**![Logo, company name

Description automatically generated]()**

**Remote Learning Policy**

**Aims**

This remote learning policy aims to:

* Ensure consistency in the approach to remote learning for pupils who aren’t in school due to Covid-19 related reasons,
* Set out expectations for all members of the school community with regards to remote learning,
* Provide appropriate guidelines for data protection.

**Roles and responsibilities**

The program of learning developed by The Dales for remote access has been set up to address two potential scenarios:

1. To continue to deliver learning opportunities for pupils in the event of full / partial closure of the school
2. To ensure the same for pupils who are unable to access the school site due to the need to self-isolate or due to shielding.

The offer detailed below does not relate to other periods of sickness or absence.

The policy and program developed is in accordance with the Government guidance which states that the DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021: “teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content.”

The challenges in providing ongoing remote education for Dales School pupils are significant. Our pupils require a high degree of scaffolding by experienced teaching staff who are aware of their abilities, challenges, linguistic understanding and all of the resulting implications on their learning. In addition, there are other compounding problems; for example, many homes have limited numbers of devices for online access with multiple users requiring them at different times, so it is deemed unrealistic to manage ‘real-time’ lessons through, for example, Zoom, and expect all pupils to be able to access at a designated time and to extract any meaningful learning from such a difficult learning environment to manage.

Our remote learning offer has been developed specifically to circumnavigate these challenges, as far as is possible, and to ensure an individualised approach to meeting the needs of our pupils. We endeavour to continue to meet the children’s EHCP needs through a variety of ways, including access to onsite provision where this is safe and possible, online activities and support via zoom, teams or learning platforms such as Tapestry and Education City.

In the event of some form of full or partial closure, continuity will be assured using a highly individualised approach and close liaison with parents to explain, support and assess the success of the learning opportunities set. We fully appreciate the difficulties of some of our pupils learning from home and we will assist as much as we can in a variety of ways.

The offer will consist of sessions across subjects which can be taught with a high degree of learning benefit through remote means and which ensure continuation of learning across a broad base of subjects. All learning opportunities will be delivered, and have work and tasks, in a differentiated way appropriate to the level of each learner. In addition, there will be separate ‘drop-in’ Zoom/Teams calls the course of each week at different times to allow parents and pupils to connect with staff to resolve any issues and raise any questions at a time that is convenient.

**Limits to School Attendance**

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

* A new, continuous dry cough
* A high temperature
* A loss of, or change to, their sense of smell or taste
* Have had access to a test and this has returned a positive result for Covid-19

***If a child is unable to attend school due to a case of Covid-19 within their household***

In this circumstance staff from the affected class will support learning for the child unable to attend school. The basic offer that each bubble provides (see Appendices 1 – 4) will be offered as soon as practicable and will be based on the work undertaken in class while the child is absent, individualised to that child’s needs.

***If a class or a bubble is unable to attend school due to a case of Covid-19 in school***

In these circumstances staff from the affected class or bubble will support learning for the children unable to attend school. The basic offer that each bubble provides (see Appendices 1 – 4) will be offered as soon as practicable.

***If school is closed due to a national lockdown***

In this circumstance, staff will form two teams in each bubble. A school-based team will lead learning for those pupils who can attend school based on their needs, vulnerabilities, circumstances and available places in school.

A largely home-based team will lead learning for pupils in their bubble who are learning remotely from home. The basic offer that each bubble provides will be shared as soon as possible and practicable. This team will collaborate with parents and each other to provide an individualised offer that meets the learning and EHCP needs of each child. This team will work from home or school as appropriate; however, most members of this team will be supported to work from home as much as possible in line with Government advice to work from home if you can.

**Assessment and Feedback**

Weekly phone calls from home learning staff and from the Family Support Team will ensure that feedback forms and alters the offer for each child based on their engagement, needs and the support available at home. If parents are struggling, do not have necessary materials, equipment or IT devices the child needs to access learning opportunities, school will offer additional support or provide what is needed if we possibly can.

Pupils engagement, progress and attainment will be tracked (using iASEND and parental feedback) and will be fed into next steps and leaning opportunities to support each pupil’s progress.

Each pupil’s special educational needs, as defined in their EHCPs, will be met whether the child is learning in school or at home. A full audit of need will be completed for every child and reviewed on a termly basis to ensure that statutory requirements are fully met.

**Safeguarding**

Designated Safeguarding Lead (DSL) responsibilities are identified within the school’s child protection policy.

***Online safety at home***

All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy.

Where necessary, referrals will be made to LADO, children’s social care and as required, the police.

Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:

* Childline: [www.childline.org.uk](http://www.childline.org.uk)
* UK Safer Internet Centre’s ‘Report Harmful Content’: <https://reportharmfulcontent.com>
* National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): www.ceop.police.uk/safety-centre

Parents/carers will continue to be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents/carers will continue to be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented. The Dales will ensure any sharing of information, communication and use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

All communication with pupils and parents/carers will take place within school hours as much as possible. (Or hours agreed with the school to suit the needs of parents or staff) with staff using Dales School devices over personal devices wherever possible and in line with our existing AUP. Where this is not possible, staff will speak with SLT, using provided or SLT approved communication channels; for example, school email accounts and phone numbers *and* agreed systems (*e.g. Microsoft Teams).*

Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL. Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our *school/setting behaviour policy/code of conduct*.

When delivering remote learning, staff will:

* only use online tools that have been evaluated and agreed by leadership.
* ensure their background is blurred when delivering the online lessons
* ensure remote learning activities are planned in accordance with our curriculum policies, taking pupil’s needs and technology access into account.
* record the length, time, date and attendance of any online lessons/contact held or made.
* revisit relevant policies such as our acceptable use of technology policy with learners as necessary.

Where remote learning is taking place ‘live’, for example, using webcams or chat facilities, staff and learners will ensure a safe and professional environment is maintained.

**Reporting Concerns or Issues**

Staff will contact and collaborate with parents and carers to ensure that remote learning offer meets the needs of each pupil. If there are any difficulties, concerns, unmet needs or concerns in the first instance these should be discussed with the home learning team or Family Support team. Parents and carers are encouraged to make contact as soon as possible in order to resolve difficulties quickly.

If difficulties cannot be readily resolved, responsibility for remote learning in each bubble is held by the bubble leads:

Ashdale: Kim Lamb

Blythdale Bubble 1: Sarah Harris

Blythdale Bubble 2: Liz Sanderson

Blythdale Bubble 3: Sally Collins

If any issue cannot be resolved by the bubble lead, should be directed to the Headteacher.