

Cribden House School Remote Learning Policy

Purpose

Cribden House will provide remote learning for pupils where it is appropriate when they are unable to attend school in circumstances beyond their control. Below is an agreement which we ask our children, parents and of course the school staff to follow in order to provide a quality home learning experience which is also manageable for the children and parents too. This agreement will apply to a partial, or full school closure if appropriate.

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Include continuous delivery of the school curriculum, as well as support positive mental health and wellbeing.
- Provide appropriate guidelines for data protection.
- Ensure pupils unable to attend school, due to extenuating circumstances, remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them.
- Support pupils to return to full face to face education as soon as possible.

Home and School Partnership

Cribden House is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs. Cribden House will take a multi-disciplinary approach to support remote learning and involve professionals from health and social care where appropriate to support the family and best meet the needs of the individual pupil.

Cribden House will provide support for parents on how to use educational websites as appropriate, and where possible, provide personalized resources.

Where possible, it is beneficial for our pupils to maintain a regular and familiar routine.

Cribden House would recommend that each 'school day' maintains a consistent structure, however parents/carers know their child best and families will be supported to work around the needs of their children and include regular physical exercise/sensory processing/free time throughout the day.

Where families do not have access to appropriate digital resources, the school will provide a device (e.g laptop or iPad) or printed workpacks for the children to complete.

We would encourage parents to support their children's work, including finding an appropriate place to work where possible and encouraging them to try their best to concentrate.

School and parents should work together to ensure that pupils are kept safe when accessing online content at home as outlined in the school's online safety policy. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case by case basis.

Who Is This Policy Applicable To?

- Any child who a risk assessment has deemed it not safe to attend school at present but would be able to access remote learning.
- Children who are not attending school as a result of unavoidable school closures.

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this remote learning plan may include:

- Online tools for EYFS/KS1/KS2 appropriate to the individual needs of the pupils e.g. BBC Bitesize, Oak National Academy, Bug Club Reading, Phonics Bug etc. Parents/Carers will be provided with any log in details necessary.
- Use of recorded videos across various platforms.
- Weekly phone calls/emails from class teacher/key worker and if appropriate DSL or Family Support Team.
- Printed learning packs
- Physical materials including stationary and technology.
- Where an individual pupil is not able to attend but the rest of their class is in school, zoom sessions into class may be offered to encourage social interaction and access learning e.g. assembly, story time, registration, circle time, music, lesson starters etc. This is with the agreement of all parents of the children involved.
- Where it is considered appropriate, regular home visits.

Roles and Responsibilities

Teachers will provide a range of learning for pupil with particular emphasis placed upon core subject areas including English, Mathematics, Science and PSHRE. The amount of work that they will provide is dependent upon the needs of individual children and in communication with parents/carers.

Teachers will use a range of sources to set appropriate work linked to their class and it will be as closely linked to the children's learning in school as possible. At times, teachers will create teaching videos or conduct live Zoom lessons either teaching a new concept or picking up on a misconception through a teaching sequence.

Teachers will create learning packs for pupils who do not have internet access. These will be printed on site and delivered or taken to home addresses by school staff.

Providing Feedback

Teachers or Teaching Assistants will give general feedback or instructions via emails, telephone calls, Zoom meetings or Class Dojo. Children can take screenshots of their work and send directly to the teacher within Class Dojo. Teachers will give instant feedback as much as possible if the work is sent during the working day. If it is sent at night, they will provide feedback the next day.

Keeping In Touch

The teacher will ideally have contact with each pupil every day via a variety of communication methods. However, parents, carers and the pupils themselves will discuss

the frequency of this more appropriately on a 1:1 basis. Teachers will answer emails from parents during the working day. There is no expectation that they will reply to emails in the evening or at the weekend. Any safeguarding concerns must be reported to SLT immediately following the same procedures we use in school and must be logged on CPOMs, our school recording system. If any children are not completing the set work, the teacher should aim to get the child engaged in the usual way. The teacher will discuss work issues with parents/carers and agree on the next steps.

Pupils and Parents

Staff can expect parents and pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadlines set by teachers where possible
- Seek help if they need it
- Alert teachers if they are unable to complete a piece of work
- Make the school aware if their child is sick or otherwise can't complete the work
- Seek help from the school if they need it e.g. asking for resources or for an explanation of an activity.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular feedback and meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Accessing or arranging any support or resources for families who are entitled to additional support e.g. DfE Laptop/Ipad scheme.

Family Support Team

The Family Support Team will work with any families who require additional resources or emotional support during any period of remote learning.

IT Support

IT Support are responsible for:

- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the GDPR officer
- Assisting pupils and parents with accessing the internet or devices including supporting with e-safety awareness
- Ensuring all necessary information is provided on the school website and checking the suitability of links/videos to support remote learning.

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

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