Remote Education Policy for Penn Fields School

1. Statement of School Philosophy

We know our students need to feel safe and happy in order to learn, so our remote education is underpinned by extensive pastoral support. As with our in-school provision, we expect students to practice and consolidate prior learning as well as accessing new learning, through a range of resources. Our students have a wide range of moderate, complex learning needs, and the extent to which they are able to access learning independently varies greatly; we are mindful in our approach to remote education that resources and activities set must be differentiated, and be blended with live input and opportunities for feedback to and from students.

2. Aims

This Remote Education Policy aims to:

➢ Ensure consistency in the approach to remote learning for all students who aren't in school through use of quality online and offline resources and teaching videos

➢ Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning

➢ Include continuous, sequenced delivery of the school curriculum and pastoral support

➢ Consider continued education for staff and parents through CPD and parent communication

➢ Support effective communication between the school and families to support attendance

3 .Who is this policy applicable to?

➢ Where a student is absent because they are awaiting test results and the household is required to self-isolate. The rest of their class are attending school and being taught as normal.

➢A student's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons within 24hrs

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Use of Microsoft Teams video for lessons (upper school), pastoral support and recorded instructional videos.
- Phone calls home
- Printed learning packs - in the event that students have difficulty accessing learning online initially
- Physical materials where requested
- Use of Read Write Inc. Phonics

5. Home and School Partnership

Penn Fields School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Penn Fields School will provide training materials and induction for parents on how to use Microsoft Teams as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure.

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 student 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 school promptly and alternative solutions may be available. These will be discussed on case-by-case basis.

All children adhere to e-safety rules at school and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Penn Fields School will provide training sessions and induction for teachers and support staff on how to use Microsoft Teams.

When providing remote learning, teachers must be available for contact between 8.30am – 4pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
    - o Teachers will set work for the students in their classes. Work will be sent each day by 9.00 am from the second day it is required. Where students are unable to access work electronically learning packs will be sent.
    - o The work set should follow the class timetable and continue a sequential curriculum to ensure continued quality of education
- Providing feedback on work:
    - o English and maths feedback will be provided twice each week to student email account.
- All other curriculum feedback will be provided once each week and before the next lesson to feed forward into new learning intentions.
- Keeping in touch with students who aren't in school and their parents:
    - o If there is a concern around the level of engagement of a student/s parents should be contacted via phone by the class Tutor to assess whether school intervention can assist engagement.
    - o All communication with students and parents must be documented on the communication log via myconcern.
    - o All parent/carer emails should come through the school info account (office@pennfields.com)
    - o Any complaints or concerns shared by parents or students should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Curriculum Support Staff

Curriculum support staff must be available to be contacted between 8.20am - 3.30pm

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, curriculum support staff must complete tasks as directed by their line manager or a member of SLT.

Additional services

SALT

- SALT sessions to be delivered 1-1 using Microsoft Teams

- Visual team will continue to support students and parents to access remote learning

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including weekly monitoring of engagement.

- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from student and parents

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

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff with any technical issues they're experiencing

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

- Assisting student and parents with accessing the internet or devices

Student and parents

Staff can expect student learning remotely to:

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers

- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work

- Seek help from the school if they need it

- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

- 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

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding

- Behaviour policy

- Data protection policy and privacy notices

- Online safety acceptable use policy

- Teaching, learning and assessment policy

- End User Agreements for Microsoft Teams

- Device loan agreement

- Staff guidance for delivering remote learning