

Remote Learning Policy

Trinity School Vision

- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life

Guiding Principles/Ethos

Trinity school is committed to ensuring all pupils progress and achieve in their learning. During the current global pandemic, pupils are at risk of falling behind in their learning and this may impact their immediate and future independence and well-being. Our pupils are especially vulnerable to this, given their complex learning, behavioural and medical needs. Clinically vulnerable pupils may need a personalised response at any time. There may also be times when the school may need to partially or fully close, in line with Public Health and Government guidance. Trinity staff are working hard to ensure that the school stays open to as many pupils as possible and that the impact of any closure is minimised. If such occasions occur, it is essential that pupils and families can access learning and support in the home environment.

Aims

- *To ensure all pupils, regardless of need, ability or length of time at home (self-isolating, shielding, partial school closure or full lockdown), can access remote learning to continue their education in a home environment.*
- *To provide personalised work for each pupil in a style that suits their learning strengths/needs and in a format that is accessible for families.*
- *To provide families with ongoing support and modelling for delivering learning in the home environment via phone call, zoom meetings or written advice.*
- *To provide additional support for pupils and families through well-being checks and referrals to internal support for behaviour, structure, sensory needs, etc. To provide additional support for families through referrals to external agencies e.g. Early Help, Physiotherapy, Occupational Therapy, etc.*
- *To provide medical support for families via the Nursing Team e.g. incontinence, sleep, emerging health issues, etc.*

Scope

This policy applies to all pupils at Trinity School, regardless of phase, age, gender, sexual orientation, ethnicity, religion or ability/disability.

Agreed Procedures/Guidelines

- Please see below for a summary of the procedure staff will be following in the event of a pupil needing remote learning
- Work tasks will be personalised to each pupil. This could include structured tasks, work sheets, resources such as toys, books and stationary, online videos of sessions and activities for pupils to watch, music and songs, joining in onsite lessons via zoom.
- There will be a minimum of weekly contact and support for all families engaged in remote learning.
- Assessment of pupils' progress will continue via teacher's conversations with families.
- Teachers who need to be at home during any period of isolation or lockdown must be contactable from home via emails and are expected to contribute where possible to the remote learning of their pupils. Exceptions to this will be if teachers are unwell or have an urgent, personal difficulty e.g. bereavement.

Monitoring/How do we know this approach is working?

- Each phase will have an updated and accurate list of all pupils accessing remote learning. The local authority will also be made aware of these pupils.
- Each phase will log and monitor contact with families and the work sent home, ensuring it is a minimum of once of week.
- The quality of work and messages sent via Class Dojo will be subject to phase quality assurance processes.
- Feedback from families indicates that pupils are making good progress with their learning and are generally happy and well. Feedback from families indicates they are receiving the support they need.

Create Work +
Co-ordinate Support

- All teachers to have a 'week one' pack of work to go home to pupils ASAP for short term periods at home
- Teachers to decide on tasks for individual pupils in consultation with parents/carers - this to be based on EHCP targets, curriculum topics and well-being.
- Teachers and TAs to create tasks/put together packs of resources/create online content/deliver real time lessons in training suite and/classrooms depending on level of lockdown
- LW and KP to support families with behaviour and structure through written/online advice and resource making
- SALT to support families with communication strategies and resources for home environment. SALT to provide consultative support for teachers on request.
- Phase managers to oversee process and provide support for teachers - QA process for work content agreed and put into place.

Work to reach
families - Home
learning takes place

- Teachers to liaise with families via zoom or phone for model sessions/demonstrations to provide support
- Pupils to join agreed live lessons via zoom where class peers are still in school or where this is suitable for pupil's learning preferences
- Work packs to be delivered to families who are not able to attend school. Work packs can also be collected by families who are able.
- Work and supporting guidance can be uploaded to families via Class Dojo.
- Website regularly updated with links to online activities and resources for families.
- Supporting equipment e.g. chairs and standing frames - to be delivered to families via school bus or parent collection

Review and next
steps - Ongoing
learning and support.

- Teachers to liaise with families weekly to discuss pupil progress and support with any issues. Further modelling or resources to be given in response to this.
- Next steps to be set by teacher with parents/carers - either extension of current work or new activities
- Any additional concerns (safeguarding, family support, physio, medical) to be passed onto HOS for actioning
- Physiotherapists to be made aware of pupils who are at home, so they can initiate remote support.
- Nursing team to liaise with families of medically vulnerable pupils for support.