Surrey Teaching Centre

Remote Learning Policy

September 2023

Remote Learning Policy

It is common for many people with ABI to experience increased mental and physical fatigue and some slowing down in the speed with which they process information and solve problems. This needs to be considered when using remote learning, as attention and engagement can be more difficult to maintain in a remote learning environment.

For concerns or queries please contact Becky Heaton- Headteacher

This policy has two parts; how we deliver remote learning and how we maintain online safety however, they are inextricably linked in practice.

Pupils working from home or on house are provided with work by their teacher and expectations are set through liaison with parents/carers. This may be a hybrid of remote video teaching or by providing resources that the child or young person can access with a parent or carer (dependent on a child/young person's presentation or SEN requirements/accessibility). This type of hybrid learning is necessary as some of our student's access sensory curriculums, communicate via AAC or need specific accessibility support. As a result of their acquired brain injuries some pupils cannot maintain attention and engagement via video.

Principles of Remote Learning at STC

1. **Remote education is an additional way of delivering the curriculum**

Delivery of remote learning is a continuation of the classroom curriculum as much as possible, it is planned and assessed using the same documents ensuring that the sequence of learning is maintained as children may go in and out of isolation at any time. Targets are made as explicit to the children as they would be in the classroom.

2. **Adapting aspects of the curriculum**

Some topics may be hard to teach remotely and this is especially true for children in the Early Years or Early Recovery as lessons tend to require many physical resources. In these classes, it may be necessary to focus on shorter activities and to link with therapists or the play team to aid in delivery on house.
In the primary and secondary classes, we need to be careful how new subject matter is introduced and in some cases, it may be better to focus on practising and developing existing knowledge and skills.
Lessons created for remote learning may need to be adapted taking into account that parents and carers cannot be expected to have the same skills for supporting learning and making observations and assessment as teaching staff.

3. Providing feedback and communicating with pupils, families or carers

It is important for teachers to stay in daily contact with pupils and families or carers especially when using paper based work rather than Google Classroom.

- Email parents/house staff with explanation of how hybrid or remote teaching will happen with permission for children to access online learning.
- Be clear about communication expectations with parents, including the times the teacher is available and timescales for responding.
- Ongoing communication within school hours.
- Communicate through the school channels approved by the senior leadership team- Email and Google meets/Teams.
- Teachers use school email accounts (not personal ones).
- Parents give permission to be contacted via their emails and contact with carers is via their professional TCT emails.
- All pupils using online technology have school Google Meet/Classroom accounts; parents are sent their child's log in details to access the work set.
- Teaching staff use school devices over personal devices wherever possible.

4. Accessing digital remote education

Each pupil's ability to access digital remote education is established, some pupils have their own devices and others will use the technology provided on house. No child who would benefit from digital remote education is disadvantaged. If a pupil does not have online access or this approach is not appropriate, work will be submitted to the House staff by the teacher.

5. When remote learning is provided

- A full lockdown when no pupils are able to attend school.
- When a bubble of children are in isolation, i.e. one of the TCT rehabilitation houses.
- Individual pupils who are in isolation.
- We would not expect to provide remote learning if a child was ill or was off site for medical intervention.

Remote learning options

- Work set using books.
- Printed packs produced by teachers (i.e. worksheets) or emailed to pupil/key worker/parent.
- Emailed worksheets are printed on house.
- Activity suggestions supporting the child's Personal Learning Goals. Resources sent over to house and liaison with parents, carers and/or therapists to deliver the lessons and explain Personal Learning Goals (PLGs).
- Online tutorials using Google Classroom.
- Some students may choose to log in to their main school's online learning provision and we are not responsible for this, unless this has been set up specifically in partnership with the child's school.
- When a young person on site does not have a parent or allocated carer, liaison with the play or therapy teams may be necessary.

Monitoring of remote learning

- The Headteacher has oversight of all distance learning however individual teachers plan and deliver their own teaching
- Class teachers maintain a detailed timetable of all remote learning as well as individual recording on Evidence for Learning.
- Appropriate parent and/or staff permissions are completed before engaging in any communication beyond phone calls or emails.
- Children are supervised by their parent or TCT carer during online learning.
- Screen-based and non-screen based activities achieve a healthy screen time balance.
- Reasonable deadlines for completion of work are established by the teacher in liaison with the parent or carer.
- Assessment expectations are clear, i.e. how work can be used to support the teacher's ongoing assessment.
- Monitoring of online lessons forms part of the normal practice of the school and is not used for formal appraisals.

Safeguarding

1. STC Safeguarding Policy is the overriding policy.
2. School accounts for children and staff are used to communicate via email or online platforms, Parents' email addresses or phone numbers may be used if this is more appropriate for individual families.
3. If a teacher is working from home all phone calls are made from a blocked number so teacher's personal contact details are not visible. If using a landline, use 141 before the phone number in order to block calls. This will need to be repeated each time a call is made. If using a personal mobile phone the teacher can disable the Show Caller ID feature in Settings.
4. Staff report any safeguarding incidents or potential concerns to the DSL. For example, concerns may arise when
a staff member sees or hears something worrying during an online lesson.
5. Students are given information on how to report concerns.

Online safeguarding

1. All staff adhere to Online Safety Policy.
2. Acceptable Use and Code of Conduct for staff still applies.
3. Parents, carers and children are provided with information to understand the benefits and risks of online lessons and written consent is given.
4. Online tuition follows best practice (i.e. parent or carer is present) and is in-line with the School's Safeguarding Policy.
5. Any use of online learning tools and systems is in line with privacy and data protection /GDPR requirements.
6. The online platform is suitable for the child's age group. School accounts are used for online platforms (never teachers' personal accounts). Privacy settings apply and are implemented by RM education. Please see the school website for filtering information.
7. Location/Environment.
- If using live video and audio there is careful consideration of the location of both staff and children, e.g. it is not appropriate for children to be alone in their bedrooms when undertaking remote learning.
- Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.

- For pupils who are shielding or in isolation and having live sessions, a parent, carer or therapist must be present with the child.
- Where concerns arise, sessions can be recorded, parents must be made aware that sessions are recorded for safeguarding and data protection issues. All attendees must be notified before recording starts. A parent permission letter needs to be signed or agreed by email before the sessions begin.
- Lesson recordings constitute personal data because they contain personal images of identifiable people. This means that under GDPR they form part of the school's Data Protection Impact Assessment (DPIA).

Online services and systems that enable online video and audio communication

- Hosting a livestream means any situation where the school instigates, publishes and is responsible for streaming online content = student and staff connected in the same service at the same time, i.e. live video and audio. Participants register with a log in and password. The conference service may require the sharing of personal data, e.g. usernames to invite in. It is always best practice to use school-provided email addresses as data protection laws still apply.
- Google Classroom is the preferred school system.
- Consider activities carefully when planning – online access within school will have internet content filtering systems in place that are unlikely to be replicated in the home environment.
- Consider the security of devices, in particular cameras and microphones.
- Youtube clips should not be used unless the teacher is controlling the clip.

Support provided for parents

Communications should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who their child is going to be interacting with online. Parents may choose to supplement the school's online offer with support from online companies. In teachers' communications with parents and carers, they should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

• *Internet matters* - for support for parents and carers to keep their children safe online

• *London Grid for Learning* - for support for parents and carers to keep their children safe online

• *Net-aware* - for support for parents and careers from the NSPCC

• *Parent info* - for support for parents and carers to keep their children safe online

• *Thinkuknow* - for advice from the National Crime Agency to stay safe online

• *UK Safer Internet Centre* - advice for parents and carers Support provided for children

Children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this also signposts children to age appropriate practical support:

• *Childline* - for support

• *UK Safer Internet Centre* - to report and remove harmful online content

• *CEOP* - for advice on making a report about online abuse Links to external websites such as the BBC and other educational sites. https://www.bbc.co.uk/bitesize/primary
https://www.primaryinteractive.co.uk/
https://www.ictgames.com/ http://www.primaryhomeworkhelp.co.uk/