the feedback to you HoS.
- Share any concerns immediately with DSL/DDSL

*Teachers should be aware that they might unknowingly be recorded by parents.

Additional guidance for teachers using Zoom

A pre-planned zoom meeting, led by the class teacher, is a good tool for keeping in touch with students and their families.

Teachers should follow the Facetime guidance and these additional safety points:

- Password protect the 'virtual' meeting room.
- Set Zoom up using your work email.
- Use a new meeting room each time

- Don't allow attendees to join before host (use the waiting room)
- Turn screen sharing off
- Don't publicise your meeting's link on social media
- Don't share the screenshot of everyone, especially when it shows the meeting ID
- Have 2 staff in the 'virtual' meeting room.
 1. Someone silent to 'manage the digital safety of the room'.
 2. The second person to 'lead the discussions/ content/ behaviour'.

6. Roles and responsibilities

Teachers

When providing remote learning, teachers are responsible for:

- Keeping in touch with parents and offering advice and support for them whilst their child is at home. (This should be kept within their normal working hours).
- Providing resources to support learning from home
- Keeping Senior Leaders informed of any important pupil information
- Inform senior leaders should they not be able to work for any reason during this period e.g. sickness/ dependent care, through the normal absence procedure.
- Being aware of the relevant policies and Safeguarding arrangements for keeping children safe in Education.

Parents & Carers

- Seek help from the school if they need it and keep the school informed of any concerns they have.

Senior leaders

- Co-ordinating the remote learning approach across the school
- Ensuring Teachers a well-supported when delivering remote learning, being mindful of teacher workload and ensuring Teachers have the time to complete remote learning tasks if also continuing to be in the classroom.
- Monitoring the effectiveness of remote learning through teacher meetings and senior leadership meetings
- Leading on Data protection and Safeguarding (See SH14 Data Protection Policy & CG2 Safeguarding & Child Protection policy)

Designated safeguarding lead

- The DSL is on our school's leadership team and the role of DSL is explicit in her job description. She has the appropriate authority and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- The DSL will provide safeguarding training updates to staff to ensure that all pupils are well safeguarded when learning remotely.
- The DSL will keep the wider SLT informed of any policy amendments required with regards to their remote learning practices.

Governing board

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

This policy will be reviewed annually or light of any further DfE guidance, and approved by the Full Governing body.

November 2020