

Limington House School Remote Learning Policy



Aims

The remote learning policy for staff aims to:

- ensure consistency in the approach to remote learning for pupils who are not in school
- set out expectations for all members of the school community with regards to remote learning

Roles and Responsibilities

The programme of learning developed by Limington House School for remote access has been set up to address two potential scenarios:

1. To continue to deliver curricular learning for pupils in the event of full or partial closure of the school.
2. To continue to deliver curricular learning for pupils who are unable to access the school site (e.g. for reasons of self-isolation due to COVID-19).

The programme detailed below do not relate to other periods of sickness or absence.

The policy and programme developed is in accordance with the Government guidance which states:

DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for the academic year 2020 to 2021:

Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term, but makes use of existing flexibilities to create time to cover the most important missed content.

The challenges in provide ongoing remote education for our pupils are significant. Our pupils require a high degree of scaffolding by experienced teaching staff who are aware of their learning needs and levels of understanding. Many of our pupils have a range of abilities which require a considerable amount of input from staff to support effective teaching and

learning. The programmes have been developed specifically around these challenges as far as possible.

In the event of full or partial closure of the school, continuity will be assured by teachers developing weekly home learning packs which are differentiated and targeted to meet the varying needs of pupils. In addition, there will be separate virtual MS Teams sessions for learning activities each week to allow pupils and parents to connect with teaching staff to resolve any issues and raise any questions at a time that is convenient.

Parents will be encouraged to share learning at home with the school via the admin office email which will then be used by teaching staff to develop the next set of activities and gain input for assessment and progress. Teachers will also complete welfare phone calls with families each week where appropriate.

The guidance states the need to:

plan a programme that is of equivalent length to the core teaching pupils would receive in school

whilst acknowledging that:

we expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.

It is very important to recognise that all of our pupils have significant learning needs and medium and long term memory challenges. Education, Health and Care Plans specify the need for considerable overlearning and revisiting of core skills, as well as breaking these skills down into small steps. Therefore, the basic materials and planning as presented will not usually reflect the hours required to complete and rehearse them effectively with proper adult support and guidance.

In the event of individual pupils not being able to access the school site (e.g. for reasons of self-isolation due to COVID-19), learning will continue with teachers providing learning packs with a focus on repetition and overlearning of key skills which will lend themselves well to home supported learning for pupils with individual learning challenges.

Other periods of sickness or absence (e.g. not related to COVID-19) do not fall within the scope of this policy. Where pupils are unwell and unable to attend school, the focus needs to be on rest to enable the pupil to return to school to continue with their learning as soon as possible.

Teachers

In the event of the remote learning programme having to be activated as a result of a partial or full school closure, teachers must be available between 9.00am and 3.30pm for continuation of learning and to be properly equipped to carry out their duties remotely.

If staff 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.

At this time of particularly high probability of this eventuality, staff who will need to deliver learning or pastoral support are expected to make sure that all of their IT equipment is fully functioning at the earliest possible opportunity and in any case, before needed. Any issues, concerns or lack of functionality should be brought immediately to the attention of a member of the leadership and management team.

In the event of the remote learning, teachers are responsible for:

1. Setting Work

- Setting progressive and differentiated learning opportunities in line with the scheme of work. In some cases, such as English and maths, the learning will be dependent on prior skills development.
- Taking guidance from Department Managers and responding to specific requests to ensure continuity of learning for all pupils.
- Weekly home learning packs which provide a variety of activities with targets which parents can access throughout the week. All packs should be differentiated to meet the needs of all pupils in the class.
- Home learning packs to be sent home electronically or work packs to be posted home where appropriate.
- Referring pupils or continuation of therapy support via virtual MS Teams sessions or ensuring programmes are well supported at home by linking therapists with parents and pupils.

2. Providing Feedback on Work

- Assess with work being submitted back from parents and through conversations with parents.
- Make professional judgements on how to then progress individual pupils through further work and learning activities.

3. Keeping in Touch with Pupils Not Accessing the Site

- Pupil work is to be assessed on going and at least once per week.
- Reasonable request for further input e.g. additional virtual MS Teams sessions should be accommodated.
- To respond to messages and/or emails arriving from parents within school hours.
- To encourage full engagement in the learning being delivered and to identify any barriers to learning e.g. access to devices, suitability of work.
- To use professional judgement in developing strategies to increase engagement and to keep the leadership and management team informed in the case of a lack of engagement which causes concern.

4. Continuation of Standards and Expectations

- To continue to reinforce the standards that Limington House School expects in terms of dress code during remote learning.
- To continue to model expectations to pupils and parents through virtual meetings, phone calls, etc.
- To create learning activities using appropriate language, media and locations suitable to the pupils.

Learning Support Assistants

When supporting with remote learning, learning support assistants must be available between 9.00am and 3.30pm.

If staff 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 supporting with remote learning, learning support assistants are responsible for:

- supporting the making of a variety of learning resources and attending virtual sessions where appropriate
- supporting teachers with any additional reasonable requests in support of pupil learning
- continuing to reinforce the standards that Limington House School expects in terms of dress code during remote learning
- continuing to model expectations to pupils and parents through virtual meetings, phone calls, etc.
- creating learning activities using appropriate language, media and locations suitable to the pupils

Leadership and Management Team

Alongside any teaching responsibilities, the Leadership and Management Team are responsible for:

- working with individual teachers to support home learning and input where appropriate
- the coordination and delivery of the remote learning programme
- the monitoring of the security of remote learning systems, including data protection and safeguarding considerations

The Headteacher is responsible for working with the admin team in ensuring links to work in individual cases are sent to the email addresses of parents.

Designated Safeguarding Lead

The requirement and responsibility for reporting any concerns regarding child welfare and safeguarding remains as it would be should we be providing full onsite provisioning.

The responsibilities of the DSL include:

- referring cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk
- assisting the governing body in fulfilling their safeguarding responsibilities

- ensuring every member of staff knows who the DSL and the Deputy DSLs are, have an awareness of the DSL role and know how to contact them
- ensuring all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headteacher
- ensuring teachers are making weekly welfare phone calls where appropriate and uploading information on CPOMS

Governing Body

The governing body is responsible for:

- monitoring the school's approach to providing remote learning to ensure education as high quality as possible
- ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Date: January 2021

Review date: January 2022