

# Remote/Blended Learning Policy



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## **Introduction**

Following the expiration of the Remote Education (England) Temporary Continuity (No.2) direction, attendance is mandatory for all students of compulsory school age. However, at Ingfield Manor we will consider providing remote education students in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- occasions when the school's Senior Leadership Team decide that it is not possible for Ingfield Manor to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these circumstances, students should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Ingfield Manor will take individual student's situation into consideration and provide remote education to support the student feel part of the school community, maintain their academic progress and support their emotional and mental wellbeing.

## **Aims**

The aims of this policy are in line with current government guidance: *Providing remote education: guidance for schools on schools (March 2022)*.

### **The specific aims are:**

To provide clarity and transparency to students and their parents or carers about how and when the remote learning policy will be implemented in Ingfield Manor School;

To support all students access high- quality remote teaching and learning, if and when remote learning is appropriate;

To provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how students will submit work and how they will receive feedback on submitted work;

To anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety;

To make staff roles and responsibilities clear in relation to remote learning;

To declare the software and online tools approved for use by Ingfield Manor School to support remote learning;

To declare how and when Ingfield Manor School will support the delivery of home learning by staff, including the possible provision of hardware.

## **Section One: Remote Learning Strategy**

### **Circumstances where this policy will become operational**

The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances:

- occasions when the school's senior leadership decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual students, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

Remote learning will not be available whereby a student and / or parent(s) chooses not to attend school but would otherwise be healthy to do so and have reasonable means of getting to school.

We recognise that most of our students will not be able to access remote education without adult support. We will work collaboratively with families and put in place reasonable adjustments so that our students can successfully access appropriate remote education.

As required within the 2014 Children and Families Act, we will use our best endeavours to ensure the special educational provision called for by individual student's special educational needs remains in place.

### **Systems and digital workspaces**

At Ingfield Manor School, we recognise that different families have access to and prefer different online platforms. Therefore, we will liaise with families to decide whether to use Zoom, Skype or Microsoft Teams. To ensure compliance with GDPR, we will not record sessions and sessions will be 1:1.

Staff working from home will not connect with students at home unless a member of staff at school is also part of the meeting.

Parents are required to complete a consent form for online learning, which includes details with respect to 'acceptable use' (see appendix 1)

### **Lesson sequences, content and planning**

As all learning at Ingfield Manor School is individualised, the content of lessons will be personalised.

Where possible, remote learning will follow the teaching sequence in school, which may include consolidation of learning, as well as new learning.

At Ingfield Manor School, we recognise that students require significant facilitation by family to enable them to access learning, especially motor learning and hand/foot task. Therefore, we will agree with families the times and type of lessons that will be delivered remotely.

As well as the option for lessons to be carried out virtually, Ingfield Manor School will send resources, either via email or in the post and then connect online so the student can share what they have done.

### **Video and live lessons**

All online contact will be live. Due to the nature of learning for the students at Ingfield Manor School, the most appropriate member of the team will connect online to support the student and their family with the learning.

### **Communication and visibility**

As per advice from our Data Protection Officer, we are unable to facilitate students interacting with their peers when all are at home. However, we can enable a student at home to connect with their peers in school, as all interaction will be supervised by staff members.

All members of the staff team can be involved in communication with the student, to support them with learning across the curriculum.

### **Providing students with feedback**

Students' understanding/ progress is checked regularly and systematically during virtual lessons, with misconceptions being addressed immediately. Clear direct feedback is provided, including next steps, to support the student's progress.

When written work/a work product is produced by a student, feedback will be provided at the next communication. This will generally be verbal, to meet the needs of our students, although if appropriate, written feedback will be provided to enable the student to know how to develop their skills.

This formative assessment will be used to check understanding, as well as inform future planning.

### **Student engagement**

Strategies will be personalised and familiar to students to support their engagement. Where students need sensory input to support their engagement, every effort will be made to guide parents with respect to appropriate strategies and ensure they have any necessary sensory resources at home.

### **Parental engagement**

At all times, there will be liaison with parents in respect of timing of sessions, as well as the best platform to use and whether online sessions, work sent home, or a mixture works best for the family.

Due to the SEN of our cohort of students, an expectation will be set whereby a responsible adult is required at home to facilitate the learning process for our students.

### **Building independent skills**

At all times, learning will follow our curriculum intent and overall ethos of enabling students to achieve to their full potential. Students will be encouraged to work as independently as possible, use problem solving and communication skills.

## **Roles and responsibilities**

A student's class teacher/tutor and the team leader are responsible for making initial contact with parents and agreeing most appropriate approach and length of sessions.

Teachers, conductors, and therapists are responsible for providing resources and planning sessions.

All members of the team can connect with students and families to deliver sessions. They will send invites for the relevant online platforms and ensure that they connect at the pre-arranged time, to deliver planned sessions.

School staff are responsible for ensuring that no personal details of other students or staff are visible during any online contact.

Parents are responsible for ensuring that their child is available for prearranged sessions and supporting their child throughout any online sessions and with work that is sent home.

Parents are also responsible for ensuring that no personal details are visible during online contact; this includes photos of family.

School staff should ensure that parents have agreed to the acceptable use policy for virtual sessions.

## **Section Two: Safeguarding, Health and Safety Considerations**

### **Security and online safety**

Only staff working within school premises will contact students at home. An exception to this may be if a teacher is working from home, they may run a session from home but the online session will be joined by a staff member based in school.

All sessions will be 1:1 unless a student at home connects with their peers at school. This will be prearranged with the parents of the student at home.

No personal details of any other students or staff will be visible from school during online sessions and parents are requested to ensure that no personal details are visible from home.

The school's internet is delivered securely by Cranborne.

### **Promoting good digital citizenship**

Students that have access to their communication devices at home will be encouraged to use these in all online sessions, as it provides a real-life opportunity to practice their access skills.

As all sessions will be 1:1, the staff member will be monitoring all behaviour and if necessary, will deal with any unacceptable online behaviour, as this is also an important real life learning opportunity.

### **Screen time and being active**

As students require facilitation to access their devices, screen time will be monitored by parents. Staff will plan and deliver activities that require students to be active, as per the Conductive Education approach, and to support their motivation. Ingfield Manor School recognises that our students may find it hard to engage with online learning, especially those with visual and hearing impairments. Therefore, the member of staff connecting with them, and the activities planned will be familiar to the student.

### **Workload**

Wherever possible, activities planned for students working at home will be the same as those being delivered in school.

The delivering of sessions will be carried out by the most appropriate member of the team, which may be the teacher, team leader, a therapist or team member.

### **Wellbeing**

Online learning logs will be kept monitoring amount of work set, engagement from student and any other key information. All staff delivering sessions have up to date safeguarding training and know the procedures in place should any safeguarding issues or concerns around a student's wellbeing arise and to report this to a DSL.

## **Section Three: Software and Hardware**

### **Software**

Most students will require facilitation to access learning from home, whether virtually or work tasks sent to be completed at home.

Work may also be set via Oak National Academy - <https://classroom.thenational.academy/>  
To complete some tasks, students may require access to the internet, as well as MS Office software. Parents will be consulted to establish if the required software is available.

### **Hardware in school**

All staff will have access to a laptop with Skype, Microsoft Team and Zoom accessible. Staff will also have access to Microsoft Outlook to send emails and a printer to provide hard copies of work if required. The school's acceptable use policy, that all staff have signed, will be implemented at all times.

### **Hardware for teachers when working from home**

All teachers will be using school laptops when working from home so similar level of governance in place. Teachers will have access to IT support through the in-school IT team, as well as Accutech.

### **Students' access to technology at home**

Most students have their own devices which they can take home, subject to parents written agreement regarding insurance. If they don't have a portable device, school could lend the family a laptop to enable them to access virtual learning.



## Remote Learning Protocol for Parents/Carers

Maintaining contact with our children and young people (and their parents) whilst they are not in school is vitally important to provide pastoral support, as well as support home learning and to help ensure the children and young people are safe.

The same safeguarding principles apply whether students are in school or contacted remotely. A list of useful links with respect to keeping your child safe online is provided on the attached sheet.

- I confirm I will be close at hand during remote sessions to support my child as needed
- I confirm that no siblings will be part of any video call.
- All parties involved will be appropriately dressed for the session.
- I will not live stream or record any video calls/sessions
- I accept that any contact will only be made during school hours
- I confirm I have adequate filter systems set up to protect my child online
- I will ensure that no personal information is visible in the background at home whilst participating in remote sessions
- I understand that whilst the school will take all possible measures to ensure sessions are secure, there remains a risk that sessions could be compromised by external parties. Should this happen, both the school and myself will shut the session down as quickly as possible

I agree to all of the above guidelines

Signed: .....

Name: .....

## Organisations/Sites Providing Guidance with respect to Online Safety

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.