THOMAS BEWICK SCHOOL

GROWTH THROUGH UNDERSTANDING

Remote Education Policy

Document History

Policy reviewed and adopted by Local Advisory Committee	**18.11.2020**
Review frequency	**Annually**
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Responsible Officer	**Headteacher**

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Introduction

1. Who is Remote Education for?

Remote Education will be available for all pupils at Thomas Bewick School, with the level of provision dependent upon their reason for being at home. The following groups of pupils are likely to access home learning in the academic year 2020/21:

1) Pupils who remain at home due to shielding, medical advice, or parental choice
2) Individual pupils who are self-isolating as a requirement of displaying symptoms of COVID-19
3) Individual pupils who have been instructed by NHS Test and Trace to self-isolate due to being a close contact of an individual with a positive COVID-19 test result
4) Whole class or 'bubble' of pupils who have been advised to self-isolate due to a confirmed positive case of COVID-19
5) Whole school population as a result of local or national lockdown
6) Individual pupils who are not attending school for a reason unrelated to COVID-19
7) Pupils who are attending school but wish to access online learning activities

2. Remote Education Team

The Remote Education Team will be led by the Deputy Head Teacher, Assistant Head Teacher and the Lead Teacher for Remote Education, who will be supported by other Phase Leaders for each phase of the school.

Lead Teacher for Remote Education- Andrew McGuinness

Deputy Head Teacher – Katy Squire

Assistant Head Teacher – Francesca Brown

EYFS Phase Leader – Natalie Foy / Hannah Broadhead

KS1 Phase Leader – Michelle Fraser

Lower KS2 Phase Leader – Sarah McNeill

Upper KS2 Phase Leader – Shelly Piggott

KS3 Phase Leader – Laura Gill (Remote Education Lead)

KS4 and P16 Phase Leader – Catherine Bhatti

Any Teacher, Teaching and Learning Assistant (TLA) or Learning Support Assistant (LSA) who is working from home will be expected to support with remote education under the direction of the Remote Education Leads and Phase Leaders.

Remote Education Leads and Phase Leaders will work closely with class teachers to ensure that remote education plans are being followed and to ensure that there is a consistent approach.

Class teachers will maintain the leadership of their own classes in the event of a local or national lockdown or bubbles being directed to self-isolate.

The Curriculum at Home

3. Intent

At Thomas Bewick School, we aim to provide an enriching curriculum which is broad, balanced and appropriate to the needs of each pupil within the school.

Our curriculum provides key opportunities for pupils to experience, develop and consolidate a range of skills and knowledge that will be helpful as they move through different phases of their lives. At the same time, we place an important emphasis on developing character and wellbeing to ensure that our pupils thrive in every situation they may find themselves in – now and in the future.

The curriculum at Thomas Bewick School is pupil-centred and focused on addressing the barriers to learning experienced by children and young people with autism. We aim to support all pupils with their communication, sensory and social needs and recognise the importance of being flexible in our approach so that we can create meaningful and relevant learning experiences and opportunities for every pupil in the school.

Learning for all of our pupils goes far beyond the physical environment of the school and so we see parents, carers and families as important key partners in the education process.

Our Remote Education plans have therefore been carefully considered to ensure that our pupils can continue learning within the home environment whilst they are not at school

4. Implementation

The remote education content will look different depending on a pupil's learning style and their SCERTS communication stage (social, language or conversation partner). The class teacher will share the relevant content for each pupil in their class with the child's parent or carer, via post or email. All content will also be available on the school website.

All activities within Remote Education plans (or learning grids) will align with the cross curricular topics taught in school and will cover many aspects of the curriculum including Maths, English, Science, PSHE, Humanities, and Art etc.

A home learning grid for each key stage (and for social, language and conversational partners) will be uploaded onto the school website on a half termly basis so that the switch to remote education can be immediate. The class teacher will stay in touch with

parents and carers via telephone and email and if needed, will advise on which learning grid will be best for each pupil to access. The learning grids contain a brief explanation of how to complete each activity and when to use a link to a website / video or pictures etc. There is no set time to spend on any activity but parents and carers are encouraged to be led by their child. We would encourage parents to aim for 2-3 hours of daily learning, primarily using activities from the learning grids.

In addition to the home learning grids, a section of 'useful videos' is available on the school website, which provide examples of activities that can be used to help structure the learning day. Additionally, resources prepared by the Occupational Therapy and Speech and Language Therapy teams are available to access via the school website. There is also a list of educational websites and apps which can support pupils to explore their class topic at home.

5. Impact

Class teachers who are self-isolating and well enough are expected to be available from 9:30am until 3:00pm (Monday to Friday) to liaise with Remote Education Leads and Phase Leaders, and to provide email and telephone support to pupils, parents and carers.

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work. Parents can send completed work or photographs of pupils participating in activities to class teachers via email. Class teachers will provide written feedback, next steps and additional work, using the 'Feedback' template (Appendix 3). Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure that remote learning tasks are designed in such a way that meaningful feedback may be provided.

Where it is possible, appropriate and relevant, some teachers may facilitate 'Zoom' classes and meetings with individuals/ small groups of pupils. If a teacher wishes to connect with a pupil or pupils via video conferencing, they must first seek authorisation from the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads. The following video conferencing rules must be followed in all cases:

- Ensure that an adult is present with the pupil during the video call

- The teacher should ensure that they are in an appropriate work space (at home, this should be a home office, dining room, living room or kitchen and not a bedroom. Pupils should also be in a common space and not their bedroom

- Teachers and pupils must be dressed and ready – not in pyjamas.

- Pupils and teachers should not record or take pictures during online sessions.

6. Safeguarding

In the event of a school closure, pupils, parents, carers and teachers are reminded that the Trust and school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers and staff must adhere, whether they are at home, in the community or at school.

For all pupils engaging in remote education, the class teachers or remote curriculum leads will make phone contact with the parent or carer of each pupil on a weekly basis. This will be a check-in 'safe and well' phone call which will be logged in writing on the Communications Log (Annex 4) and should last no longer than 15 minutes, and take the following format:

- Welfare check (child and family members)
    - o Enquire about physical health and mental wellbeing of all at home
    - o Signpost to support services if needed (e.g. Children's Social Care, Early Help, CYPS)
- Home Learning advice
    - o Discuss feedback from previous activities that have been suggested
    - o Provide new ideas for the week, and sign post to online activities where appropriate

All telephone conversations with will be logged and saved on the school network (Annex 4). Any resulting concerns will be logged on CPOMS.

7. Expectations of teachers

Teachers should ensure they have effective internet and phone connectivity at home. If this is not available for any reason, teachers need to discuss this with Remote Education Leads, Phase Leaders or a member of the Senior Leadership Team. The oversight of remote learning tasks and assessment of tasks is the responsibility of the class teacher. All teachers should ensure that learners have a range of activities to complete at home and that they are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Phase Leader to ensure work is set to her/his class. Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the Phase Leader will be able to support and, if necessary, escalate to SLT. If parents ask for additional work beyond that set as part of the requirements above, teachers should be able to provide this.

In order to ensure teachers are able to perform the minimum expectations outlined in this policy, the school will ensure that teachers are aware of the expectations before any planned school closure. Teachers should ensure that they have looked through specific instructions detailed in this policy. If teachers require support with any aspects of remote learning, they are encouraged to consult Remote Education Leads or their Phase Leader. Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues. Teachers should also ensure their communication with pupils, parents, carers and colleagues does not encourage unhelpful work habits. All communication should take place during usual school hours, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels, and not through personal accounts or other websites.

Appendix 1

Overview of Remote Education Plan

Reason for remote education	Remote education provision and contact
10 days - individuals Individual pupils who are self-isolating as a requirement after displaying symptoms of COVID-19 Individual pupils who have been instructed by NHS Test and Trace to self-isolate due to being a close contact of an individual with a positive COVID-19 test result	If the child is well enough, class teacher will provide appropriate home learning grid, resource pack and advise on any appropriate online resources. Class teacher to maintain email and phone contact to support with remote education tasks. Parents will be expected to feedback on work and provide photographic evidence of work completed. This will be used to support future planning. Teacher will contact parents weekly by phone or email to maintain contact and support. These calls will be noted and any concerns logged on CPOMS / DSL informed.
Long- term (for the foreseeable future) - individuals Pupils who remain at home due to shielding, medical advice, or parental choice Individual pupils who are not attending school for a reason unrelated to COVID-19	As above Teachers will provide additional work as needed Parents / carers to receive 'not close contact' letter if absence is due to parental anxiety. Teacher to stay in touch with parent / carer
Larger groups – for two weeks or more Class or bubble who have been advised to self-isolate due to a confirmed positive case of COVID-19 Whole school population as a result of local or national lockdown	Class teachers (if well enough) to direct parents and carers towards appropriate home learning grid. Class teachers to stay in touch via weekly 'safe and well' calls and via work email addresses. Class teacher may host weekly whole class virtual meetings with whole class group via Zoom, if appropriate. TLAs / LSAs will support the teacher in making resources linked to SCERTS objectives / class activities. Symbols and communication boards can be laminated and posted to parents, sensory resource packs / boxes can be made and delivered as required. Parents will be expected to feedback on work to support future planning, providing photographic evidence of completed work tasks.

Appendix 2

Risk assessment: Accessing remote education while at home

If the pupil must self-isolate or tests positive and must stay home or is at home due to other COVID-19 related reasons, please use the following Risk Assessment template to support planning.

Things to consider	Comment/Plan
What methods of home-schooling have you agreed with the parent / carer and pupil?	
What agreed method of communication will the school use to communicate with the pupil and parents/carers for the duration of home-schooling? How often will this take place? Who will do it?	
What elements of the provision in the EHC plan can not be implemented due to being at home? Have you considered any alternative arrangements that may need to be made? What are the risks of this?	
How will the school a) ensure that the work being provided is easily accessible for the pupil? b) ensure that the work is appropriately differentiated in order for the pupil to be able to complete it at home? c) monitor progress in learning?	
Is there any additional help, support or resources that the pupil and their family need in order to effectively learn at home? How are these being accessed by the pupil?	

Is the Child on a CP Plan, a Child in Need, or with an Early Help worker? If so, please name the Social/EH Worker and give dates and information related to your communication with them about the current situation. This is very important in order to ensure all vulnerability factors have been considered, so that actions can be taken by Social Care staff if necessary	

Date Agreed with Parent/Carer: **Has the Parent/Carer received a copy?   Yes/No**

Appendix 3

Home Learning Feedback

Subject/ success criteria	Completed Work (Photo Evidence)	Comment/ Next Step
Maths- *I can…*		Teacher Comment- Next Step for Learning-
English- *I can…*		Teacher Comment- Next Step for Learning-
Art- *I can…*		Teacher Comment-

| | | Next Step- |
| | | Teacher Comment-

Next Step- |

PE- *I can…*

Appendix 4

Communications Log-

Date	Communication/ Action	Brief description of Event	Next Step?