



## **Remote Learning Policy**

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## **1. Statement and Vision**

Myles Academy has a remote learning policy in order to provide continuity of learning during acute, chronic or enforced phases of absence from the school. This policy is only for young people who are well and able to learn outside of school.

This policy has been written in line with the DfE: *'Template for schools: share information about your remote education'*. It includes information about what the school will deliver in the specific circumstances during the COVID-19 pandemic in addition to that delivered during other absences.

Acute absence could be for:

- Any ill-health that keeps the learner from attending school that lasts longer than 6 days but less than half a term.
- Short but frequent absences due to emotionally based school avoidance.
- Transport issues that last more than 6 days.

Chronic absence could be for:

- Long term mental health difficulties or emotionally based school avoidance.
- Long term physical ill health enforced absences: UK Government enforcing social distancing measure during the COVID-19 pandemic.
- 10 or 14 day self-isolating cases.
- Extended self-isolating cases due to being part of a vulnerable group as identified by Public Health England.
- Forced school closures.

Parents and carers will be guided to a programme of learning (online or work packs) if their child is off school due to COVID related reasons (below) and well enough to work;

- Quarantining following a holiday.
- They have received a positive test result but are asymptomatic (showing no symptoms).
- They are isolating due to another household member displaying symptoms / having a test.
- You have been contacted via track and trace and are isolating.

Other circumstances that could be covered by this remote policy will be added as they emerge. It could for instance be used in regard of temporary absences for reasons other than above, when the student is first admitted to the setting, e.g. for induction when a child has been out of school for a long period of time prior to admission, or when a crisis happens within the home circumstances that means that pupils are unable to access the school site for a period of time.

Our aim when implementing this policy is to ensure that all young people receive an effective learning opportunity which is monitored, assessed and evaluated in order to ensure the outcomes for each learner are accurate and appropriate at all stages when accessing this remote learning policy. 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.

## **2. Implementation of the policy**

Myles Academy considers attendance, curriculum, GDPR, monitoring, marking, safeguarding and welfare of staff and pupils as key strategies when ensuring this policy is implemented affectively.

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. Remote learning will be a combination of the following, discussed with parents/carers prior to implementation, considering the needs of the individual child:

- Live teaching via Google Classroom
- Pre-recorded teaching
- Printed work packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities
- Daily challenges

For those who cannot access digital or online learning at home, the school will provide hard copies of learning materials, and will deliver/collect from home at a pre-agreed time. The school will facilitate access to online materials if at all possible, and this will be discussed with the parent/carer. The combination of tasks and the recording of work etc will be discussed with parents/ carers prior to implementation.

Myles Academy recognises that the ability of parents/ carers to support with work can be limited by a range of factors, and we need families/ carers to be comfortable with what is asked. We will agree with the parents/carers how best to support the young people, so that they receive the best education possible whilst they are learning remotely. Engagement with remote learning will be checked by teachers on a daily basis, and where engagement is a cause for concern, this will be discussed with parents/carers, to see if there are different strategies that can be employed. Feedback will be given as agreed with parents/ carers, at least weekly. Where a young person is self-isolating, the school will align the work as much as possible to the rest of the group.

### **3. Teachers**

When providing remote learning, teachers must be available during school hours. When providing remote learning, teachers are responsible for:

- Setting work
- Marking and providing feedback on work
- Keeping in touch with pupils who aren't in school and their parents / carers via a phone call or ClassDojo twice weekly (or more if it is appropriate)

### **4. Curriculum**

Myles Academy will ensure that the remote learning provision matches the on-site curriculum as closely as possible. Those young people accessing remote learning will, therefore, remain on track with their peers still attending school regularly. This is imperative so that gaps in learning do not widen and also to maintain our ethos of inclusion.

The curriculum provided for remote learning will adhere to the national curriculum expectations where appropriate and an adapted curriculum provided in other circumstances that will include English, including reading, maths, science, physical education and creative learning. We will also continue to promote our Character Education.

The daily timetable for remote learning will match as closely as possible the on-site timetable so that learners still feel part of the classroom. Learning activities will be differentiated as appropriate but the Learning Objectives for remote learning will equal those in the classroom.

Myles Academy have provided a comprehensive list of online learning resources and platforms to parents and carers and the teachers will include reference to these links when they provide the weekly plans for those remote learners.

Myles Academy will provide individual resource packs for remote learners, which will include stationery to ensure they are able to complete non-digital work too. An audit of digital access for each remote learner will be carried out to ascertain the proportion of digital and non-digital learning that will be provided. Regular digital capability updates will be carried to ensure learners remain able to access the varied digital resources that are made available.

For learners absent for chronic phases who require it, Myles Academy has designed a 'Transitions back into the classroom' strategy to ensure the return to full time learning in the classroom environment is supportive and effective. Each learner's transition will be bespoke but will include day visits with their family, reduced provisions and tailored re-integration according to the reasons for the chronic absence and their specific wellbeing on

their return. This transition phase will be to ensure they feel welcome, not overwhelmed and ready to access a full provision at their earliest opportunity.

## **5. Monitoring, marking & assessment**

Myles Academy's teachers will use a range of reflective practices to check learning has taken place and amend the learning objectives as part of assessment for learning practices. We will also provide summative and formative assessments of learning via regular contact with families. We will: monitor accessibility and participation; identify any barriers the learners are facing; mark completed work that is returned following the school policy; hold assessment for learning conversations with the learners through an appropriate medium such as email or telephone; deliver online assessments as appropriate.

Assessment updates will be added to our assessment recording system, and half term reports produced to record progress towards remote learning objectives.

Acute absences will mean interventions will be identified to boost a student's learning on their return. Where extreme differentiation is required, due to absence of learning resources for the remote learner or when remote learning causes extreme anxiety an alternative programme of activities can be provided and monitored in a more personalised way.

Learning objectives for these students will be recorded and special case studies will be collated. Teachers will provide a weekly log of remote learning outcomes and Senior Leaders will analyse and interpret this data in order to ensure gaps don't widen and that effective remote learning monitoring is being implemented.

For chronic absences, examination entries will be considered for each individual learner and where possible students will remain entered for their examinations. During enforced school closures such as during COVID-19 whereby examinations are withdrawn, learners will remain following their programme of study so they are not disadvantaged.

## **6. Senior Leaders**

Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning

## **7. Pupils and parents/ carers**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from staff
- Alert teachers if they're not able to complete work

Staff can expect parents/ carers with young people learning remotely to:

- Make the school aware if their young person is sick or otherwise can't complete work
- Seek help from the school if they need it
- Contact the school if they require equipment / resources to support home learning
- Be respectful when making any complaints or concerns known to staff

## **8. GDPR**

Myles Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

## **9. Who to contact**

If staff have any questions or concerns about remote learning, they should contact a Senior Leader.

## **10. Safeguarding**

Safeguarding is a crucial aspect of provision for our pupils, and we will ensure that pupils and parents/ carers are contacted regularly, and an individual risk assessment identifies and addresses any safeguarding concerns.

The government currently defines vulnerable children as those who have a social worker and those young people up to the age of 25 with an Education, Health and Care Plan (EHCP). Young people who have a social worker include those who have a child protection plan, and those who are Looked After by the local authority are also covered. A young person may also be deemed to be vulnerable, if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHCP will be risk-assessed, in consultation with the local authority (LA) and parents/ carers, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home or making contact virtually to provide any essential services. Many young people with an EHCP can safely remain at home.

Given the nature of our provision, we consider all of our students to have vulnerable characteristics and we operate a system to establish who the most at-risk are amongst our cohort. Senior Leaders, especially the Designated Safeguarding Lead (DSL) and Deputy DSL, know who our most vulnerable students are and have the flexibility to offer enhanced packages of support to those most in need.

During enforced absences, the DfE has issued attendance and safeguarding updates and the school will adhere to these measures. The DSL will remain the key point of contact for all matters relating to safeguarding and attendance. Myles Academy is committed to ensuring the safety and wellbeing of all its students. The DSL will ensure that a robust communication plan is in place for each child, their parents/ carers and the allocated social worker or placing authority. The school has created an attendance tracker as well as a safeguarding tracker. The DSL will then ensure a schedule of safeguarding contact is maintained for every pupil.