

Document name
Remote learning policy

This document is relevant to:	Tick to show who it is relevant to:
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Education	✓
Therapy and wellbeing	✓
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1. Remote learning policy

Rationale in the event of a school or college closure, St. John's is committed to providing continuity of education to its CYPA (children young people and adults) and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the building is closed for an extended period, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school/college closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when CYPA, in agreement with the school/college, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as longer-term illness, assuming CYPA are able to complete school/college work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for St. John's to provide continuity of education to CYPA who absent themselves from school/college, with or without parental permission, in contravention to school/college or government guidance. This may apply, for example, if parents/carers choose to take CYPA on holiday during term time. Similarly, this would apply if parents/carers made the decision, without prior agreement with the school/college, to absent their CYPA from school/college 'as a precaution', against official guidance, in the event of an outbreak of an infectious disease.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, CYPA and parents/carers. Teachers also should ensure their communication with CYPA does not encourage unhelpful work habits. All communication should take place during usual school or college hours, with no expectation for colleagues to read or respond to emails after 4.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

2. Remote learning for individual learners

Assuming an absence has been agreed with the school/college, and the learner in question is healthy enough to work from home, the college will provide work for CYPA who are unable to attend in person. If this occurs for an individual CYPA, the collation of work and communication with the parent/carer will be coordinated by the CYPA's teacher or member of the senior leadership team.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school/college and parent/carer would be a minimum of two times per week at the college, although this is personalised for each family. At the school teaching staff are responsible for making contact daily to check in with families. Work will only be provided to CYPA in this way if there is an agreed absence lasting more than three working days.

If a significant number of CYPA are absent from school/college, but the school/college remains open, the headteacher/principal will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

3. Remote learning in the event of extended school/college closure

In the event of an extended building closure, the school/college will provide continuity of education in the following ways:

a) Regular direct instruction from teaching teachers, with the ability of CYPA/parents

/carers to ask questions online (via email)

b) The setting of work/tasks that CYPA complete are needed to be completed electronically. If families do not have the technology available to access the work, work packs will be posted home to enable the CYPA to access

c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided, CYPA and teachers are expected to have access to the internet whilst at home; the school/college recognises that many families may not have home printers and will therefore not require the printing of material.

*If the family does not have the equipment necessary to participate in remote learning or access to the internet, the school/college will endeavour to support the families with this access. If necessary, by lending laptops and purchasing the equipment needed to get remote access. Once learning onsite has resumed families would need to return borrowed equipment.

The primary platforms the school/college will use to deliver face to face interactions and continuity of education are:

Zoom or Microsoft teams: accessed via the relevant app or desktop application, or via the following URL: <https://zoom.us> or <https://teams.microsoft.com>

The extent to which different methods of instruction are employed is likely to be determined by the length of any school/college closure and the ability of both CYPA and teachers to participate in remote learning. St. John's reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the circumstances of any closure, based on our experience, and based on upon each CYPAs' individual needs.

Given the range of needs of the CYPA at St. John's we reserve the right to interpret 'teaching' in the broadest sense and for it to include formal teaching, informal teaching, therapy, other personalised support and any other activity which facilitates our young people's learning. A CYPA working at entry level, pre-NC level or P levels will require a different form of teaching from a CYPA working at level 2 or GCSE level.

4. Live sessions

Academic subject areas may also arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions although it is strongly advised by senior staff.

Zoom and Microsoft Teams are platforms that allow for resources to be shared, teachers to provide exposition, and CYPA to ask questions in 'real-time'. CYPA will be provided with sessions and will be expected to participate in them if they are healthy enough to do so. Live sessions can be particularly helpful as they can help communication, with CYPA and help maintain the teacher-CYPA relationship that is so important when working with our young people.

CYPA will be provided with a school/college email address to avoid any issues

regarding GDPR, there will be no expectation for parents/carers or CYPA to provide their own email addresses for use.

5. Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to CYPA on pieces of work that they have completed. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the college employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback can be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the “Comments” function on online documents or Microsoft
- Sending directly to CYPA with specific feedback / targets
- Feedback via another website / piece of software
- Feedback through direct 1 to 1 key working sessions

6. Expectations of CYPA

Assuming that a CYPA is healthy and well enough to work, CYPA will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting tasks to the best of their ability.

If CYPA or parents/carers have any questions about the nature of specific tasks set, these should be directed towards the relevant teacher or tutor. If there are questions about a CYPA’s overall workload (e.g. a CYPA feels they are overwhelmed or not stretched), the parents/carer should communicate this with the teacher or named member of the senior leadership team.

Teachers must work on the assumption that CYPA will not necessarily have the full range of equipment that they would usually have whilst attending their St. John’s provision. However, if advance notice is possible, teachers will discuss with parents/carers to ensure that the resources are ready and available at the home. St. John’s does not expect CYPA to have access to any specialist equipment that would

usually be provided. Teachers should ensure they are able to scan or upload photos of important resources in case CYPA do not have access to them at home.

7. Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school/college device. By the term 'teachers' in this policy we mean any staff member who provides instruction so this could also include therapists, work experience staff, tutors etc.

The setting and assessment of remote learning tasks will take place in accordance with school and college and subject area policies.

In order that we are providing a consistent approach, teachers are responsible for overseeing the nature and frequency of tasks (see DFE guidelines). This is quality assured and monitored by the senior leadership team. All teachers should pay due care to the nature of tasks set, so that CYPA have a range of activities to complete at home. Teachers should ensure that work is differentiated as required for all CYPA when setting online tasks. Teachers are responsible for providing constructive feedback to their CYPA in a timely manner. This work is quality assured by named members of the senior leadership team as they do rigorous checks monitoring staff contacts with the parents, and CYPA. Additionally, to these monitoring checks senior leaders ensure the quality of virtual lesson and feedback forms on a weekly basis.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager/ lead learner support workers (LSWs)/ subject lead to ensure work is set for the classes.

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialing 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive SLT will be able to support.

If parents ask for additional work beyond that set as part of the requirements above, teachers should have a bank of general resources available and point CYPA and parents in that direction. At the school and college, a home learning email address has been created and managed by the senior staff to support with any issues which arise with home learning that cannot be resolved by the teaching staff.

In order to ensure teachers can perform the minimum expectations outlined above; the school and college will provide a range of training opportunities that teachers should access to before any planned school or college closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult the senior leadership team.

Teachers ideally are available Monday- Friday during usual working hours but this will be primarily directed by their own personal family circumstances during any future national, local or bubble lockdowns/ self-isolation. Underpinning this approach is an understanding for flexibility as to when teachers can be available. 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.

Communication to parents/carers/colleagues and other external bodies must always occur via official school and college channels, and not through personal accounts or other websites. Permitted methods are:

- Email using school/college email addresses only
- Zoom or Microsoft Teams

8. Pastoral care during a school/college closure

In event of a school/college closure, the primary responsibility for the pastoral care of a CYPA rests with their parents/carers. However, teaching staff (under the guidance of the senior leadership team) should check in regularly to monitor both academic progress and their general wellbeing. Teachers and tutors will be expected to keep logs on Databridge and pass on feedback to senior leadership team, particularly if there are concerns or a lack of communication, or any safeguarding concerns.

9. Safeguarding during a school/college closure

In the event of a building closure, CYPA, parents, carers and teachers are reminded that St. John's child protection and safeguarding policy still applies to all interactions between CYPA and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

10. Complaints

The DfE has updated their guidance for school's complaints policies to state that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the headteacher/principal should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until the school has reopened. As the college has 52-week CYPA the college will operate as normally and parents/carers should follow the complaints procedure located on our website.

Appendix 1 – Remote learning agreement

CYPA will:

1. I will only use school/college ICT systems in school/college/home, including the internet, e-mail, digital video, mobile technologies, for school/college purposes.
2. I will only use my school/college e-mail address for school/college related purposes
3. I will make sure that all electronic communications with CYPA, teachers or others are responsible and sensible.
4. I will follow the school/college approach to online safety and not deliberately record/video upload or add any images, video sounds or text that could upset or offend any member of the school community
5. I will be dressed appropriately and not use my bedroom to participate during live sessions
6. I understand that these rules are designed to keep me safe and that if they are not followed, my parent/carer will be contacted.

Staff will:

1. Maintain professional standards at all times, following the school and college's remote learning policy
2. Set tasks and provide feedback to the CYPA as outlined in the remote learning policy
3. Direct the learning to any further support they may need from the school/college

Parents will:

1. Support their CYPA to access online learning
2. Follow the home-school/college agreement and support their CYPA in following the guidelines

CYPA name:	
Signed CYPA:	
Signed parent/carer:	
Signed staff member:	

Appendix 2 – Video conference lessons

During video calls with teachers, it is important that CYPAs/parents/carers stick to these rules:

1. A responsible adult is present during the video call
2. The CYPA is either in the dining room, living room or kitchen and not a bedroom.
3. Both CYPA and responsible adult must be appropriately dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School/college's rules still apply!
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during the online sessions.

Joining the video call:

- Your teacher will send you an invitation to join a meeting on Zoom or Microsoft Teams. Which will come through in an email.
- Open the invitation and click on the link.
- Click on Join.
- You will have the option to join in the app or to join using the browser. If you can download the appropriate app it works better.
- Then click join now.

10 TOP TIPS

REMOTE LEARNING FOR TEACHERS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For school staff and teachers, there is a lot to consider and planning is key to ensuring a smooth transition from classroom to home. That's why we've created these top tips to help school staff ensure they deliver the most secure and safest remote learning experience they can, both for themselves and their students.

1) Familiarise yourself with the relevant policies

Whilst remote learning might be uncharted territory for you and your school, ensure you still adhere with the relevant policies around safeguarding, acceptable use, data protection, student behaviour and online conduct, for example.



2) Consider your surroundings

The use of webcams, video and live streaming must be done with careful thought. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Avoid bedrooms.



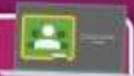
3) Create and disseminate a clear distance learning policy and guidance

This is important so that parents and pupils are clear as to what is expected of you, including around behaviour and conduct. It will also provide them with a level of confidence and reassurance.



4) Only use school approved platforms and communication channels

Make sure that you keep to communicating through official outlets, such as your school online portals or assigned email addresses. Never communicate using personal emails or numbers and refrain from communicating outside of school hours.



5) Maintain professional dress at all times

Treat any online lesson the same as delivering a lesson in the classroom. Maintain a professional image and never wear anything inappropriate or revealing. Encourage your students to also wear their school uniform.



6) Distribute a class timetable/schedule for remote learning

This will help to maintain a structure and lesson plan to classes. Include the frequency of lessons, duration, how they will be delivered, times for online and offline learning and any links. This will give parents a sense of structure and reassurance around lesson delivery.



7) Ensure you use the correct/appropriate technology

Remote learning will mean that you will need to employ the right technology and software to ensure that students are able to access learning in the safest and most secure way. Look to distribute a list of safe apps and software that are secure and won't raise any safeguarding concerns.



8) Protect personal data

Only use appropriate systems and software that require email and password login. It's always best practice to only use school-provided email addresses.



9) Consider the needs of SEND pupils and vulnerable learners

It's important to try and accommodate all students, including children with SEND or those who are more vulnerable, and take into account different levels of learning.



10) Try to make lessons fun and engaging and encourage regular feedback

Remote learning is a fantastic way to be imaginative with teaching and learning and a great way to encourage independent thinking. Try to encourage a two-way flow of communication with parents and students to help maintain transparency and confidence in the learning process.



10 TOP TIPS

REMOTE LEARNING FOR CHILDREN

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.

1) Treat remote learning the same as classroom learning

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.



2) Use classroom language

If you are encouraged to communicate through emails and online messages, don't use shorthand but speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.



3) Take regular screen breaks

Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.



4) Always conduct video learning in an open space at home

To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a 'mock classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.



5) Only communicate through approved school portals and platforms

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.



6) Stick to teacher rules and guidelines around online learning

Your school should issue you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.



7) Dress in school uniform

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.



8) Don't share passwords or other sensitive information

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.



9) Don't use school platforms to discuss personal matters

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



10) Look after your mental health and wellbeing

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.



10 TOP TIPS

REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed-back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.

