Holbrook School for Autism

Remote Learning Policy

RECORD OF POLICY AMENDMENT / HISTORY

Version/ Issue	Author	Date	Reviewed/ Approved By Headteacher	Minute No.	Reason for Change
1.1	L Hunt	January 2021	S Bayliss	SLT 63	New Policy
1.2	L Hunt	July 2022	S Bayliss	SLT 99	Annual Review

Contents

1. Aims

Staff

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school

- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection

Students / Parents and Carers

We aim to ensure all students and their families are contacted weekly with wellbeing checks during periods of absence from school. A wide range of home learning packs, virtual classrooms and Seesaw activities will be used to support students whilst learning from home where required. It is important to inform the teacher on how well your child is engaging with different activities so then we can continue to tailor future tasks to support engagement at home more thoroughly. Whilst we encourage all students to access these opportunities, we recognise the difficulties with this and there is no expectation to complete these.

2. Roles and responsibilities

The Holbrook Senior Leadership Team (SLT)

Mr Sam Bayliss (Headteacher)
Mrs Lucy Hunt (Deputy Headteacher)
Mr Richard Jackson (Deputy Headteacher)
Mrs Kelly Thorne (Pastoral and Designated Safeguarding Lead)
Miss Gail Edmonds (School Business Manager)

The SLT are responsible for:

- Co-ordinating and monitoring the remote learning approach across the school – our assigned member of staff to lead on this is Lucy Hunt.

- Monitoring the effectiveness of remote learning – such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from students and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Family Support Worker

Gemma Farrell will support the pastoral and safeguarding lead in monitoring students' health and well-being as well as their attendance in school. Gemma will communicate with families across the school to offer support as well as liaise with external agencies where required.

Classroom Teachers

When providing remote learning, teachers must be available between 8.30 and 3.30pm. 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. When providing remote learning, teachers are responsible for:

- Communicating with all parents and carers on a weekly basis through wellbeing checks during their working hours

- Delegating tasks to support staff to support the remote learning offer

- Keeping in regular contact with those students who are not in school

- Planning and delivering sessions for students in the classroom and for those learning from home

- Updating Seesaw on a daily basis with relevant and purposeful activities and a means of communication for all families.

- Providing bespoke 'home learning packs' where required for individual students

- Updating student 'my plans' and monitor EHCP progress between home and school

- Providing feedback on work, whether this be digitally or verbally.

- Regularly feeding back to members of the SLT on issues such as concerns, remote learning engagement etc.

- Attend virtual staff meetings as required by the Headteacher

- Attending planned meetings such as annual reviews virtually

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.30 and 3.30. If they're 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.

When assisting with remote learning, teaching assistants are responsible for:

- Leading in school in the absence of a classroom teacher

- Supporting students who aren't in school with learning remotely by pre-cording materials for seesaw, creating home learning packs or resourcing lessons as requested by the classroom teacher

- Attending virtual meetings with teachers, parents, carers and students if appropriate

Curriculum Leaders

Alongside their teaching responsibilities, curriculum leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

- Alerting teachers to resources they can use to teach their subject remotely

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and 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 students and parents with accessing the internet or devices

The Governing Board

The Governing Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Data protection

Accessing personal data

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

- Use devices belonging solely to them

- Record information on seesaw as recorded in the seesaw policy

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

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

- Any device used to access personal data relating to school students or staff is 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)

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

- Making sure any used device locks if left inactive for a period of time (2 minutes)

- 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

- 'Remember Password' must not be selected for any MIS containing data relating to students or staff

4. Safeguarding

Our Designated Safeguarding Lead is Kelly Thorne.

Please refer to our child protection and Safeguarding Policy on the school website for more details.

5. Remote Education: Information and Monitoring arrangements for parents/carers

This policy will be reviewed termly by the Senior Leadership Team. At every review, it will be approved by the Headteacher.

The information in this policy is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

Holbrook School for Autism: Blended Learning:

As a result of the National lockdown implemented from January 2021, a majority of our students had to access school temporarily on a part-time basis. Consequently, these students required access to a *'blended learning'* approach. We have developed our blended learning opportunity since then to ensure students and their families are supported appropriately during absences from school.

Blended Learning is a hybrid approach that combines learning in school with distance learning from home. At Holbrook School for Autism, blended Learning is a priority for us in order to ensure we are supporting our families and students with their learning across environments. Home learning packs or virtual classrooms, for example, may be used In order to deliver a coherent range of curricular experiences. Our staff are committed to giving students access to learning activities which will, as far as possible, meet their needs and build upon prior learning. We feel our blended learning model has many benefits for our students, these include providing instant online feedback for students, monitoring EHCP progress through seesaw and tailoring activities to create a more individual approach to learning. A range of bespoke opportunities created for student to engage with at home can support individual students with establishing routines whilst enabling progress in greater areas of the Holbrook curriculum, such as life and living skills.

The Remote Curriculum: FAQ's

A student'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.

What should my child expect from immediate remote education in the first day or two of students being sent home?

At Holbrook School for Autism, we plan to support students and their families with supportive activities to complete from home as soon as possible. Differentiated home learning packs will be sent home with each student in the first instance. These may include, reading books, life skills challenges and mindfulness tasks, for example. A member of the staff team will be in contact with you via telephone or the Seesaw app as soon as possible.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible to do so. However, we have needed to make some adaptations in some areas of our learning. For example, pre-recorded sessions or virtual reading books may be put on Seesaw for students to try and complete in their own time and to engage with when they feel ready to do so.

We aim to offer the full range of our Holbrook Curriculum inclusive of subject areas, as well as offer opportunities to continue to make personal progress against each student's EHCP target areas.

How will my child access any online remote education you are providing?

Students will be sent home from school with or posted directly to them 'individual home school learning packs'. These may contain reading books, communication materials or even sensory learning tools to engage with at home. These will be adapted every couple of weeks or as and when you discuss with the teacher that you need adaptations or additional material.

Education staff will update Seesaw with daily check-ins. It is important that we can contact you and check student and family engagement and wellbeing on a regular basis. Seesaw will be updated daily with pre-recorded materials for students to engage with in their own time. Many classes will have activities assigned for specific times of the day, your teacher will be in contact with a timetable of these in advance. Please feel free to share images and videos on Seesaw of your child engaging in set activities, we can record these as progress against their EHCPs.

Some students will be able to access live virtual class lesson; invitations to these and resources required will be sent in advance.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some students may not have suitable online access at home. We will continue to issue or lend laptops or tablets to students working from home where possible. Please contact the school to issue a request and discuss your circumstances. Due to the mass roll out and the nation's schools all awaiting deliveries there is unfortunately a significant delay following placement of orders. Please be reassured that as soon as we receive devices into school they will be configured for our students' security in relation to safeguarding and distributed, Esteem IT are on standby to support with this as soon as they are received. Physical copies of home learning packs will be sent via post to the student's home address. Teachers will use weekly phone calls to contact all parents to discuss what additional resources they need and gather appropriate feedback to support the following weeks.

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

A Personalised Approach

All students my plans will be updated to ensure personalised, appropriate tasks are set to support areas of progress across our autism specific curriculum; 'my body, 'my communication', 'my thinking', and 'my communication'. Teachers will inform you which tasks relate to individual students EHCP goals. If you can feedback to teachers verbally or post images on seesaw we can continue to monitor EHCP progress between home and school.

Home Learning Packs and Seesaw

Where appropriate, teaching staff will send out home learning packs via post to extend students learning in what they are working on during their time in school or via virtual classrooms. These will include a range of core subjects and wider curriculum resources. Please do not hesitate to contact your class teacher if you would like any additional resources.

Seesaw will be updated daily to communicate with students and their families. Teaching staff will be posting on the class journal a range of appropriately, differentiated activities for students to engage with as and when they like. These may include virtual stories and pre-recorded attention autism or sensology sessions, for example.

Each individual student will soon receive a home learning code so that they can sign into seesaw as a student. Teachers will be able to create and assign a range of interactive sessions for students to complete. Many of these activities will be assigned for different days and times of the week, your teacher will be in touch with a timetable of these each week.

Virtual Lessons

Some classes will be able to access virtual classrooms, via Microsoft TEAMS. Your teacher will be in contact with you about these in advance. These sessions enable students to access a live lesson as if they were in the classroom. All teachers have completed planning in advance of these sessions taking place and material required will be sent out in plenty of time before the lesson takes place. A member of SLT may join you on some of these sessions also.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is important to inform your child's teacher on how well your child is engaging with different activities so that we can continue to tailor future tasks to support engagement at home more thoroughly. Whilst we encourage all students to access these opportunities, we recognise the difficulties with this and there is no expectation to complete these.

We do ask that you engage with the teacher weekly via the phone or email for safeguarding and wellbeing purposes. This also reassures us that we are trying to support you in the best way we can during these difficult times.

The senior leadership team and teachers will be monitoring Seesaw on a daily basis. Please do not hesitate to make contact, we appreciate the feedback and require this to make continued improvements.

The senior leadership team are working closely with all teachers and meeting on a weekly basis to plan, monitor and evaluate our remote learning offers. Please keep us informed on what is working well and feedback what we can do to make further improvements.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on students work is as follows:

- Verbal feedback will be given to all students at the end of virtual sessions. Whole class feedback or quizzes may be marked digitally.
- Home school learning packs for students on a part-time timetable will be marked weekly when they are back in school and feedback from parents and students shall be used to inform the materials sent for the following weeks.
- Daily feedback will be given to those who place evidence on seesaw. We can tag evidence from home as evidence towards EHCP progress. Scheduled seesaw activities will be marked digitally with a weekly feedback comment sent to your seesaw journal page.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Curriculum Policy
- Child protection policy
- Data protection policy
- GDPR
- Home-school communication policy
- Communication
- Online safety policy

Appendix A

Live Lessons - Guidance for Staff

This document is designed to help ensure each live lesson session runs as smoothly as possible. All parents/carers have received details about remote learning and online lessons.

As well as our usual 'Code of Conduct for Staff' some additional measures must be adhered to whilst delivering remote learning/live lessons:

1. Sign in using your teaching name (e.g. Mr Walker)
2. If you are not in school, ensure you are in an appropriate room in your house (this MUST NOT be a bedroom)
3. Ensure the background of your video is appropriate - consider downloading a Zoom default background if necessary
4. No 1:1 lessons are permitted

Important:

Meeting IDs and passwords MUST NOT be disclosed to any parent by teaching staff - this will be managed by the Office Team at school - in the case of a breach of ID or password security, you MUST notify your IT/GDPR support lead and the DPO.

Safety Features of the Remote Learning tool:

- Sessions **MUST NOT** be recorded by the host teacher and/or saved unless this has been notified at the start of the lesson and pre-approved by a member of SLT.
- Recording should be the exception and not the norm.
- Waiting Rooms are enabled on all lessons, participants cannot join the lesson unless admitted by the host.
- Turn a participant's video off if they provide unwanted, distracting, or inappropriate gestures on video.
- Block unwanted, distracting or inappropriate noise from participants by muting them (if they have unmuted themselves)
- Use the 'Hold' facility to pause the meeting if any discussion needs to take place between the host teacher and their support adult regarding safeguarding or behaviour concerns
- Expel a participant if there is any safeguarding or serious behaviour breach - report this to SLT as a matter of urgency

Any concerns regarding Safeguarding must be brought to the attention of your school's DSL as a matter of urgency.

Any serious breaches of behaviour must be reported to a member of SLT as a matter of urgency.

Technical Support:

Seek support as needed – or to confirm how systems can be used safety and effectively.

Checklist

Please refer to this checklist for every session:

Before the start of a lesson:

Limit screen sharing so only the teacher can present to the class	
Disable private messaging amongst participants so they can't talk to one another without a teacher's knowledge	
Turn off file transfer to prevent participants sharing files through the chat	
Ensure the meeting is being recorded (ONLY in pre agreed circumstances)	
Ensure your background does not contain any personal information	

At the start of a lesson:

Check the names of participants in the waiting room very carefully - only permit those on the register for that lesson - if you are unsure, do not allow them to enter	
IN EXCEPTIONAL PRE AGREED CIRCUMSTANCES you can notify participants that the session will be recorded and why.	
Complete a register of participants before commencing any teaching	
Lock the room once the lesson has started and all students have arrived so that no one else can join	
Remind participants to mute their microphones and keep them muted until asked to unmute.	
Remind participants of the school rules & behaviour expectations before starting the lesson	
Remind participants not to share personal information and not to use chat facility unless directed	
Scan each screenshot to ensure backgrounds do not contain inappropriate or sensitive information	

At the end of a lesson:

Ensure all participants have left the lesson	
Ensure the recording of the lesson has saved to the Zoom/Teams or other service – IF AN EXCEPTIONAL SITUATION THAT HAS BEEN CONFIRMED AT THE START OF THE SESSION HAS ALLOWED RECORDING	
Ensure the lesson is ended and you have fully exited the program before moving to a new task.	
Report any concerns as soon as the session has ended to your line manager	