

Remote Learning Policy

Review Date	June 2024	Next Review Dates	June 2025
Reviewed by	Deputy Headteacher		
Approval by Governing Body	Danuta Tomasz		
Date Approved	08/02/2022		

Rationale

At Pathways Education, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual student or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students have access to the learning resources and support they need to succeed. Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding. Due to the nature of the students that attend Pathways Education, occasionally their levels of toxic stress are so high that they cannot attend the school site, in which case the school can provide other learning opportunities for the students on that day.

Aims

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on young people’s education, however we understand that everyone’s circumstances at home will be different. Due to this we are providing a flexible approach to remote learning. We will offer a variety of learning activities across the curriculum using a range of mediums, so that students can work their way through as much as they are able, and in a way that suits them.

This remote learning policy for staff aims to:

- Minimise the disruption to student's education and the delivery of the curriculum
- Ensure consistency in the approach to remote learning for our young people who aren't in school
- Sets out expectations for all members of our school family with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all students 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.

Roles and Responsibilities

The school is responsible for:

- Providing suitable remote learning activities for those students accessing remote learning. This could be a combination of 'live', face to face online learning (where appropriate and dependent on need), and / or home learning packs.
- Ensuring the right level of Home-School support will ensure clear and effective communication to support parent/carers to be able to effectively support their child with their learning.

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, then to follow the complaints procedure.

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

- Setting work: 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. 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).
- Structuring learning and this will be supplemented with suitable forms of communication as agreed by families, students and school, such as phone calls to keep students on track.
- 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 suitably differentiated to meet the needs of individual learners.
- Teachers will be expected to give feedback on progress where appropriate. This will also allow teachers to celebrate student's successes and achievements
- Sharing and complaints or concerns, these must be logged on CPOMS - Any safeguarding concerns, report to DSL or DDSL, if DSL not available, immediately.
- Keep track of level of work completed and raise concerns to the Headteacher if work isn't completed at all (appropriate to individual needs).
- Attend virtual meetings with staff, parents and students - Wear appropriate clothing and avoid areas with background noise and with nothing inappropriate in the background.

The Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring 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
- Carry out the duties of the DSL post, including committing resources and, where appropriate, supporting and directing staff as stipulated in statutory guidance.

Parents are expected to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time

- Encourage and support their child to engage with home learning.
- 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

During periods of remote learning, students should:

- Share any concerns they may have
- Complete work to the deadline set by teachers
- Seek help for work if they need it, from teachers or trusted adults
- Alert teachers if they're not able to complete work

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.

Monitoring remote learning approach

Monitoring the school's approach to providing remote/home learning is our priority to ensure it meets the needs of our students. 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. 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 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 the Headteacher and PAAC-IT has not approved.
4. Ensure that another member of staff is invited to the session.
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 use of IT
8. Professional teacher standards must be followed at all times.

Students will be provided with a secure login and password by the class teacher.

EHCs and vulnerable students

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. 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.

Monitoring student progress

Teachers and TAs will meet weekly to evaluate what has been taught, what the students have learnt and what next steps need to be implemented. Evidence will be collated in a variety of ways:

1. Teacher and parent carer communication: 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 online or at home - work can be handed in when students are accessing education on site. It may also be collated via email. Parents/carers are encouraged to send photographs of their child learning and engaging at home. We appreciate not all parents/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.

Data Protection

All staff are provided with a school laptop which is secured and managed as per our Data Protection and IT Policies.

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

- Access the data via Scholar Pack or Microsoft Teams.
- Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.
- If the need to use a personal device arises, these must be password protected and kept securely

However, staff are reminded to collect and/or share as little personal data as possible online

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 with a strong password

Making sure the device locks if left inactive for a period of time

- 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

Safeguarding

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. Further information can be found in the Safeguarding and Child Protection Policy with Covid-19 Addendum.

Monitoring and Review Arrangements

This policy will be reviewed by the Headteacher on an annual basis.

Links with other policies

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Data Protection Policy
- SEND Policy
- Behaviour & Relationship Policy
- E-safety Policy
- Teaching and Learning Policy