

## Remote Education Provision – Rationale:

### Rationale:

In line with government guidance, students, staff and families should self-isolate if they display any of the following symptoms;

- A continuous, dry cough
- A high temperature above 37.8oC
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

Students attending St Francis special School will be provided with remote (online) learning when they are not able to attend school (due to the reasons listed below) in order to ensure that they do not fall far behind. This will be accessed via the schools website/see-saw.

### Remote learning will be provided when;

- A child is not able to come to school as they need to shield
- A child is at home following guidelines to self-isolate
- A bubble is closed due to a confirmed case of Covid-19
- Local lockdown where schools are required to close
- National Lockdown where schools are required to close

### 1. Aims

The purpose of this remote learning rationale is to ensure the following :

- Recognise that each family situation is unique
- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safeguarding
- Provide appropriate guidelines for data protection
- Reduce disruption to student's education and the delivery of the curriculum, so that every student has access to high quality learning resources.
- To promote E-Safety.
- Ensure that safeguarding measures are continued during remote learning.
- Ensure all students have the provision they need to complete their work to the best of their ability, and to support emotional, social and health wellbeing during periods of remote learning.

### 2. Role and responsibilities

Staff must inform the leadership team immediately if they do not have access (either occasional or ongoing) to the technology required to facilitate home learning. This should be followed up by calls to AM/Ark.

All home learning is dependent on having functioning technology and the school cannot be held responsible if the schools technology fails. Every endeavour will be made to rectify the problem as soon as possible.

## 2.1 Role and responsibilities

### **What Parents can expect of school:**

Staff are ideally available Monday- Friday during usual working hours (9-3.30) 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.

- Class leaders will compile home learning packs (at an appropriate level) which will be ready to send home in the event of a student becoming ill whilst at school, or through a lockdown. There will be a range of activities on line or see-saw which will be regularly updated according to the current curriculum in school. These will not include school resources but will include a list of items readily available at home which could be used.
- Activities where possible should be hands on, practical, fun and not paper based table top activities unless appropriate to the child
- If a class leader believes it is appropriate for a child's learning they may set work which will utilise Oak National Academy resources.
- Some of the activities set will focus on the child's EHCP targets.
- Instructions for tasks should contain enough detail for families to follow and where necessary class leaders will supply visuals to support dependent on the level of support required by the child.
- Currently live lessons via any platform will be utilised as relevant to the group / activity.

## 2.2 Responding as appropriate to parents:

- Regular contact via email is expected with ongoing phone calls. Parents are actively encouraged to keep in contact with class leaders.
- Parents who send examples of students work/ photos/ video will receive acknowledgement from the class teacher or other school staff.
- Parents should note that the government does not expect them to perform as teachers nor expect a schools offer of remote learning activities to be "Education as normal but from home." While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share this with those they live with, it is recognised that families will all cope in different way and face different challenges, therefore there is no expectation that children will engage or produce work to the standard that would normally be expected in school.
- Where appropriate staff will respond to parental concerns of either their own well-being or their child's well-being either by offering support themselves or by referring them on to other agencies.

### 2.3 Senior Leadership Team (SLT) Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning activities for example through contact with teachers and families and reviewing work set
- Identifying which families do not have access to internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery

### 2.4 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's child protection policy

### 2.5 Students and parents

Staff can expect students to;

- Engage in some of the home learning activities where appropriate
- Try their best to complete/ join in with/ show interest/ actively engage with/ in some of the activities set
- Listen to an adult reading to them once per day
- Accept help and support from an adult to complete/ join in with/ show interest/ actively engage with in some of the activities set
- Have fun

Staff can expect parents to;

- Establish routine and structure for each day, including times where learning activities can take place Support their child's well-being and have/ support a positive attitude to learning
- Encourage their child to engage with work set by finding an appropriate place to work to allow them to focus to the best of their ability
- Be prepared to try numerous times if the child does not engage with the work on the first or second try
- Support their child as best as they are able to given their own home circumstances, health and work commitments
- Acknowledge emails from teachers and where possible offer feedback
- Give their child praise for their efforts
- Be proactive about seeking help from the school if they need it
- Read emails sent on Parent Mail