Remote Learning during COVID19 Policy

At Pear Tree School, we understand the need to continually deliver high quality education to all of our pupils and achieve the best we can in everything we do, including during periods of remote learning during COVID19.

Our remote learning policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure a whole school approach to remote learning.
- Ensure parents and carers know what to expect during periods of remote learning.
- Ensure staff operate within the code of conduct and guidance of safer working practice.
- Ensure robust safeguarding measures continue to be effective during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

This policy has due regard to national guidance, but not limited to, the following:

- DfE (2020) Keeping children safe in education
- DfE (2017) special educational needs and disability code of practice: 0-25 years

This policy should be followed alongside the following school policies and Whole School Risk Assessment:

- Safeguarding and child protection
- Data protection
- Accessibility
- Online safety
- Teaching and learning
- Attendance
- Children missing from education
- ICT acceptable use
- Staff code of conduct

Roles and Responsibilities

The Governing Body is responsible for:

•Ensuring school has in place a remote learning policy and clear procedures in which to operate.
•Ensuring remote learning is available for all pupils.
•Ensure both pupils and staff are safeguarded during remote learning.

The headteacher/deputy headteacher are responsible for:

•Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
•Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning for both students and staff.
•Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
•Reviewing the effectiveness of this policy and communicating any changes to staff, parents and pupils.
•Reviewing impact of delivery on pupil progress.
•Ensuring access for all pupils.
•Ensuring available resources to facilitate remote learning.

The DSL is responsible for:

•Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
•Identifying vulnerable pupils who may be at risk if they are learning remotely.
•Ensuring multi agency working is effective to safeguard all children but particularly vulnerable pupils and any child on a child protection plan.
•Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
•Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote learning, ensuring all safeguarding incidents are adequately recorded and reported.

Staff members are responsible for:

•Adhering to this policy at all times during periods of remote learning.
•Following the schools safeguarding policy.
•Adhering to staff code of conduct at all times.
•Planning and delivering remote learning and ensuring this is personalised and appropriate for each individual.
•Keeping in regular contact with families

Parents are responsible for:

•Adhering to this policy at all times during periods of remote learning.
•Supporting their child to access remote learning.
•Communicating with school staff.
•Keeping school informed if their child cannot access remote learning.
•Keep school informed if their child or anyone in their household is showing symptoms.

Pupils are responsible for

•Adhering to this policy at all times during periods of remote learning, particularly regarding communication with staff.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from remote education in the first day or two of pupils being sent home?

A member of staff from your child's/ young person's class will make contact with you on day one to discuss:

- The current IEP targets and any lesson targets; these will be emailed or shared on Evidence for Learning.

- Arrangements will be made for planned activities and home learning packs to be sent home or collected from school for your child/young person.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- Whilst children are at home they are taught a broad and balanced curriculum.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Early Years	The class teacher will discuss a personalised learning approach, including how long work will take.
Bay Tree	Class staff will discuss how long your child should spend completing school work. This will include two sessions each day via Zoom or Evidence for Learning, with accompanying activities to be completed throughout the week.
Maple Tree	Class staff will discuss how long your child should spend completing school work. This will include two sessions each day via Zoom or Evidence for Learning, with accompanying activities to be completed throughout the week.
Pine Tree	Class staff will discuss how long your child should spend completing school work. This will include two sessions each day via Zoom or Evidence for Learning, with accompanying activities to be completed throughout the week.
Elm Tree	Class staff will discuss how long your child should spend completing school work. This will include two sessions each day via Zoom or Evidence for Learning, with accompanying activities to be completed throughout the week.
Oak Tree	Class staff will discuss how long your child should spend completing school work. This will include two sessions each day via Zoom or Evidence for Learning, with accompanying activities to be completed throughout the week.
Sixth Form	Class staff will discuss how long your child should spend completing school work. This will include two sessions each day via Zoom or Evidence for Learning, with accompanying activities to be completed throughout the week.
Compass Centre	The class teacher will discuss a personalised learning approach including how long work will take.

Accessing remote education

How will my child access any online remote education you are providing?

- Zoom
- Evidence for Learning
- Email
- Help Kidz Learn
- Twinkl
- BBC Bitesize
- You Tube

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- All parents have been asked whether they have suitable devices that enable an internet connection.
- Those parents or carers who do not have access to suitable devices or an internet connection are encouraged to contact school who will help them access remote education.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Online lessons via Zoom (a minimum of two staff will be present on any Zoom call).
- Pre-recorded lessons and activities shared via Evidence for Learning.
- Emails.
- Workbooks, worksheets, stories, communication boards, sensory resources, resource and prop lists, any relevant video clips or online activities.
- Project work.
- Health Professionals and Therapists will continue to offer remote support.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Discussion with class staff on how you can support your child/young person at home.
- Facilitate learning at home including engaging with therapists and health professionals when required.
- Engage with activities set.
- Engage with teaching sessions and/or pre-recorded teaching and learning videos.
- Provide regular feedback regarding progress towards IEP and lesson targets.
- Inform school if work cannot be completed at home.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Weekly phone calls.
- Daily Zoom lessons.
- Marking work.
- Tracking pupil progress.
- Engagement will be regularly monitored and should your child/ young person not be participating during one of the daily zoom sessions a member of the class team will call you to offer support.

How will you assess my child's work and progress?

- Use of questioning during live teaching sessions.
- Feedback on work shared by email.
- IEP evaluations and feedback from parents, staff, health professionals and therapists.
- Annual Reviews.
- Evidence for Learning.
- Termly formal assessment.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- If your child/ young person is in Bay, Maple, Pine, Elm, Oak Tree or Sixth Form, the teacher will offer two sessions each day via Zoom or Evidence for Learning. The class teacher or a teaching assistant will deliver these sessions.

- For Early Years and Compass Centre, the class teacher will discuss a personalised learning approach.

- Use of a range of teaching styles and personalised resources where possible.

- Flexibility of teaching sessions where needed.

- Daily phone call support from class staff.

- Emails

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Your child/young person is, self isolating, well and has family support.

School Action:
Remote learning remains as detailed in pages 4-8.

Parent/Carer Action
Inform school if your situation changes.

OR

Your child/young person is self isolating, ill or family member is ill and unable to support remote learning.

School Action:
Class staff will contact parents/carers on the first day of absence to offer a personalised remote learning plan.

Parent/Carer Action:
Inform school if your situation changes.

Online Safety and Safer Working Practice

Our online safety policy applies during periods of remote learning. The following amendment has been added to the policy and the staff code of conduct to safeguard both pupils and staff:

Staff must not send personal emails to pupils or respond to pupils via email. However, during COVID19 and times of home schooling, there may be a need to email work to a pupil or give further explanation. Ideally, work should be sent to a parent/carer unless parents/carers and a senior leader in school agree for the work to also be sent to the pupil. In this case, a member of staff must:

•always use a school email account;
•email only during school time;
•copy either Rebecca Warnock or Vicky Farish into the email and the parent or carer;
•upload any emails (sent and received) ASAP onto CPOMS.

It must be made clear to the pupil that they must only communicate with the teacher for work purposes.

When a teacher is using zoom to deliver sessions they must, where possible, ensure the following:

•The zoom session link should be sent directly to the parent carer unless this has been agreed as set out above.
•Sessions are delivered from school wherever possible (unless the bubble has been closed and the teacher is self-isolating at home)
•When delivering a zoom session from home, this must be done from a public living area within the home with an appropriate background. Private living areas within the home such as bedrooms are not permitted during video communication.
•Students should access zoom sessions from public areas of their home and not in their bedroom.
•Appropriate language is used and the standard of behaviour expected in school is maintained.
•One to one zoom sessions are not permitted. There must always be a minimum of two members of staff on all zoom lessons.

Safeguarding

•Our whole school safeguarding and child protection policy has been updated to include safeguarding procedures in relation to remote learning.

•The DSL and headteacher will identify vulnerable children and will arrange for staff to make regular contact with families during remote learning periods. Staff will be permitted t contact parents on personal phones but the number should be with held and all phone calls made directly to the parent/carer. All conversations must be documented on CPOMS.

•Any safeguarding concerns must be raised immediately by the member of staff with the DSL.

•The DSL will notify social workers of periods of remote learning from the first day.

•The DSL will maintain multi agency working to safeguard children.

Communication

•School will communicate with parents via letter, email, the schools website and facebook page about remote learning arrangements as soon as possible.

•After initial communication from senior leaders in school, the class teacher will take lead on organising communication with families.

•The deputy headteacher/lead practitioner will communicate with staff as soon as possible via email/phone call about any remote learning arrangements.

•Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

•Members of staff will have contact with their line manager a minimum of once per week.

•As much as possible, all communication with pupils and their parents will take place within the school hours.

•Parents will inform the relevant member of staff as soon as possible if schoolwork can not be completed.

•Issues with remote learning will be communicated to the teachers as soon as possible so this can be resolved.

•The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

This policy was written October 2020

This policy will be reviewed annually as standard but amendments may be made throughout the school year as necessary.