



SPAGHETTI BRIDGE

Remote Home Learning Policy

Policy Owner	Head of Curriculum & Research
Applies to	<i>This applies to all services</i>
Associated Documents	<i>This policy is linked to:</i> <ul style="list-style-type: none">• <i>Child protection policy and coronavirus addendum to our child protection policy</i>• <i>Data protection policy and privacy notices</i>• <i>ICT and internet acceptable use policy</i>• <i>Online safety policy</i>• <i>The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction</i>• <i>Remote education good practice</i>
Review Frequency	<i>This policy will be reviewed annually</i>
Date of Implementation	<i>30th December 2022</i>
Review Date	<i>December 2023</i>
New Review Date	<i>December 2024</i>
Approved by Chief Executive Officer	<i>Dan Alipaz</i> <hr/> Dan Alipaz (Jan 16, 2024, 8:32pm)
Approved by the Chair of the Board	<i>Stephen Bradshaw</i> <hr/> Stephen Bradshaw (Jan 15, 2024, 2:44pm)

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1. Introduction

Purpose/Aim

This remote home learning policy aims to ensure that:

- Wherever and to what extent possible, all students who are unable to attend school are able to continue learning remotely
- Any remote learning plans are in the best interests of the specific student who is not able to attend school and puts their safety and wellbeing at the forefront of any planning
- Staff have consistent guidelines for the expectations around delivering learning from home
- All student data is appropriately protected when providing remote learning

Legal and guidance framework

[Providing remote education: non-statutory guidance for schools \(2023\)](#)

2. Scope

Any student, staff member, parent or carer impacted by remote learning.

3. Policy Statement

The experiential nature of Enterprise Learning and the unique profiles of each of our students mean that all efforts should be made to ensure that their curriculum is delivered on site at their school and/or within the surrounding community. In addition, their safety and wellbeing can often best be assured through regular school attendance. Measures to support

attendance and keep children safe when not at school are outlined in our Attendance Policy and Procedures.

However, there will be times when students are unable to attend and the provision should be put in place to ensure that their education continues until such a time as they are able to attend school.

Students are entitled to education, whether at school or otherwise, and therefore it is a priority that resources for home learning be provided and adapted to the needs of each student in line with the Spaghetti Bridge child-centred approach to education.

If remote learning for a student unable to attend school is deemed not to be appropriate due to the profile and needs of a particular student or situation, this should be agreed with the student and family and recorded in writing.

Students absent from school and receiving remote education still need to be marked as absent in the school register.

Reasons for students being unable to attend

There are a number of reasons why a particular student may be unable to attend school on a given day:

- School closure due to weather or other unsafe circumstances
- Student medical issues, such as having an infectious illness or recovering from an operation or injury
- Mental health difficulties that prevent them from attending

Remote Learning Implementation

Remote/home learning practice and purpose will change and develop, depending on student needs. The following information outlines the range of extended home learning opportunities that can form part of a student's home learning programme.

- Printed paper packs
- Face to face 'live' learning via Google Classroom
- Commercial websites eg BBC Bitesize
- Oak National Academy, Crash Course, and other online resources
- Electronically shared resources, such as project plans and skill-up session resources

All remote learning will be delivered in line with the needs of each individual student and feedback on learning will be in line with the feedback section of their Relational Support Plan.

All remote learning plans will be agreed by the student, their family, and where relevant their local authority SEN lead, virtual school lead, and/or social worker.

Remote learning resources will be created and delivered by all members of the team around the student, including their base teacher, learning mentor/teaching assistant, Curriculum Coordinator, and Relational Support Lead.

Safeguarding and keeping in contact

The school will maintain regular contact according to the school safeguarding and attendance procedure, including the use of Focused Intervention Plans and home visits.

Data protection

Live sessions and pre-recorded videos may be offered as part of the remote/home learning approach. All staff will comply with the following specific guideline to ensure the student personal information is protected:

1. Only use school-registered accounts.
2. Only use school devices and / or hardware.
3. Do not use a system that SLT has not approved.
4. Recording should be made in a suitable, quiet and safe place at school, with the door open at all times. NB in the event that the site(s) are closed or partially closed, remote learning may have to be delivered by staff working from home (ensuring that they follow the same protocol as they would in school).
5. Keep a log of attendance when 'Live Learning'.
6. Remind students in an appropriate and person-centred manner about the Acceptable User Policy (AUP).
7. Professional teacher standards must be followed at all times.

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use the schools secure platform to access student information, via Bridgeline and all communication will be logged via the student contact page.
- Only School devices should be used when assessing student's personal data. All staff have read and signed the Acceptable Use Agreement declaration and these are kept on file.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol) Passwords will not be shared with parents and friends and staff will not leave devices unlocked and unattended.

Not sharing the device among family or friends.

Installing antivirus and anti-spyware software.

Keeping operating systems up to date – always install the latest updates.

EHCs and vulnerable students

Where a student has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this, in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the student can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Monitoring student progress

The team around the child who is unable to attend will meet weekly to evaluate what has been taught, what the students have learnt and what next steps need to be implemented. Lessons and learning will be assessed and fed back by teaching staff.

Evidence will be collated in a variety of ways:

1. Staff and parent carer communication
2. Evidence from live lessons.
3. Physical and electronic work samples
4. Student self-assessment
5. Online tools, such as BKSB and Accelerated Reader

4. Roles & Responsibilities

Implementation

The school is responsible for:

- Ensuring that every student receives home learning and that it is a continuation of the planned curriculum. Planned learning must include Literacy and Numeracy.
- Providing printed resources, such as textbooks and workbooks, will structure learning and this will be supplemented with other forms of communication to keep students on track.

- Students following specific accreditations should still be given learning that will contribute to units or qualification they would be following in school.

Teaching Staff

When providing remote/home learning, teaching staff are responsible for:

- Setting work: Home learning packs will continue to follow the planned curriculum, including timetabling and will mirror what is being taught in school, as closely as possible. Sequential planning with opportunities to recall prior learning is essential to ensure students are making progress. English and Maths must be planned daily. Active learning should be encouraged, with clear focuses on developing life skills (where appropriate).
- Within the home learning packs there will be opportunities for students to work towards their long and short term EHCP targets (where appropriate).
- To support the home learning packs, teachers can, if requested, include guidance that will help parent carers understand what is being asked as well as how they are to measure progress.
- Home learning resources should be included in the learning packs and should be suitably differentiated to meet the needs of individual learners.
- Teaching staff will be responsible for creating a variety of different remote learning resources to help motivate and engage students. Pre-recorded videos and/or live teaching sessions are examples of what can be provided. Teaching staff will ensure that they are dressed appropriately when filming and that the learning environment is safe and clearly set out for the activity. All live sessions will be delivered via Google Classroom.
- Regular communication with parent carers and students will take place, by Curriculum Coordinators, teachers and / or TAs. This will be done by phone and / or email and logged in the appropriate way.
- Teachers will be expected to give feedback on progress where appropriate. This will also allow teachers to celebrate student's successes and achievements.

Senior Leaders

Curriculum Coordinators / Deputy Headteachers are responsible for:

- Co-ordinating the remote learning approach across the school
- Curriculum Coordinators will monitor the effectiveness of remote learning – this will be done through quality assuring work set, ensuring it is bespoke to the learners and offering advice and guidance where necessary.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

The DSL is responsible for:

Keeping Children Safe in Education (September 2032) is a statutory guidance document that requires every school and college to have a Designated Safeguarding Lead (DSL) who has the status and authority within the senior leadership team to carry out the duties of the post, including committing resources and, where appropriate, supporting and directing staff.

If parents feel their children's school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted.

5. Support, Advice and Communication

In the first instance for support, advice and communication please refer to the Headteacher.



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