

SRS REMOTE LEARNING POLICY

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1) Overview

- At Samuel Rhodes School we understand that pupils attending a special school may not be able to participate in online learning in the same way as their mainstream peers.
- They will need equipment/resources that is mapped to their needs.
- A suitable environment for learning and support from a skilled adult who can effectively support their 'readiness for learning'.
- Appropriate learning activities that can be delivered in the home environment that are of benefit to pupils' long term development and intended outcomes/destinations.
- Effective holistic support is a very important part of our practice and is integral to pupils' access to learning irrespective of where it is delivered.

2) Aims

- This remote learning policy aims to:
- Ensure consistency of approach to remote learning for all 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 and safeguarding.
- Support effective communication between the school and families.
- Outline the holistic support aspect of remote contact with families.

3) Home / School Partnership

- Samuel Rhodes School is committed to working in close partnership with families and recognizes each pupil and their family is unique. In order to meet the pupils' individual needs this remote learning will look different for different families.
- Where possible, we feel it is beneficial for young people to maintain a regular and familiar routine. SRS recommends that each pupil's remote 'school day' maintains some structure and learning will be provided in accordance with that intention.
- We encourage parents to support their pupils' learning, including finding an appropriate place to work in the family home and to support and encourage pupils to complete the work set for each day. We understand parents and carers need support in facilitating access and we are committed to supporting them through a series of virtual sessions and individual remote support.
- All pupils and parents will be required to sign an 'Acceptable Use Policy' at school, which includes e-safety guidance. This covers online usage at school and at home.
- When equipment is given by the school to pupils for use at home, parents will be asked to sign an agreement to look after it.

4) Elements and Resources Necessary for Effective Remote Learning

- Access to appropriate IT equipment.
- Pupils' and parental existing understanding and familiarity equipment and software.
- Additional support to enable access such as visual symbols, sensory equipment, concrete objects.
- Parents will need support and advice from school staff and the professionals team (all those involved in the EHCP).

5) Roles and responsibilities within the remote learning offer

5.1 Teachers

- When providing remote learning off-site, teachers must be available between 9am – 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.
- When providing remote learning, teachers are responsible for setting work for their class (and in some cases pupils in other classes learning specific subject areas).
- Teachers should set work specifically related to EHCP targets and core learning in the first instance.
- They must ensure feedback is provided including next steps in conjunction with their class team.
- They must ensure the class team is keeping in touch with pupils who aren't in school and their parents/carers:
- If there is a concern around the level of engagement, the SLT and SENCO team must be contacted.
- Parents can be contacted by phone and Class Dojo.
- Part of the delivery should include forums where questioning and evaluation of understanding can be achieved.
- Teachers must ensure a range of level appropriate differentiated resources are provided (being mindful that most of our pupils will struggle to engage with just screen-based activities).
- They must ensure work is effectively scaffolding learning and sequenced over time.

5.2 Teaching assistants

- When working off-site Teaching Assistants must be available during their usual 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 procedure.
- Teaching Assistants should support in the development of online work as directed by the class teacher.
- Teaching Assistants should support teachers in providing the appropriate feedback.
- Teaching Assistants should ensure the necessary level of holistic support is continued for pupils by telephone/individual virtual meetings.
- They will be an active participant in virtual class meetings.
- They will need to attend all relevant briefings and CPD/Safeguarding meetings.

5.3 Remote Learning Lead

- The remote learning lead will oversee the virtual resource bank, quality assure the content and ensure all staff contribute to building accessible and valuable range of virtual learning.
- The remote learning lead will work with the Headteacher to develop an action plan and timeline to ensure effective practice development is realistic and timely.
- They will ensure the offer is multifaceted using current and relevant practice.
- They will work with Deputy Headteachers to lead the remote offer section of the whole school CPD schedule.

5.4 The SENCO

- The SENCO team will identify priority pupils, schedule and ensure the quality of the range of additional interventions.
- They will ensure the support of the Professionals team is focused and enhances the content and delivery of the offer.
- They will oversee the welfare check in rota if it is re-instigated.

5.5 Senior leaders

- Co-ordinating the delivery of the remote offer.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- The senior team must ensure ongoing training and support is accessible to all parents.
- They will make sure the equipment is distributed effectively and tracked effectively.

5.6 Coaches

- Coaches will ensure the performance management includes effective analysis of remote practice.
- They will ensure staff access the training schedule and additional bespoke support is delivered where necessary.

5.7 Designated safeguarding lead

- The DSL & Deputy DSLs will action all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.
- They will ensure online safety training program is effective.

5.8 Marsworth and IT Lead

- Marsworth will support in-school and remote systems and troubleshoot specific technical problems.
- IT leads will work with the SENCO team to review the security of remote learning systems and flag up any data protection breaches to the data protection officer (Barbara McDonagh).
- Working with Remote Learning Lead and Senior Leaders to find provision – specific solutions to the barriers remote learning presents.

5.9 Pupils

- Complete the daily remote tasks set by teachers and engage in learning.
- Communicate access problems to class team.
- Seek help if they need it, from teachers.

5.10 Parents

- 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.

- Proactively engage in supportive sessions.

5.11 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.

6) Assessment

7) Data protection

7.1 Accessing personal data

- When accessing personal data for remote learning purposes, all staff members will:
- Access any data through the school email, CPOMs or on the remote learning platform.
- Teachers must use a password encrypted school laptop whenever possible (not a personal device).

7.2 Personal data

- Staff should make sure as little of their own personal data as possible is available online.
- They can use 141 before making a call, and use work devices or email to contact parents.

7.3 Keeping devices secure

- When staff members work off site and are offering learning to pupils, they will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:
- Keeping the device password-protected.
- Ensuring the hard drive is encrypted.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Keeping operating systems up to date.
- Proactively contacting Marsworth in advance of needing to use the equipment and allowing them time to fix any problems.

8) Links with other policies

- This policy is linked to our:
- Child protection policy.
- Online safety policy.
- Class Dojo expectations.