REMOTE EDUCATION POLICY [060]

Approved by:	Management Committee	Date approved:	9th October 2020
Date reviewed:	February 2022	Next review due by:	February 2023
Policy Lead:	Leah Miller, Headteacher	Ownership:	Management Committee

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1. Introduction

This policy should be read in conjunction with the following COVID policy addendums, available on our school website:
- COVID-19 Complaints addendum
- COVID -19 Whole School Risk Assessment (Updated: October 2021)

Whilst the school will endeavour to maintain an in-person delivery model, the school may have imposed infection control measures from the NHS beyond its control. Should this be the case this this policy will be in full effect and should be read in conjunction with the school Curriculum Policy.

2. Policy Aims

This Remote Education Policy aims to:
- Outline the school's approach to educating pupils who will not be attending school either:
  - as a result of government guidance
  - the closure of a bubble/centre due a suspected case
  - as part of the infection control measures introduced by the relevant authority trust - CPFT (Ida Darwin) or CUH (Addenbrooke's)
- Make clear our expectations of staff who are self-isolating but are healthy and therefore able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources

- Ensure that pupils who lack any necessary equipment have this sourced for them

3. Policy Application

This policy applies to:

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19
- Children who have returned to a centre from a period of leave and therefore placed in isolation on the ward as part of the infection control measures imposed by the trust, and are currently awaiting their results
- Children who are currently in isolation on the ward due to potential contact with a positive case whilst admitted, and are awaiting results

4. School Contacts

Key school contacts at the Pilgrim Pathway School:

Co-Headteacher *(Also: DSL)*	Leah Miller	01223 534473	lmiller@pilgrim.cambs.sch.uk
Co-Headteacher *(Also: SENDCo / Deputy DSL / TiC Croft)*	Nadine Hebert-Gooding	01223 534500	croft@pilgrim.cambs.sch.uk

Each unit/teaching centre is led by a Teacher in Charge. In the first instance they are the point of contact for remote learning queries:

Addenbrooke's Learning & Education Service (ALEC)	Emma Chandler (Teacher in Charge)	01223 534500	echandler@pilgrim.cambs.sch.uk
Addenbrooke's – Brainbow Service	Jax Vollenhoven (Specialist Teacher)	01223 596163	jvollenhoven@pilgrim.cambs.sch.uk
Croft Learning Centre	Nadine Hebert-Gooding (Co-Headteacher)	01223 534500	croft@pilgrim.cambs.sch.uk
Darwin Learning Centre	John Underdown (Interim Teacher in Charge)	01223 534450	junderdown@pilgrim.cambs.sch.uk
Phoenix Learning Centre	Shauna de Wolf (Teacher in Charge)	01223 534407	sDewolf@pilgrim.cambs.sch.uk

5. Resources

Resources to deliver this Remote Education Plan include:

- Google Classrooms for lesson delivery, lesson resource sharing and student support drop-in's
- Bespoke printed learning packs in line with the Pilgrim Pathways School and students home school curriculum
- Remote education page on the school, sharing links to additional resources
- Online tools/school subscriptions for EYFS/KS1/KS2/KS3/KS4/KS5
- Staff CPD to enhance subject area and resource knowledge
- Books and other physical learning materials such as laptops and iPads

Access to Google Classroom can be found here and further resources to support delivery can be found here.

6. Approaches to learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning.
- Pupils will study a broad range of subjects, including those delivered by the students' home school (where subject specialists are available and practical arrangements allow).
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school, where possible.
- Activities will be varied and not solely consist of 'screen time'.

- Teachers will have access to a wide variety of resources to share remotely, such as those outlined on our remote learning webpage.
- Resources will be quality assured by subject and senior leaders, who will conduct lesson planning looks
- Staff will have the training they need to provide online learning safely, including Online Safety and Remote Learning delivery.
- All pupils will have access to the resources they need to learn. We will ensure this by creating students individualised areas on Google Drive where teachers share the resources needed and provide drop-in sessions to ask questions when they are getting stuck.
- Teachers will communicate the purpose of activities and their success criteria for pupils, by outlining on the lesson ppt and resources.
- Pupils will access to remote learning resources as part of in-school delivery, so that they become used to these ways of working, by having a practise session whilst together in the classroom and then regularly engaging with ICT as part of their regular classroom offer.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by making regular telephone calls home and utilising the pupils wider professional network for support.
- COVID catch-up funding will be used effectively to ensure all pupils have access to the current resources need, along with additional support and resources to catch up on learning missed.
- Staff workload will be managed by the Headteacher discussing directly with each team for feedback on how this is being managed.
- Leaders will measure engagement in remote learning by attendance per day and use this information to review provision and make changes as necessary.

7. Working with Parents

We are committed to working in close partnership with families and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)**.**

Our practise and expectations:
- We will provide guidance to parents on how to use the variety of resources on offer through regular telephone calls home and CPA meetings.
- Resources will be shared with pupils and parents via Google Classrooms and the school website.
- We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible and their medical condition allows.
- Should parents be unable to access online work for any reason, they should contact their child's Teacher in Charge, so that other arrangements can be made.
- All children sign an 'Acceptable Use Policy' upon admission, which includes e-safety rules. This applies when children are working on computers at home also.

8. Liaison with Home Schools

The home school will provide the remote learning in the first instance, where a available and appropriate, to ensure a quality remote learning offer is in place that matches the curriculum the young person would have been receiving should they have remained in school. However, this is not always the case or possible if the child is not current enrolled at another school.

The Teacher in Charge for each centre will liaise with home schools to ensure work is provided that matches the pupils curriculum offer, where possible and appropriate. Where work cannot or is not provided and/or the work set is not deemed appropriate then the Teacher in Charge will plan the lessons as outlined below.

9. Working with Clinical Team and Wider Agencies

Should a full remote learning offer be required and teaching staff know longer have access the pupils and ward, then the teaching staff will work very closely with the nursing team to ensure systems are set up for pupils to access their learning.

Teachers in Charge will offer support via phone / email to the nursing team, where possible, so that the learning can continue remotely with the teacher delivering via Google Classrooms. In order to facilitate this, the nursing team will be required to support the young person into a suitable environment and support them with the necessary equipment setup to make the link. This is where their staffing capacity allows.

10. Roles and Responsibilities

10.1 Senior and Middle Leaders

Alongside any teaching responsibilities, senior and middle leaders are responsible for:

- Adapting schemes of work so that staff are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Monitoring the effectiveness of remote learning within their team
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Regularly updating the clinical team on pupil progress and engagement, and raising any concerns where required
- Liaising with home schools to ensure work is provided that matches their curriculum offer, where possible and appropriate. Where work cannot or is not provided and/or the work set is not deemed appropriate then the Teacher in Charge will plan the lessons as outlined below

10.2 Teachers

Teachers are responsible for:

- Providing the necessary training on how to access Google Classrooms and other software that is appropriate and a requirement for their students.
- Liaising with the BSM to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Assisting pupils and parents with accessing the internet or devices
- When providing remote learning, teachers must be available during their contracted work hours.
- Teachers unable to work for any reason during this time should discuss with their line manager and/or Headteacher in a timely way that sufficient alternative plans can be made.

When providing remote learning, teachers are responsible for:

a. Setting work:
  - Teachers will set work for the pupils in their classes
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Teachers will set work using the Google Classrooms online platform, where possible
  - Daily English and mathematics work and one other subject
b. Providing feedback on work:
  - Reading, writing and mathematics work
  - Work in other subjects to support capacity and it's delivery.
  - The frequency with which teachers will provide feedback is set out within the Teaching and Learning policy.
c. Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to make at least weekly contact, via email and phone calls.
  - If there is a concern around the level of a pupil's engagement, the teacher should discuss with the family and wider professional network.
  - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will discuss with the clinical team
d. Teachers will respond promptly to requests for support from families at home, by:
  - Any complaints or concerns shared by parents or pupils should be reported to Leah Miller (Co-Headteacher); for any safeguarding concerns, refer immediately to the DSL, Leah Miller (Co-Headteacher) or Deputy DSL, Nadine Gooding-Hebért (Co-Headteacher).

e. Staff who are required to self-isolate are expected to:
- Follow the normal reporting procedure for planned absence
- Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
- Obtain a test and share the result of it with school so that appropriate plans can be made
- If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

10.3 Teaching Assistants

Teaching assistants are expected to:
- Be available during their usual working hours.
- 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.
- During the school day, complete tasks as directed by a member of the SLT.

The following tasks/roles are examples and do not constitute an exhaustive list:
- Cover in other areas of the school as directed by the Headteacher
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

10.4 Designated Safeguarding Lead (DSL)

The DSL (and supporting deputies) is responsible for:
- Managing and dealing with all safeguarding concerns, whereby a concern or disclosure is made directly to a member of teaching staff

Safeguarding procedures and protocols are in joint partnership working with the clinical team.

10.5 SEN Coordinator (SENCo)

The SENCO is responsible for:
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils

By extension and nature of the provision, all colleagues are responsible for SEN, ensuring work set is accessible and appropriate to the child's needs by planning a bespoke and differentiated curriculum.

10.6 School Business Manager (SBM)

School Business Manager is responsible for:
- 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.
- Fixing issues with systems used to set and collect work
- Sourcing help for staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)

10.7 Pupils and Parents

Staff can expect pupils learning remotely to:
- Be contactable during the school day, whether this be on the ward or at home, but where their illness allows
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:
- Wherever possible, maintain a regular and familiar routine
- Support their children in their reading as far as they are able to and their illness allows
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus

- Make the school aware if their child cannot complete work, or if the online platform does not work on their devices
- Seek help from the school if they need it, communicating with class teachers by email or phone
- Be respectful when making any complaints or concerns known to staff

10.8 Management Committee

The management committee is responsible for:

- Monitoring the school's approach to 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

11. Online safety

11.1 In school

- We will continue to have appropriate filtering systems in place in school. Should a situation arise, the DSL is to be contacted who will ensure appropriate safeguarding measures are taken.

11.2 Outside school

- Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and IT acceptable use policy. Any remote contact with pupils will be done via Google Classroom and phone. Where an alternative method or platform is being used to set work and/or communicate, then this must be approved by the Headteacher before use.
- Staff are not allowed to communicate with pupils via social media platforms, that with the exception of those with access to Pilgrim Pathways School specific accounts and whom hold a specific remit to do so.
- Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in our Child Protection Policy. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online
- Are directed to the school website where further support and resources are available

12. Safeguarding

- Staff should ensure that all safeguarding concerns are reported immediately to the DSL and clinical Safeguarding Lead. If staff are unable to contact someone and it is an urgent matter, they must speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. All staff were delivered the updated safeguarding guidance, KCSiE updates and shared the updated whole school risk assessment on 4th September 2021.
- Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

13. Dual Registration / Visits to Other Provision

Whilst the vast majority of children are dual registered and remain full time in our care, there are a small proportion who, as part of their transition, are currently attending their second provision each week. Where children are temporarily required to attend another setting, we will make sure the school is made aware of our current arrangements and should full remote learning be required, be made aware immediately to ensure continuity of education and safeguarding procedures.

14.Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their personal information. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

15. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:
- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper- and lower-case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

16. Online Meetings Expectations

When attending virtual meetings all staff should follow expected professional standards in relation to:
- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- Confidential spaces, where possible

17. Monitoring Arrangements

This policy will be reviewed as guidance from the government, the LA or DfE is updated, and as a minimum termly by Leah Miller (Headteacher). At every review, it will be approved by the full governing board.

18. Links with Other Policies and Development Plans

This policy is linked to our:
- Behaviour principles written statement (2021)
- Data Protection (2022)
- Responding to self-harm guidelines (2020)
- Safeguarding and Child Protection (2021)
- Supporting students with medical conditions (2022)
- Online Safety policy (2022)
- Staff Code of Conduct (2021)