



## **Remote Learning Policy**

### **What is remote learning?**

There are different definitions of remote learning. However, in the OFSTED Guidance 'What's working well in remote education' (January 2021) they identify the following for use:

- A broad term encompassing any learning that happens outside the classroom, with the teacher not present in the same location as the pupils
- Digital remote learning: often known as online learning
- Blended learning: a mix of face to face and remote methods

### **Attendance expectations**

Horizons Therapeutic Education Trust is a multi-agency offer for young people aged 11 to 16 who are experiencing complex mental health, emotional, social and behavioural needs which have caused placement breakdowns or pose a risk of admission to hospital.

Due to the high levels of need and the vulnerability of each young person, the expectation is that the young people will continue to attend and work face-to-face with the staff team of teachers, psychologists, therapists, and activity workers.

### **Teacher Absence**

Where a teacher is absent from the day programme due to sickness, the young person will be reallocated to other staff and activities or education sessions as per usual.

### **Remote Learning**

The OFSTED Guidance 'What's working well in remote education' (Jan 2021) refers to some unhelpful myths about remote education which include the following:

- The best forms of remote education are digital
- The best way to deliver remote education is always through live lessons

For those young people who cannot attend the provision, a variety of options are available to support their learning at home. These include;

- Bespoke work emailed, posted or delivered home
- Workbooks (for example, Functional Skills) emailed, posted or delivered home

- Scope for email, phone or Teams calls to discuss work
- Suggested websites to access for subject specific learning
- Learning discussions and reviews through phone calls and email
- Home visits by staff to engage face to face

Our remote learning offer is determined by what will work best and what is safest for each young person. If for a young people, a live session does not work well due to their levels of anxiety, vulnerability and the pressure of it being one to one. Staff will liaise with young people and their home staff, parents and carers to ensure they are delivered learning materials and input, in the way that works best for them.

The provision will work in conjunction with young peoples named schools to ensure that suitable remote learning is offered through both or one provision, taking into account what is suitable for each young person.

## **Site closure**

In the event of one or both school buildings closing for a period of time, with young people unable to access the building(s), teachers will communicate with each young person they teach on the days that they would teach them. This will be through phone calls and / or TEAMS calls as appropriate to discuss work that has been set, to review and feedback on work that has been completed.

## **TEAMS calls**

If a young person requests a 'live' session, and teaching staff feel it is safe to do so, this will be offered as a short catch up conversation about the work that has been set and it will take place at a mutually convenient time. Before a live session takes place, the following will be agreed with the young person and home staff, parents/carers:

- There is an appropriate space for the young person to access during the call
- The young person does not need to use the video function during the call
- If the young person wishes to use the video function, they must select an appropriate background
- The young person does not record or take photographs during the call
- All live sessions between education staff and young people will be recorded for safeguarding purposes

Staff remain sensitive to the difficulties faced by some young people working at home and they monitor the quantity of work that they are sending home and the amount that is completed. The amount of work will be adjusted accordingly each week.

## **How much work will be set?**

Teachers will set work which will be the equivalent length to the education that each young person would receive in the provision each week. Their named provider is

expected to do the same for the days that they are not allocated to attend the provision

## **Support for young people not coming into the provision**

There is an agreed and coordinated approach to contacting the young people who are unable to come into the provision. Staff are aware of the number of different professionals who may be involved with each young person and that too much contact can be overwhelming.

### **Teachers**

Teachers ensure that on their allocated days, the young people have work that can be accessed at home and will follow up with an email, phone call or a Teams call to discuss the work that has been set and to feedback on the work that has been completed, if this appropriate.

Where work has not been attempted, the teacher will work with the young person and their keyworker to see what additional support they need or to offer alternative work that might engage them. Teachers also liaise with the named education provider to ensure that they are not doubling up on work set or putting too much pressure on the young person.

### **Keyworkers**

Keyworkers may also contact any young person that should be in the day programme. They will seek to speak with the young person or the parent / carer to 'check in' and may offer a virtual session and share activities that can be done at home

### **Therapists**

Therapists will contact each young person and their key adults to determine how best to deliver sessions remotely. Although most sessions are likely to be offered through TEAMS, some may be offered over the phone.