

# Remote Home Learning Policy



## SILVER BRIDGE SCHOOL

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<b>Approved by:</b>	Dan Alipaz	<b>Date:</b> May 2021
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## Our Approach

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

The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances.

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we are providing a flexible approach to remote learning. We will offer a variety of weekly learning activities across the curriculum so that students can work their way through as much as they are able, at a time that suits them.

### 1. Intent

Students will benefit from continued support and encouragement at home and through opportunities to extend and maximise learning beyond the school day.

Students at Silver Bridge School are entitled to receive homework or home learning that is appropriate. The work provided will be differentiated to suit the needs of the students and planning is provided to help support parents / carers understand what is being asked, if requested.

The right level of Home-School support will ensure clear and effective communication. Parent carers are to be actively involved in their child's learning.

Students (where appropriate to age), in addition to their academic provision, will be supported and actively encouraged to develop life skills, with a clear focus on preparing for adulthood. Home working will also allow students the opportunity to work independently, developing self-motivation and confidence.

Remote / home learning will be a combination of 'live', face to face online learning (where appropriate), and / or home learning packs.

### 2. Roles and responsibilities

The school is responsible for:

- Ensuring that every student receives home learning and that it is a continuation of the planned curriculum. Primary students in KS2 should receive a minimum of four hours of learning per day and in KS3, 4 and 5 a minimum of five hours of learning per day. However, we acknowledge that for our students this may not be achievable. Planned learning must include Literacy and Numeracy.
- Providing printed resources, such as textbooks and workbooks, will structure learning and this will be supplemented with other forms of communication to keep students on track.
- Students following specific accreditations should still be given learning that will contribute to units or qualification they would be following in school.
- If parents feel their children's school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to OFSTED.

## 2.1 Teaching Staff

When providing remote/home learning, teaching staff are responsible for:

- Setting work: Home learning packs will continue to follow the planned curriculum, including timetabling and will mirror what is being taught in school, as closely as possible. Sequential planning with opportunities to recall prior learning is essential to ensure students are making progress. English and Maths must be planned daily. Active learning should be encouraged, with clear focuses on developing life skills (where appropriate).
- Within the home learning packs there will be opportunities for students to work towards their long and short term EHCP targets (where appropriate).
- To support the home learning packs, teachers can, if requested, include guidance that will help parent carers understand what is being asked as well as how they are to measure progress.
- Home learning resources should be included in the learning packs and should be suitably differentiated to meet the needs of individual learners.
- Teaching staff will be responsible for creating a variety of different remote learning resources to help motivate and engage students. Pre-recorded videos and/or live teaching sessions are examples of what can be provided. Teaching staff will ensure that they are dressed appropriately when filming and that the learning environment is safe and clearly set out for the activity. All live sessions will be delivered via Google Classroom.
- Regular communication with parent carers and students will take place, by Curriculum Coordinators, teachers and / or TAs. This will be done by phone and / or email and logged in the appropriate way.
- Teachers will be expected to give feedback on progress where appropriate. This will also allow teachers to celebrate student's successes and achievements.

## 2.3 Senior leaders

Curriculum Coordinators / Deputy Headteachers are responsible for:

- Co-ordinating the remote learning approach across the school
- Curriculum Coordinators will monitor the effectiveness of remote learning – this will be done through quality assuring work set, ensuring it is bespoke to the learners and offering advice and guidance where necessary.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## 2.4 Designated safeguarding lead

The DSL is responsible for:

Keeping Children Safe in Education (September 2020) is a statutory guidance document that requires every school and college to have a Designated Safeguarding Lead (DSL) who has the status and authority within the senior leadership team to carry out the duties of the post, including committing resources and, where appropriate, supporting and directing staff.

## 2.5 Governing Body

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.

## 3. Remote/home learning implementation

Remote/home learning practice and purpose will change and develop, depending on student needs. The following information outlines the range of extended home learning opportunities that can form part of a student's home learning programme.

- Printed paper packs
- Face to face 'live' learning via Google Classroom
- Commercial websites eg BBC Bitesize

### 3.1 Safeguarding and keeping in contact

Teachers and / or TAs will make regular contact by telephone with all students and speak to both the parent and student. In addition, where deemed necessary, they will conduct doorstep visits,, in order to see the student (as a welfare check), discuss home learning and pick up or handover home learning packs.

### 3.2 Monitoring the approach

Monitoring the school's approach to providing remote/home learning is our priority to ensure it meets the needs of our students.

Remote/home learning activities will be provided to support the delivery of the planned curriculum.

These activities will cover a range of bespoke tasks that cover social and emotional aspects of learning, life skills and (where appropriate) link to the student's EHCP targets. Maths and English will be fully embedded into these activities where appropriate.

In addition to academic provision, where necessary, students will continue to have sessions with our well-being coordinator, in order to support their SEMH needs.

Live sessions and pre-recorded videos may be offered as part of the remote/home learning approach. Teachers will comply with the following specific guidelines, to ensure they meet the learning needs of the students, along with adhering to the school's safe practice code of conduct.

These guidelines must be followed:

1. Only use school-registered accounts.
2. Only use school devices and / or hardware.
3. Do not use a system that SLT has not approved.
4. Ensure that a member of senior staff is invited to each online lesson.
5. Recording should be made in a suitable, quiet and safe place at school, with the door open at all times. NB in the event that the site(s) are closed or partially closed, remote learning may have to be delivered by staff working from home (ensuring that they follow the same protocol as they would in school).
6. Keep a log of attendance when 'Live Learning'.
7. Remind students (where appropriate) about the Acceptable User Policy (AUP).

8. Professional teacher standards must be followed at all times.

KS4 students following Functional Skills Maths and English accreditations will require access to ICT in order to log in and complete activities relevant to the course. Students will be provided with a secure login and password by the class teacher. If families do not have appropriate ICT then the school will be able to provide them with a device.

### 3.3 EHCPs and vulnerable children

Where a student has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this, in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the student can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

### 3.4 Monitoring student progress

Teachers and class teams will meet weekly to evaluate what has been taught, what the students have learnt and what next steps need to be implemented. Lessons and learning will be assessed and fed back by teaching staff.

Evidence will be collated in a variety of ways:

1. Teacher and parent carer communication: in addition to welfare checks, subject teachers will speak with parent carers and students on a frequent basis to discuss remote/home learning. This will allow teachers the opportunity to understand the level of support students are receiving as well as how engaged they are with the planned activities.
2. Evidence: pertaining to live lessons, teachers will assess and record learning from the session and will record in student files.
3. Physical work: if possible teachers will collate physical work that has been completed at home - work can be handed in when students are accessing education on site or collected during welfare visits. It may also be collated via email. Parent carers are encouraged to send photographs of their child learning and engaging at home. We appreciate not all parent carers will have this level of technology and therefore it is not applicable to all.
4. Student Progress: Evidence from both live lessons and physical work will inform further teaching and learning and any interventions required following the same process as if they were attending site.
5. Those following specific online accreditations and assessments may be able to complete these remotely, under the supervision of staff. Teachers will be able to monitor this and record and track the progress individuals are making.

## 4. Data protection

### 4.1 Accessing personal data

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

- Use the schools secure platform to access student information, via Bridgelink and all communication will be logged via the student contact page.
- Only School devices should be used when accessing student's personal data. All staff have read and signed the Acceptable Use Agreement declaration and these are kept on file.

### 4.2 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) Passwords will not be shared with parents and friends and staff will not leave devices unlocked and unattended.

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.

## 5. Safeguarding

Please refer to Child protection and Safeguarding Policy 2020 and Safeguarding Policy (COVID-19 Update).

## 6. Monitoring arrangements

This policy will be reviewed by the Senior Leadership Team as and when appropriate. At every review, it will be approved by the headteacher and governing body.

## 7. Links with other policies, guidance and supporting documents

This policy is linked to:

- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- Remote education good practice