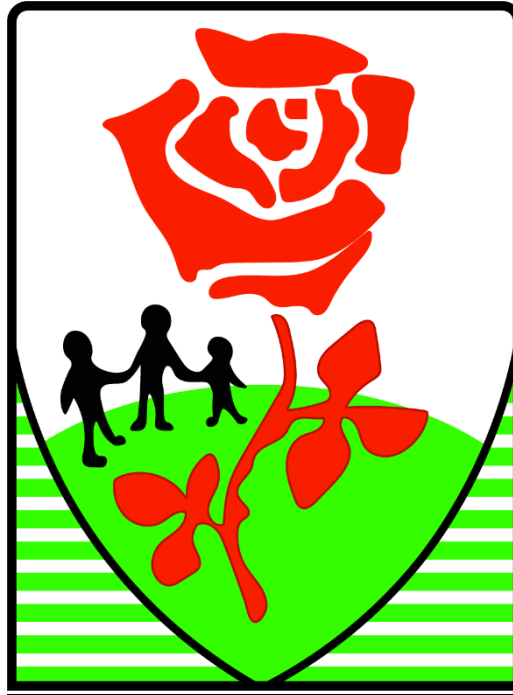


Rosehill School

Remote Learning & Education Policy



Policy Leads:	Remote Learning Lead Headteacher
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Rosehill School Remote Education & Learning Policy

Extract: Whole School Curriculum Policy

Curriculum Vision

Rosehill aims to deliver an enriching, challenging and highly personalised curriculum that promotes learners to achieve the best possible outcomes and reflects the world the children and young people live in today.

Through inclusive cross-curricular and engaging experiences, the children will foster a passion for learning, developing them academically, socially, emotionally and physically, in order to fulfil their true potential and participate fully in society.

Overview

At Rosehill, we have worked hard to tailor our curriculum to be exciting, broad, balanced and innovative, specifically designed to meet the needs of children and young people with autism. Our pupils have an extremely wide range of associated learning needs as well as a complex profile of additional needs.

Our Curriculum offers a positive and supportive framework that helps our learners receive an education that enables them to fulfil their aspirations and to become active citizens.

Key Aims

Enable learners to:

- **Communicate as confident individuals and interact with the people around them** (to become as independent as possible and enjoy being with others)
- **Stay safe and healthy as responsible citizens** (leading safe, healthy and fulfilling lives and making positive contributions to society)
- **Be successful learners and to do things for themselves and make good choices** (enjoying school and life beyond school, making good progress and achieving a range of personal outcomes i.e. qualifications)

Our strategy for remote learning continues to promote this.

1. Statement of intent

At Rosehill School, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with online remote learning, young people being restricted from engaging in remote learning due to their difference and needs, and aspects such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

2. Aims

This Remote Education Policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.

- Ensure provision is in place, so that all pupils, where able to, have access to high-quality lesson content.
- Provide clear expectations for members of the school community with regards to the delivery of high quality interactive remote education and learning.
- Ensure consistency in the approach to remote education and learning for all pupils who are not in school through use of quality online and offline resources and teaching videos.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure robust safeguarding measures are in place during remote education lessons.
- Ensure all pupils have the provisions required to take part in remote education lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Provide continued training and CPD for staff through online/offline workshops and training modules (Including Educare)
- Provide support and guidance for parents and carers (e.g. guides/handbooks, teacher meetings/workshops)
- Support effective communication between the school and families and support attendance
- To support the delivery of Education Health Care Plans (EHCP), as far as possible

3. Legal framework

This policy has due regard to all relevant legislation, guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2022) 'Keeping children safe in education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'

This policy operates in conjunction with the following school policies:

- GDPR Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Positive Behaviour Support and Physical Intervention Policy
- SEND Policy and Information Report
- Attendance Policy for Pupils
- E Safety Policy
- Staff Code of Conduct
- Acceptable Use Policy
- Records Management Policy
- Curriculum, Teaching and Assessment Policy
- Children Missing Education Policy

4. Who is this policy applicable to?

- A pupil who remains at home, in the event of a school closure/emergency; i.e. adverse weather
- A pupil who has been advised to remain at home due to health reasons, but can still complete learning remotely (as agreed with the pupil/parents/carers in partnership with school/health services (as required))
- A pupil on a reduced timetable to ensure they are still being offered 'full time' education.
- Staff working in the school
- Parents and carers of pupils who attend Rosehill School

5. Roles and responsibilities

The governing board will be responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.

The headteacher will be responsible for:

- Ensuring staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including any live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education, as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils with remote education.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g., staff who are visually impaired.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

Staff members will be responsible for:

- Adhering to this policy at all times when preparing and delivering remote education.
- Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote education to the Curriculum/ Computing Lead.

- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the health and safety lead and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

The SENCO will be responsible for:

- Liaising with the Computing and IT Leads to ensure that the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met during periods of remote education, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.
- Ensuring that the remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The DSL will be responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT manager to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

The DPO will be responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The health and safety officer will be responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.

- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The SBM will be responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The ICT manager will be responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Parents will be responsible for:

- Ensuring their child is available to learn remotely, where appropriate for the child.
- Reporting any technical issues to the school as soon as possible.
- Reporting any absence issues to the school.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.

Pupils will be responsible for:

- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Sharing with the school and parent any issues, feedback and concerns.
- Following the school's behaviour policy.

6. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- The school have selected platforms and online tools for online/ virtual teaching that have an appropriate level of security (Zoom, TEAMS, Purple Mash, BBC bitesize, Oak Academy, Rosehill School Website)
- Staff use school devices when delivering virtual learning, this is to ensure that the security settings are at the highest setting and filtering and monitoring software is enabled
- Use of recorded video for instructional videos and assemblies. This may include appropriate personalised sessions with pupils as agreed by the teacher
- ~~Use of live videos will be considered for small group or individual sessions if appropriate- these sessions should not be recorded~~
- Phone calls/text messages home will be provided through the use of school phones/Comms
- Printed learning packs will be provided, as required
- Teaching and learning materials such as story books, writing tools and sensory equipment will be provided, if required

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the teacher.

The school will communicate to parents via teacher and parent discussions, about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

7. Setting work and feedback

- Teachers will set work for the pupils in their classes
- The school will endeavour to provide a personalised learning experience for all pupils as far as possible. Parents/carers are encouraged to work with the class teacher/staff to agree the most appropriate plan to support learning and individual needs of the child whilst they are learning from home
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Weekly/daily work will be shared on the school websites for pupils to access, if required
- Resources/ videos will be age appropriate

Providing feedback on work:

- Parents/carers are requested to organise with the class teacher sharing completed work. All completed work will be marked and uploaded onto the school assessment system- Earwig and individual feedback will be provided to pupils

8. Home and School Partnership

Rosehill 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.

Where possible, it is beneficial for pupils to maintain a regular and familiar routine. Rosehill School would recommend that each 'school day' maintains structure to ensure consistency for pupils. An example timetable can be accessed by following this link <https://www.therosehillschool.com/home-learning-remote-education/>

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

~~All pupils should be fully dressed when engaging with online lessons and parents/carers need to remain with their child at all times, when online.~~

In deciding whether to provide ~~virtual or~~ online learning for pupils, teachers and senior leaders will work alongside parents/carers to consider issues such as accessibility within the family home, the mental health and wellbeing of the pupil, including screen time, the potential for inappropriate behaviour/behaviour that challenges, staff access to the technology required, etc. These sessions should not be recorded under any circumstances.

~~Virtual lessons should be timetabled and senior staff, DSL and/or phase leaders should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.~~

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents/carers should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Keeping in touch with pupils who are not in school and their parents/carers:

- If we are concerned around the level of engagement of a pupil, parents/carers should be contacted via phone to discuss intervention plans to support them in assisting engagement
- All parent/carer emails should come through to individual class teachers in the first instance
- Any complaints or concerns shared by parents/carers or pupils should be reported immediately to a member of the schools DSL
- **During periods of home learning for any pupil requiring this, contact will always be maintained with parents for safeguarding reasons.**
- ~~It is the responsibility of the staff member delivering the remote learning to act as a moderator; to raise any issues of suitability (of dress, setting, behaviour) with the child and or parent/carer immediately and end the online interaction if necessary~~
- ~~If a staff member believes that a child or parent/carer is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately as no sessions should be recorded~~

9. Review

This policy will be reviewed in February 2025, or as required, in line with local and/or national recommendations.