Springwell School

REMOTE LEARNING

Last review: March 2023

Next review: March 2024

Signed: Lisa Needham and Maria Burrows

Name: **Lisa Needham and Maria Burrows**

Position: **Co-Headteachers**

Hinkler Road, Thornhill, Southampton, SO19 6DH
023 80 445 981

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils, who are not in school, through use of quality online and offline resources and teaching videos alongside the learning hub resources provided.
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support.
- Support effective communication between the school and families and support attendance.

Rationale

Springwell has developed this policy and procedures in response to the global pandemic of 2020 onwards Meeting the learning and development needs of our pupils continues to be vital and the Remote Learning we offer, aims to support the learning our pupils needs.

Who is this policy applicable to:-

- A pupil *(and his/her siblings if they also attend Springwell)* who is absent because they have tested positive and are required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A pupil whose class is not permitted to attend school because due to an outbreak of COVID or staff shortages.

There are two situations whereby this may occur

- A pupil has to self-isolate due to tested positive for COVID.
- A class or group at Springwell having to close for a period of time.

Although, Covid 19 is now treated as a community based illness, Springwell retains this policy in case of further instances which may necessitate remote learning,

Principles

Springwell School is committed to providing all pupils with appropriate learning activities and tasks in the event of pupils having extended time away from school due to COVID-19 or due to other reasons, while recognising the challenges that are faced at home.

Home School Partnership

Springwell 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 to suit their individual needs.

Springwell School will provide reminders of how to use Tapestry as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Springwell School would recommend that each 'school day' maintains structure and will provide supporting resources such as visual timetables and schedules to help parents and pupils with this.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils.

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

Procedures

Self-isolation (class remains open) or child not in school

- Information and IEP targets will have been sent home to help parents to support their child's learning
- Each term there will be a whole school topic and each class colour group will make suggestions as to activities that can be completed at home.
- There will be a range of resources available to access such as Oakwood Academy Lessons, Springwell Learning Hub.
- Therapeutic activities will be signposted on the website, these may be suggested activities or video tutorials.

Content and tools to deliver this plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *(e.g., Tapestry, Springwell learning hub via website).*
- Use of Recorded videos for SALT, and some shared attention sessions, instructional videos
- Information and IEPs.
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy where appropriate.

Safeguarding online

It's especially important for parents and carers to be aware of what their children are accessing online.

Springwell emphasises the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

These resources can be used to support parents and carers to keep their children safe online:

- 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

Communicating with parents, carers and pupils

When education takes place remotely, it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, we will:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible

- not share personal information

Monitoring and Evaluation

The Co-Headteachers and Curriculum Leads will report to the Governors School Improvement Committee.