



REMOTE LEARNING STRATEGY

CARETECH SCHOOLS:

BRANAS SCHOOL

HIDELOW GRANGE
SCHOOL

GREENFIELDS SCHOOL

DOVECOTE SCHOOL

POTTERIES SCHOOL

LINTON SCHOOL

NETHERLEA SCHOOL

CALEDONIAN SCHOOL

HARBOUR POINT SCHOOL

SKYPOINT SCHOOL

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Remote Learning Strategy

In the event of a further school closure the Department for Education, Welsh Government and Education Scotland will expect all CareTech Schools to have a robust contingency plan.

This Remote Learning Strategy provides clear guidance on how we remotely provide a high quality of education for our pupils. As a staff body we are responsible for ensuring that as much learning takes place for our pupils as possible whilst at home. It is also important to ensure there is no break in learning.

This strategy will support in situations where pupils have to self-isolate/shield, during a national/local lockdown and when a school is advised by National Public Health Services to fully or partially close.

Aims

This Remote Learning Strategy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Roles and Responsibilities

Teachers

When providing home learning, teaching staff must be available during their normal working hours. If they're 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 / line management procedure.

When providing home learning, teachers are responsible for:

- Setting daily tasks for pupils that are meaningful and meet the needs of the individual learner
- The tasks set should be planned and well sequenced
- Providing printed resources, such as text books and workbooks, for pupils who do not have suitable online access to ensure they progress in line with their peers
- Providing regular clear feedback on work set and completed
- Keeping in touch with pupils who aren't in school and their parents/carers
- Teachers should work collaboratively with parents/carers, putting in place reasonable adjustments as necessary
- Recording any communication with parents/carers
- Recording pupil engagement in remote learning sessions
- Attending virtual meetings with staff, parents and pupils
- During these meetings (if appropriate, depending on the individual needs of the learner):
 - Appropriate dress code should be adhered to
 - Locations should be appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

In the event of a partial closure some teachers may be able to remain working in school. In these circumstances the responsibilities outlined above will be discussed with the line manager. Consideration will be given to streaming live lessons, if appropriate, in line with GDPR guidance.

Senior leadership will ensure that all teaching staff have access to IT facilities in order for them to work effectively from home.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours. If they're 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 / line management procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely. School SLT will communicate to the teaching assistant:
 - Which pupils they'll need to support
 - How they should provide support to pupils
- Providing support to class teachers in differentiating resources for pupils
- Preparation and delivery of curriculum activity areas for which they have responsibility
- Supporting pupils with reading from home
- Attending virtual meetings with staff, parents and pupils if required
- During these meetings (if appropriate, depending on the individual needs of the learner):
 - Appropriate dress code should be adhered to
 - Locations should be appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants remain working in school, where relevant they may need to cover the responsibilities of staff who are working remotely during this time, and/or carry out appropriate work as directed by school SLT.

Teaching assistants who do not have IT facilities at home should make their head teacher aware. In this situation more suitable work can be distributed, opportunity can be given to upskilling in an area of their practice or individuals can develop their subject knowledge.

Subject leaders / coordinators

Alongside their teaching responsibilities, subject leaders are responsible for co-ordinating remote learning for pupils within their subject and key stage areas. They will need to:

- Consider whether any aspects of the subject curriculum that needs to change to accommodate remote learning for all learners
- Where necessary revise material and simplify explanations to ensure pupils' understanding
- Ensure all the work set across all stage and subject area is planned and well sequenced. The work set by teachers should be meaningful and ambitious
- Ensure staff provide printed resources, such as text books and workbooks, for pupils who do not have suitable online access to ensure they progress in line with their peers
- Check any deadlines set for the completion of work is achievable for pupils

- Monitor the remote learning set by teachers / TA's / Instructors in their area. They will explain to staff how this will be carried out
- Hold regular liaison meetings with staff in their area during the school closure
- Alert teachers to resources they can use to teach their subject remotely

SENDCo

The SENDCo will continue to offer guidance to the senior leadership team and wider staff body on the Special Educational Needs and Disabilities of the pupils. The SENDCo will ensure:

- Statutory documentation and processes are not hindered by the school closure
- All Statutory Annual Reviews, PEPs and LAC reviews will continue with all stakeholders, parents/carers, local authority representatives and other external professionals. These will take place according to the remote access parents/carers have available to them
- Annual Reviews/PEPs and LAC reviews will include learners either prior to the meeting via their views or as part of the meeting should they want to be part of the process
- Liaison with the school's clinical team, Form tutors and SLT continues in matters arising relating to additional support needed by our learners
- Where a pupil 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. For example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis.

Clinical Specialists

Where available and appropriate, the clinical team or therapists available to the Service will continue to offer guidance to the senior leadership team and wider staff body on the additional needs and emotional wellbeing of the pupils. The team will share strategies' to help alleviate the worries, anxiety and concerns of the pupils. As and when required they will provide online sessions for pupils to engage with. Following the delivery of an online therapy session the clinical team should inform school leadership of any relevant information and strategies which would further support pupils during the school closure.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Holding daily briefings with all staff to discuss any matters arising, reviewing work set and exploring feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Understanding and co-ordinating the wellbeing needs of pupils and staff

Safeguarding

It is the responsibility of every member of staff to safeguard the pupils. If you feel a student is suffering or likely to suffer significant harm you should report this to the Designated Safeguarding

Lead immediately. You should complete the appropriate record / concern form for the school. It is also advised that the staff member makes direct contact with a DSL during a school closure or lockdown to ensure the record / concern form has been received.

The DSL will follow child protection processes to safeguarding the young person. If appropriate feedback will be given to the member of staff about the concern reported.

At Linton School the Designated Safeguarding Leads are:

Rebekah Dennett	Rebekah.dennett@rocnorthwest.co.uk
Sean Di Sora	Sean.disora@lintonschool.co.uk
Paul Barton	Pau.barton@lintonschool.co.uk

IT Services

Any staff experiencing IT difficulties which are impacting on their ability to offer remote learning to the pupils should notify their line manager immediately. IT Services should be contacted to support and assist individuals / schools in resolving the matter or reaching a reasonable solution.

IT support can be reached on:

- CAE Lab Helpdesk – 01923 944 399
- Email your concern to CAE Service Desk - service.desk@caeuk.com
- Service Desk, Network Operations Centre – 0800 389 9648

Pupils and Parents / Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although it should be considered that pupils may not always be in front of a device the entire time due to their additional needs
- Try their best to complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help and support from the school if they need it
- Recognise that these are very challenging times within education. Any concerns should be respectfully communicated in order to improve the quality of education offered to our pupils

Staff Accessing Personal Data from Home

Staff will need to access personal data about other staff members and pupils when working remotely, including when managing online learning. Staff need to be aware of security issues and ensure they keep their devices safe.

- Devices should be provided by the school and appropriate security arrangements are in place – hard drive encrypted, antivirus software is installed and operating systems are up to date
- Staff will complete data protection training so they know what steps to take when handling personal data

Staff are expected to:

- Keep their 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)
- Make sure their device is locked if left inactive for a period of time
- Avoid sharing the devices among family or friends
- Collect and/or share as little personal data as possible online

Remote Learning Strategy

Linton School response to a school closure

The term 'Remote Learning' will be used with pupils

Phase 1 Day 1

- Pupils will benefit from a calm and organised response to a school closure
- Senior Leadership will communicate to staff the details of any school closure
- Tutor teams will then be given the authority to make phone calls to parents/carers to advise them of the school closure and to arrange for the collection of their child
- Staff should not discuss the school closure details with the pupils in an effort to alleviate any anxiety and worry
- Home learning packs that are pre-planned will be sent home with pupils. These will be posted to pupils who are absent or don't physically leave with a pack on the day of the school closure
- The tutor team will check to ensure all pupils have received a home learning pack. An electronic version will be available to share with parents/carers if necessary
- These packs contain activities and web links for all subjects
- The packs will ensure that there is no break in learning and that pupils have work to complete from the start of the school closure

Phase 2 Day 2

- Tutor Teams will establish contact with pupils on Day 2. This can be achieved via a telephone call, Zoom, Microsoft teams etc.
- The purpose of the contact on this day is to:
 - engage the pupils
 - alleviate their worries
 - explain what home learning entails
 - outline the teachers expectations for engagement for home learning
 - check the IT facilities available to the pupils during the school closure
- The contact each day will also ensure we are fulfilling our statutory duty to carry out daily safe and wellbeing checks for pupils

	<ul style="list-style-type: none"> • The information gained will inform staff planning. Individual learning journeys can be planned whilst also taking into consideration the SEND of each student • Adaption of traditional classroom strategies will be necessary to suit the individual learning needs of pupils • Tutor teams should also share any relevant information with other staff who will be delivering home learning lessons to these pupils • Pupils should be directed to complete as many tasks as possible from the home learning pack
<p>Phase 3 Day 3 – 14+</p>	<ul style="list-style-type: none"> • Daily Form Tutor Session: • These will be planned and led by the Form Tutor and <u>supported by the class TA's</u> • This session should ideally take place in the morning to enable the tutor to assess the engagement and presentation of the pupils • Any relevant information will be shared with other staff who are delivering remote learning lessons to these pupils on that day • Ice breakers could be used to engage the pupils each day during the daily form tutor sessions • Parent/Carer Daily Contact: • This will be offered in the form of a telephone conversation with the tutor teams • This contact enables staff to provide ongoing support and guidance to parents/carers during the school closure • This will also allow for any concerns to be respectfully shared and resolved swiftly • Parents/carers should also be encouraged to use class dojo or email as other methods of communication with school during the school closure • Remote Learning: • Online lessons will mainly be delivered by the class teacher • It is to the teacher's professional judgment as the length and frequency of the online lessons. • Lessons may be delivered to a whole class, smaller groups or individual pupils • Adaptions may/will be necessary to meet the additional needs of the pupils. For example, it may be more appropriate to adapt 3 x 50 minute lessons of English, to 3 x 30 minute lessons, in order to sustain student engagement online • <u>It is crucial that a TA or parent/carers supports each online lesson</u> • During the course of each week Maths, English, Science, Humanities, Reading, Creative/Arts, PE, PSHE lessons should be delivered • Staff will provide suitable home learning tasks that pupils can complete. It may be necessary to post or email the tasks to parent/carers to meet the needs of the student or if they do not have access to IT facilities • 1:1 learning opportunities will also be scheduled during the day with individual pupils. Teachers and TA's should plan to deliver the 1:1 lessons equitably amongst pupils.

Why is remote learning important?

Pupils are entitled to receive a high quality of education. It is important to continue with learning during any school closure to prevent gaps in learning forming /widening and to ensure that pupils can continue to achieve in line with their peers.

What should teachers focus on when educating pupils remotely?

It is crucial for teachers to deliver national curriculum content to pupils during their online lessons where possible. However, it is equally important for teachers to 'engage' pupils with their learning at all times and to ensure the work set meets the individual needs of the student.

What will remote learning look like?

Teachers will adapt their traditional classroom strategies to include:

- High quality curriculum resources, for example, printed worksheets, stories & pictures
- Videos
- Short projects
- Research activities
- Home learning packs
- PowerPoint with voice over notes and anecdotes
- Pre-recorded lessons
- Links to online learning platforms

N.B. This is a non-exhaustive list

The delivery of lesson content will be designed to foster meaningful engagement with pupils during the lessons. Adaptions to timetable may also be necessary meet the needs of individual learners.

Teachers should also liaise with home to ensure pupils have access to IT facilities and stationery to be able to complete tasks set. Teachers will provide printed resources, such as text books and workbooks, for pupils who do not have suitable online access to ensure they progress in line with their peers. All tasks set will be suitable for the individual learners.

Techniques to support and stretch the pupils will be embedded within the remote learning practice of the teacher.

Five Point Model for delivering remote learning:

- Start with some recap
- Introduce things slowly with practice after each part
- Check on how pupils are getting on and pick up on any misconceptions
- Give pupils model answers and scaffold to support them further
- Review how they are doing with their learning (offer regular feedback)

Evidence of Impact:

- Home Learning Journey Logs completed for each subject (per lesson / week) – these identify the national curriculum or SEMH objectives met, the lesson content covered and feedback shared with pupils

- Student voice survey / poll – ideal to conduct at the beginning and end of the school closure
- Timeline and Schemes of work – continued learning, content covered, sequenced learning episodes
- Home learning assessments completed
- Quizzes
- Regular feedback should be given and recorded – Class Dojo, written feedback etc
- Photographs
- Student work showing progress over time