West Oaks

SEN Specialist School and College

Remote Learning policy

2020-21

<u>**Mission statement**</u>

At West Oaks School we work with consideration, commitment, and co-operation to ensure our school community develop the capacity to enjoy life and succeed.

<u>**Home/ Remote learning policy 2020-21**</u>

Contents

Main purpose of policy

Due to unprecedented times due to the COVID-19 pandemic, pupils will be provided with remote/home learning when they are not able to attend school (due to the reasons listed below) to ensure that pupils do not fall far behind.

Remote learning will be provided when:

- A child is not able to come to school as they have a medical letter stating that they need to shield.
- A child is at home following guidelines to self-isolate.
- A bubble is closed due to a confirmed case of Covid-19.
- Local lockdown (and special schools are instructed to close)
- National Lockdown (and special schools are instructed to close)

Aims and Principles.

The policy ensures that our remote learning support will:

- ❖ Recognise that each family situation is unique.
- ❖ Ensure consistency in the approach to remote learning for pupils who are not in school.
- ❖ Set out expectations for all members of the school community with regards to remote learning.
- ❖ Provide appropriate guidelines for data protection.
- ❖ Ensure that safeguarding remains paramount.

Through our remote learning we will:

- ❖ Provide personalised learning for our young people.
- ❖ Share activities and learning to embed and develop core skills.
- ❖ Make our best endeavors to support EHCP provision where at all possible
- ❖ Support self-regulation and wellbeing.

Roles and responsibilities

Teachers/ class leaders

When providing remote learning, teachers must be available to contact directly through the Google Meet set up, Class DoJo or via telephone.

When the whole class is not in school i.e., the 'bubble has burst'	• Twice weekly contact.
When a child is isolating or shielding, and the teacher is still teaching the rest of the class in school	• Contact will be at the end of the school day (twice weekly).

Parents can contact the main school office and leave a message that will be passed on to the class lead or appropriate person.

If teachers are unable to work for any reason during this time, for example due to sickness, a text message will be sent to the parents explaining who they should contact if they need support. The teacher's line manager will coordinate the pre-prepared home learning working with PLI's or a supply teacher will attempt to pick up the remote learning responsibilities, with support from the class Learning Guides.

Teachers who are self-isolating but not experiencing symptoms i.e., isolating due to another household member testing positive, will be immediately expected to be working from home, planning for class, interacting with class via video messages or pre- recorded lesson introductions and attending virtual meetings.

When providing remote learning, teachers will set work:

- o based on West Oaks differentiated curriculum pathways and personalised learning related to the individual needs of the learner.
- o based on opportunities to practise and further embed existing skills, rather than introduce all new themes and new learning.
- o Based on a menu of activities including a selection of the following:
  - ▪ Task boards, now and next boards and communication books
  - ▪ Symbols /choice boards etc.
  - ▪ Paper based worksheets.
  - ▪ Creative ideas and activities
  - ▪ Reading and English- based activities
  - ▪ Links to website activities
  - ▪ Links to interactive activities on the internet
  - ▪ Links to appropriate You Tube videos etc.

- Resources to support learning e.g., number lines, white boards, clocks etc.
- Opportunities to message your child's teacher direct for any support with tasks at home.
- Advice and further guidance from other professionals such as SaLT, OT, Physiotherapists where the EHCP indicates.

  Learning packs will be available from the school website and will not include school- based resources but will include a list of items readily available at home which could be used. There will be all the necessary work sheets and guidance for parents within the packs. Where families are unable to provide basic items or print what is needed, they will be given paper-based packs and basic resources via our home-school team staff.

- For our **Foundations and Footsteps** learners, there will be a focus on fun and motivating songs, music and movement links and ideas linked also to pupils' EHCP outcomes. There will also be suggestions for activities, or playful interactions, included and which can be revisited throughout the week. This may include some videos, or internet links (particularly for songs). Activities will be able to be repeated.

- For our **Stepping Stones** learners, class teachers will provide activities for learning sessions based on Maths, English, PHSE, RE, with enrichment activities based on Science, PE, Art, DT, Humanities in the form of a comprehensive list of activities and worksheets, as well as links to specific pages on websites.

- For **Reaching High and Moving On** learners, class teachers will provide activities for learning sessions based on Maths, English, PHSE, RE, with enrichment activities based on Science, PE, Art, DT, Humanities in the form of a comprehensive list of activities and worksheets, as well as links to specific pages on websites.

  The activities will reflect the needs of each specific group and generally follow the planned themes for the term, suitably adapted to be undertaken at home and within the scope of the resources that will be available.

  Due recognition will be made of their age-range and their abilities to work with increasing independence – where appropriate.

- More resources and further guidance for home learning will be made available upon request.

- Regular class meetings will take place online as appropriate for each group.

Keeping in touch with parents of pupils not in school:

- staff are not expected to contact parents/carers outside their normal working hours.

- class staff will make at least twice-weekly contact, more frequently if requested via phone calls. Staff are directed to **not** use their personal phones.

- **Teachers will alert parents to:**

  - **the importance of children staying safe online.**

- ➢ **Remain fully aware of what their children are being asked to do and specifically to know which websites they have been asked to use and which staff they will interact with if meeting online.**
- ➢ **Setting age-appropriate parental controls on devices and internet filters to block malicious websites.**
- ➢ **useful resources to help them keep their children safe online.**
  - o Teachers, alongside our home-school team, will check how things are: noting any concerns or worries. They will ask how their child has responded to the home learning and how school can offer any further support. More work can be offered. If there are concerns for the mental health of the child due to the home -based situation this will be shared with the Family support Team to guide and signpost to further support if possible.
  - o Any complaints or concerns raised during contact with home, staff will record these on CPOMS.
- ➢ Attending virtual meetings with staff, parents, and pupils:
  - o Dress code - staff must maintain their professional dress they would have conventionally worn for work.
  - o Ensure your location before is suitable for the meeting: avoid areas with background noise, use the school areas identified for home/school meetings.
  - o Microsoft Teams Live Lessons: Protocols for Use will be used by staff.

Associate Staff

When assisting with remote learning all associate staff will be available between normal working hours.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, this must be reported using the normal absence procedure.

Where associate staff are self-isolating then the following could be undertaken.

- o Access reading lists on the schools' Google Drive.
- o Keep up to date with their emails.

Teaching and Learning Co-ordinators (TLCo) and Pathway Leaders (PL)

are responsible for:

- o PLs create the remote learning packs a week in advance, with careful consideration as to which aspects of the curriculum can be accommodated through remote learning.
- o TLCo without a pathway responsibility will quality assure the home learning packs to ensure they are of a high standard and to make sure all work set is appropriate.
- o Guiding staff as to how best support the learning further and how to ensure that the school-based pupils follow a similar learning pathway – minimising disadvantage wherever possible.
- o Pathway Leaders and TLCos - in conjunction with the Director of Teaching and Learning with an overview role - will monitor the effectiveness of remote learning, through regular meetings with each other, with teachers and via discussions and feedback from parents and carers.

Designated safeguarding lead

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

- o Phone calls made to vulnerable pupils will be made using school phones.

- o The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

- o All contact with vulnerable pupils will be recorded on CPOMS and suitably stored in line with the data protection policy.

- o The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

- o Ensure that child protection plans are enforced while the pupil is learning remotely, and liaising with the Principal, Vice Principal and other organisations to make alternate arrangements for pupils who are at a high risk, where required.

- o Liaise with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

IT Support Services are responsible for:

- › Fixing issues with systems used to set and collect pupil work.

- › Helping staff and parents with any technical issues they are experiencing.

- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer and GDPR lead.

- › Assisting pupils and parents with accessing the internet or devices

- › Ensure that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

- › Ensure that any programs or networks used for remote learning can effectively support many users at one time, where required, e.g., undertaking 'stress' testing.

- › Ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

- › The school will not be held responsible for providing access to the internet off the school premise and will not be responsible for providing online safety software e.g., anti-virus software, on devices not owned by the school.

- › All home learning is dependent on having functioning technology and the school cannot be held responsible if the school's technology fails. Every endeavor will be made to rectify the problem as soon as possible.

Parents/Carers

Staff can expect parents and carers to support their child's remote learning in the following ways:

> Make the school aware if their child is sick or otherwise cannot complete work.

> Establish routine and structure for each day, including times where learning activities can take place.

> Support their child's well-being and have/ support a positive attitude to learning.

> Prepare for home learning by reading instructions and watching video sent so they are clear on how to deliver the learning.

> Encourage their child to engage with work set by finding an appropriate place to work to allow them to focus to the best of their ability.

> Be prepared to try numerous times if the child does not engage with the work on the first or second try.

> Support their child as best as they can, given their own home circumstances, health, and work commitments.

> Acknowledge messages and/or emails from teachers and where possible offer feedback.

> Give their child praise for their efforts.

> Be proactive about seeking help from the school, for example, ask for help with resources and equipment as soon as it is apparent it is needed.

> Read emails, letters home and ClassDojo messages as soon as possible.

> Be respectful when making complaints or concerns to school.

Pupils

Staff can expect pupils learning remotely to:

> Engage in some of the home learning activities.

> Try their best to complete/ join in with/ show interest/ actively engage with the activities set.

> Listen to an adult reading to them / read to an adult once per day.

> Accept help and support from an adult to complete/ join in with/ show interest/ actively engage with in some of the activities set.

> Have fun.

Governing body

The governing body is responsible, including as advised by the DfE for:

> Supporting staff and pupil well-being

> Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and appropriate to the differing needs of the pupils.

> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Who to contact.

If **parents or carers** have any questions or concerns about remote learning the first point of contact is their child's class leader. The pod leader will then be the next line of contact.

Where there may be further concerns, the Head of School can be contacted -

Keeley Murray: Woodhouse Learning

Andrew Hodkinson: Boston Spa Learning.

Where parents or carers require family support or guidance the first point of contact is our Family Support Team led by Katie Hurley, based at Woodhouse Learning.

Where staff **have** questions or concerns about remote learning, contact their pathway leader in the first instance. In the absence of a pathway leader, the pod leader will be consulted.

Data protection

Accessing and processing personal data

When accessing and processing personal data for remote learning purposes, all staff members will:

> Access required data through the school server/network and our cloud based 'Google Drive'.

Staff are reminded to collect and/or share as little personal data as possible online.

> Any breach of confidentiality will be dealt with in accordance with the school's **GDPR Protocols.**

> Any intentional breach of confidentiality will be dealt with in accordance with the school's **Data Protection Policy**

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

> Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers, and special characters (e.g., asterisk or currency symbol)

> Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.

> Making sure the device locks if left inactive for a period.

> Not sharing the device among family or friends

> Installing antivirus and anti-spyware software

> Keeping operating systems up to date – always install the latest updates.

Safeguarding (All policies followed are available on the school website).

> Safeguarding and Child Protection policy for Schools and Colleges - Academic Year 2020-21.

> Keeping Children Safe in Education Sept 2020.

> E-Safety policy May 2020.

> COVID-19 Schools Safeguarding policy Addendum.

Extended School Closure

> If further school closures are announced, the policy will be reviewed and changed in accordance with government guidance for educational settings.

> All staff will be informed before any changes occur.

> All parents and guardians will be informed before any changes occur.

Monitoring arrangements

This policy will be reviewed as frequently as necessary.

All senior leaders are responsible for monitoring the policy in practice. All TLCos will evaluate the impact of the remote learning.

The Governing Body will be informed of any changes made to the policy.

Links with other policies

This policy is linked to our:

> Positive Behaviour policy

> Child protection policy and coronavirus addendum to our child protection policy

> Data protection policy and privacy notices

> Home-school agreement.

> Online safety and acceptable use policy

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Review of this policy

This policy will be reviewed annually but may be revised earlier if there are any significant changes required in relation to statutory regulations.

Signed (on behalf of the Governors) _____date

Signed (Principal or Vice Principal) _____ date