



Remote Learning Policy

Approved by:	Diane Taylor	Date: 1 March 2022
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Inline with best practice and following the DfE guidance, The Milestone School has a Remote Education Policy to be applied in case children need to self-isolate or local or national lockdown is required.

DfE Guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

1. Statement of School Philosophy

Milestone has always strived to be creative, innovative and support our parents & children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning is a continuation of that approach.

2. Aims

This Remote Education Policy aims to:

- Ensure access to remote learning for all pupils who aren't in school through use of quality online and offline resources and/or zoom video facilities
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the core values and work of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education / CPD / supervision for staff and parents
- Support effective communication between the school and families to encourage attendance, engagement with learning and best practice around remaining safe online

3. Who is this policy applicable to?

- A child who is absent because they are awaiting test results and the household is required to self-isolate
- All children if a class is required to close as a result of staff absence
- Any child who is absent for an extended period of time due to their complex medical needs

Remote learning will be shared with families when pupils are absent due to Covid related reasons at start of week or children who are sick and unable to access learning due to illness.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan may include any of the following:

- Online tools for EYFS, and other relevant and age / ability appropriate resources (for example: Zoom, Teams) as well as for staff CPD and parents sessions
- Use of Recorded video for recording start of day registration, instructional videos or assemblies
- Content which is pre-recorded and loaded onto the school website
- Live streamed lessons using appropriate platforms such as Class Dojo
- Phone calls and Zoom meetings with parents / carers
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, DoodleMaths, and other online learning platforms

5. Home and School Partnership

The Milestone School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs and the needs of the young person.

Due to the SEND needs of the individual children, teaching staff will work with families to assess and agree the best structure for the learning and daily structured activities.

The Milestone School will provide a refresher/introduction training session for parents on how to use Zoom, Dojo, Teams or other apps as appropriate and where possible, provide personalised resources.

Where possible, if it is recognised as beneficial for the young person to maintain a regular and familiar routine, Milestone staff will provide personalised / symbolised timetables, behaviour / reward charts and other resources to support the child and family holistically.

We would encourage parents to support their child's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work to the best of their ability.

Every effort will be made by staff to ensure that work is set promptly, is at a level suited to the individual's needs, focusses on pupils' individual ECHP learning intentions, is able to be realistically achieved, and that feedback will be provided on learning and progress.

All children and families will be fully informed about the schools 'Acceptable Use Policy' which includes e-safety rules and this applies when children are working online at home.

6. Roles and responsibilities

Teachers

The suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced and adapted if fewer children isolating and the majority of the class are in school.

The Milestone School will provide a refresher training session and induction for new staff on how to use Teams and Zoom.

When providing remote learning, teachers must be available daily according to their contracted hours (subject to breaks). If they 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.

For extended periods of time away from school, the class teachers will ensure EHCP outcomes / intentions are included in planned work and when providing feedback or reporting on progress. Teachers will make reasonable adjustments to work towards the targets in the plan and if these present as unachievable via remote learning they will discuss with parents, HoD and inform the Quality of Education Lead

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes
- The work set should reflect the usual percentage balance of the curriculum areas
- Weekly/daily work will be shared with families to encourage active involvement where possible

Providing feedback on work:

- Teachers will be expected to give feedback to students for all work returned to them
- The HoD will coordinate with class teacher and subject leaders on any formal assessments and feedback
- Staff will follow The Milestone School Marking and Annotation Policy

Keeping in touch with pupils who aren't in school and their parents (see Appendix to Child Protection Policy):

- If there is a concern around the level of engagement of a pupil/s parents, they should be contacted via phone to access whether school intervention staff can assist with engagement
- All parent/carer emails should come through the school email accounts or via Zoom / Teams. Staff are encouraged to use Zoom for parents' meetings and EHCP reviews to allow for views of children and wider family members where appropriate.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Learning Partner Staff

Learning Partner staff must be available according to their contracted hours.

If they 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.

During the school day, Learning Partners must complete tasks as directed by a member of the leadership team or class teachers. The LP team will be active in engagement with reluctant learners, creating remote learning activities under the guidance of the teacher, supporting teachers with feedback on work, adapting learning resources and encouraging life style choices around exercise, screen time and diet.

Senior Managers

Alongside any teaching responsibilities, Senior Managers are responsible for:

- Co-ordinating the remote learning approach across their department, including daily monitoring of engagement, and ensuring the quality of remote learning
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing samples of work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations, in liaison with the IT Support Team

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. The DSL will work closely with HoDs, PST and FSW who will report daily if children or families do not engage or respond to communications.

IT Team

IT Team are responsible for:

- Resolving issues with systems used to set and collect work
- Helping staff (and when possible parents) with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils, staff and parents with accessing the internet, Zoom or other apps to support learning or safeguarding

SENDCo

The SENDCo will work with the EHCP coordinator and HoDs to ensure that all EHCP reviews and PEP meetings continue via Zoom or other communications, and liaise with the ICT technicians to ensure that the technology used for remote learning is accessible.

Budget Holders

- Ensuring value for money when arranging the procurement of equipment or technology

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the best of their abilities
- Inform parents or teachers if they're not able to complete work (if they are able)

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it

Local Advisory Board

The Local Advisory board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure the quality of education remains high
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Parental engagement

With a large percentage of pupils being at home for the majority of what would be their school day, parental engagement in supporting their children as learners is a priority for the school during this time.

It is important to note that:

"No one expects parents to act as teachers, or to provide the activities and feedback that a school or nursery would. Parents and carers should do their best to help children and support their learning while dealing with other demands."

Supporting your children's education during coronavirus (COVID-19), Gov.uk

8. Links with other policies and development plans

This policy is linked to policies for:

- Safeguarding
- Behaviour/Relationship
- Child Protection
- Data Protection
- Acceptable Use Policy
- Social Media
- Marking & Annotation

All these implementation methods will be used to support the Remote Learning Policy to engage parents (See Appendix 1) for the Intent, Implementation, Evaluation, and Impact for these measures) and provide support for EHCP outcomes. Teachers will use the Home Learning Protocol (Appendix 2) for communicating with parents and when submitting work for completion at home.

Section 42 of the CFA 2014 (duty to secure special educational provision and health care provision in accordance with EHC plan): the duty on LAs or commissioning health bodies to secure or arrange the provision is temporarily modified to a duty to use 'reasonable endeavours' to do so.

Reviewed: March 2022

Next review date: March 2023

Appendix 1: Home Learning rationale: Intent, Implementation, and Impact

Intent Areas of need identified	Implementation Mitigation measures / actions we will take to support the areas of need	Evaluation How the actions will be monitored and measured	Impact Projected impact of the actions
School knowing the needs of the child and the family while they are not attending school	<ul style="list-style-type: none"> • Phone calls home • Home visits • Emails to parents 	All communications to be logged using Sleuth or the live parental contact log.	Regular contact with parents to share successes and early support put in place when identified.
Two-way home/school communication needed to support pupils and families	<ul style="list-style-type: none"> • Class Dojo • Phone calls home • Home visits • Emails to parents • Google Classrooms • Zoom classroom meetings 	All communications to be logged using Sleuth or the live parental contact log. Facebook group comments or queries noted and shared. Parent questionnaires to evaluate the perception of support given. Engagement with live link sessions and verbal feedback from pupils (where appropriate)	Facebook group comments or concerns are followed up by SLT or Parent Support Worker. School aware of what resources are being accessed and which parents may require further support. Pupils can engage with face to face learning and communication with familiar adults and peers.
EHCP and curriculum learning outcomes not being met in school	<ul style="list-style-type: none"> • Class Dojo • Google Classrooms • School Website • Online learning programs • Work or resources delivered to families. Including sensory resources or IT equipment / support. 	All communications to be logged using Sleuth or the live parental contact log. Email to teachers or Google Classroom posts by parents to show outcomes of work set / resources provided.	Pupil achievements shared with teachers. School aware of pupil engagement with activities and where further support is needed.
Quantifying progress made by pupils while learning from home	<ul style="list-style-type: none"> • Google Classrooms – set up for each child • Digital devices purchased to remove barriers for accessing remote learning • Technical support given to parents to setup remote learning. 	Post counts and mark book on Google Classroom to identify quantity of parent or pupil interactions. Feedback from teachers on all comments / work submitted.	Quality feedback on progress and next steps given to support learning. Questions to support learning encouraged and supported to encourage purposeful communication.

Appendix 2: Home Learning Protocol

Teachers to use Education Endowment Fund, Communicating Effectively with Families: Guide for Schools for support when following the protocols below:

1. Risk assessment to be completed for all pupils
 - To include if EHCP targets are being met
 - List the targets that are being met in school
 - Note any support from health care agencies to support EHCP outcomes
2. All parental contact (phone, Dojo, email and face-to-face) to be recorded via CPOMS
3. Only school phone numbers and email addresses to be used when communicating with parents
4. SLT to be aware of any Zoom meetings taking place
 - All Zoom class meets to be conducted through a Zoom Learning account
 - Zoom meetings to only be conducted from school (not home)
 - All meetings to be recorded for safeguarding purposes
5. Work given as part of remote learning to consider the resources available to families
 - Where digital devices or technical support is needed, teachers to inform the Computing Coordinator to action this
6. Work delivered to the house to include all resources needed to carry out the activity
7. SLT to be informed of home visits and recorded on Sleuth
8. Parents to be informed how to record the outcome of activities
9. Teachers to notify parents that they will put Rainbow Project work on Google Classroom that has been emailed or completed in school