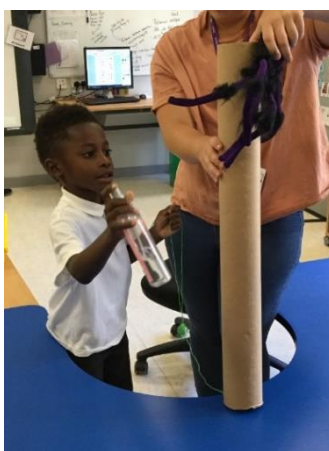


# Remote Learning Policy and Plan

## January 2021



## **Introduction**

Following a period of closure in Spring and Summer 2020 we developed a contingency plan in line with DfE guidelines in the need for a further lockdown. Children will continue to be provided with an education remotely which is high quality and aligns as closely as possible with in-school provision.

All learning will be set by the class teacher via email, by post or delivered if this is preferred by families. Planning and activities will be structured around the Education Health & Care Plans of individual pupils in line with current topics due to be accessed by pupils at school. Teachers will schedule learning in a manner that does not overwhelm our children and continues to provide them with a personalised approach, informed by their wider needs (including guidance of specialists). Teaching and learning will be tailored and updated weekly, allowing for replication of classroom activity to the best of our ability. Teachers will be in weekly contact with families by phone or Zoom to ensure ongoing planning is appropriate, meaningful and manageable. In all communications we will prioritise the wellbeing of our children and their families.

## **Successes from previous lockdown (March 2020)**

Since March, the school provided a successful model, which included:

- Engagement and communication with parents through phone, Zoom, letters and website.
- Face to face family house calls for food parcels and home learning packs.
- Weekly Zoom calls for all staff including those shielding.
- Weekly class Zoom calls for all classes to enable them to interact with their class team and peers.
- Home learning adapted following feedback from Parent and Teacher surveys.
- Support and engagement for all staff.
- Google classroom training provided for all parents and teachers.
- Support in accessing support and links with Therapists. Also in contact with parents about finance, housing and social care.
- Easter, Summer and half term provision for keyworker and most vulnerable children.
- Formally lent out laptops and communication aids to those families in need.
- All families contacted (at least) weekly by their class teacher or a member of the leadership team.
- Communication from parents to SLT via a new email/phone set up during lockdown.
- Monthly newsletter to update parents from Executive Headteacher.
- Online School assemblies created for events.
- Resource packs shared with all families to support engagement and participation in home/school events.
- Virtual transition over Zoom.
- ICT access provided for families without computers.

## **Identified possible lockdown scenarios:**

- Individual children who are waiting to be tested/isolating
- A partial lockdown involving pods of children
- A longer term whole school lockdown
- Key worker/vulnerable pupils in school only
- Short term teacher absence
- Long term teacher absence

## **The need for flexibility of learning**

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited.
- Parents may have two or more children trying to access technology and may need support to help prioritise.
- Teachers may be trying to manage their home situation and the learning of their own children.
- Pupils may not tolerate 'learning' at home due to their SEND, particularly pupils with fixed distinctions between home and school.
- Parents may be managing complex or distressed behaviour, which may challenge home learning, will not be possible unless pupils are 'ready to learn'.
- Systems may not always function as they should.

An understanding of, and willingness to adapt to these difficulties on all sides is essential for success.

## **Expectation management**

We believe that it is in the best interest of our children that we continue to provide structured support to the best of our ability. Staff will work in close partnership with you to support you and your child to engage with their personalised learning in the most sustainable way.

### **Teaching Staff will:**

- Create a weekly overview of personalised learning targets with suggested corresponding activities, linked to each area of pupils' individual Education, Health & Care Plans.
- Continue provision in line with the current extensive planning that is already in place throughout the school and personalised as we would usually for individual pupils.
- Suggest a range of activities and where possible they will not require the use of a digital device.
- Accept the fact that learning remotely will be more difficult, so tasks will be set to be accessible in a range of contexts and timescales.
- Be prepared to lead virtual sessions.
- Ensure that learning incorporates therapist input (where applicable).
- Continues to provide learning which is 'real world focussed' as well as linked to the current topic.
- Keep in contact with children and families through Zoom meetings and at least weekly calls.
- Acknowledge and feedback on all work where necessary during phone calls.
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways.
- Acknowledge that some pupils will not tolerate formal learning input at home and support families in identifying 'incidental' learning opportunities which can be highlighted to inform future planning.
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow.
- If unwell themselves, be covered by another staff member for the sharing of activities.

**Teaching Assistants will:**

- Support class teachers in providing learning opportunities for children.
- Under the guidance of the class teacher:
  - support class teachers in feedback to pupils
  - be prepared to support with planning and leading activities, as appropriate
  - plan and create personalised learning for identified individuals within the class.
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow.
- If unwell themselves, be covered by another staff member for the sharing of activities.

**Senior Leaders will:**

- Co-ordinate the remote learning approach across the school.
- Monitor the overall effectiveness of remote learning through meetings with teachers and wider leaders, reviewing work set and reaching out to pupils and parents/carers for feedback.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Work as a team to ensure the highest quality remote education is provided for our children at Drumbeat School.
- Ensure that families are provided with specialist resources or signposted to where they can be sourced to support remote learning. Where specialist resources are not available within the home, Senior Leaders will prioritise pupils who require them following the children of Key Workers and those who are extremely vulnerable (in the event of whole school closure).

**Designated Safeguarding Lead (DSL) will:**

- Identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning with the Deputy Designated Safeguarding Lead and the Executive Headteacher/Local Authority Link Co-ordinator.
- Arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning or immediately after it commences (e.g. when a pupil needs to self-isolate at short notice).
- Make phone calls to vulnerable pupils using school phones where possible.
- Arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- Contact with vulnerable pupils, social workers and other care professionals during the period of remote working, as required.
- Meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- Ensure that all members of staff report any safeguarding concerns to the DSL immediately and log in CPOMS in the usual way.
- Encourage contact to the DSL if they wish to report safeguarding concerns e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

**Children will:**

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Access a curriculum which is age appropriate and based upon their current phase of learning e.g. EYFS, Primary, Secondary or 6<sup>th</sup> Form.
- Be supported via a remote learning curriculum which reflect their complex needs (learning and medical) and acknowledges that they may find tolerating learning at home challenging.
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that.
- Be supported to use the online time to learn a new skill, follow their own interests to discover more about the world around us or just be creative. We will support with providing ideas for this with our weekly themes assemblies and learning activities.

**Parents/Carers will:**

- Support their child's learning to the best of their ability.
- Encourage their child to access and engage with work set from their teacher.
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of school website learning links.
- Know they can continue to contact their class teacher as normal through the home learning e-mail address or by phoning Drumbeat.
- Encourage positive engagement of their child's remote learning.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

## Summary of Remote Learning Provision

	<b>Access to learning</b>	<b>Reading</b>	<b>English &amp; Maths</b>	<b>PSHE</b>	<b>Other Subject Areas</b>
<b>6<sup>th</sup> Form Aged Pupils</b>	All Remote Learning is planned to reflect the 6 <sup>th</sup> Form Curriculum which is underpinned by the Preparing for Adulthood Education, Health & Care Plan Framework as well as personalised accreditation courses.				
<b>Children / Young People Self Isolating</b>	<p>Personalised learning overview provided for all pupils.</p> <p>Website populated with video sessions.</p> <p>Stories for families to follow.</p>	<p>Books can be provided by school or recommendations given for needs appropriate access to reading materials e.g. symbolated stories via our website.</p>	<p>Personalised targets and activities provided fortnightly with a variety of tasks that are functional, real-world focussed and practical to suit the needs of our learners and family members supporting.</p>	<p>Personalised PSHE targets using personalised plan.</p>	<p>Work provided that links to theme of the term that incorporates a number of activities.</p>
<b>Feedback</b>	Any resources/books must be returned with your child when they return to school and feedback will be provided by the class team by phone.				
<b>Class or Bubble Isolating</b>	<p>Personalised learning overview provided for all pupils.</p> <p>Google Classroom.</p>	<p>Books can be provided by school or recommendations given for needs appropriate access to reading materials e.g. symbolated stories via our website.</p>	<p>Targeted phone conversations with families to identify appropriate activities to advance English and Maths.</p> <p>Personalised learning overviews.</p>	<p>Personalised PSHE targets using personalised plan.</p>	<p>Personalised learning overview provided for all pupils which incorporates all subject areas.</p> <p>Topic specific activities and challenges set via website.</p>
<b>Feedback</b>	All work will be responded to in live Zoom lessons, feedback via Google Classroom or phone calls.				
<b>School closure</b>	<p>Personalised learning overview provided for all pupils.</p> <p>Google Classroom.</p> <p>Co-ordinated input with therapists to ensure Health needs are incorporated into learning planning.</p>	<p>Teacher-led live or pre-recorded (as appropriate to the group) Zoom sessions facilitating needs-appropriate reading activities.</p> <p>Pre-recorded sessions via website.</p>	<p>Targeted phone conversations with families to identify appropriate activities to advance English and Maths.</p> <p>Personalised learning overviews.</p>	<p>PSHE focussed live session via Zoom – appropriate to needs of pupils.</p>	<p>Personalised learning overview provided for all pupils which incorporates all subject areas.</p> <p>Topic specific activities and challenges set via website.</p>
<b>Feedback</b>	All work will be responded to in live Zoom lessons or phone calls.				

## **Remote Learning Systems Access Information**

### **Links with other policies**

This policy is linked to our:

Behaviour Policy  
Safeguarding Policy  
Home School Agreement  
Marking and Feedback Policy  
Online Safety Policy

## **Appendix 1 – Helpful Parent Guide**

### **Useful websites**

Please check school website for useful links to other online learning platforms and learning resources.

### **Home learning packs**

If you require paper copies of home learning activities please let the teacher know and we will arrange delivery of these.

### **Online learning**

Google Classroom

### **Weekly welfare calls**

Your class teacher or someone from the leadership team will also make contact with you at least once a week if your child is off for a period of time.

Please make sure we have an up to date phone number and email.

## **Appendix 2 – Home Learning Survey to support needs in the community**

Name of pupil: \_\_\_\_\_ Age: \_\_\_\_\_

### **Agree/Disagree**

- My child has enough access to the technology that they need to learn or to communicate when they are at home e.g. tablet, iPad (please specify)
- My child took part in Home Learning Google Classroom sessions
- My child enjoyed videos of their teachers
- My child used the fortnightly learning packs to access their school work
- My child has resources at home which allow them to access their OT and SaLT
- My child was comfortable and willing to access learning at home
- My child was provided with enough work (learning packs, home learning live, website resources, etc)
- I/we felt confident supporting my/our child with their home learning

### **Open questions**

- What aspects of home learning worked best for you and your child?
- What could we do to improve our approach to home learning?
- Any other comments related to home learning?