



Remote Learning Plan 2022-23

Date established by Governing Body: November 2020

Date for Full Implementation: September 2020

Date: September 2020 Updated January 2021

Review Frequency: Annually

Last Reviewed Date: 31 October 2022

Next Review due by: 31 October 2023

This information is intended to provide clarity and transparency to parents/carers about what to expect from remote education.

It is expected that we will not need to deliver remote learning during this school year and that all children can continue with their education in school. However, should any national or local restrictions require entire cohorts (or bubbles) to remain at home, the following will be implemented.

Individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects including providing feedback.

We will consider pupils individually to accommodate what they are able to realistically access depending on their learning needs and home circumstances. It is important that we consider potential barriers for our learners, whilst ensuring access to a broad and balanced curriculum.

Roles and responsibilities

Phase Leaders have previously written tiered responses in line with the Recovery Curriculum for;

- Lockdown
- returning to school
- the event of partial bubble closure and isolation

These are reviewed, including parent feedback, to ensure that all lessons learned support improvement in practice.

Remote Learning

We use a combination of the following approaches to teach pupils remotely;

1. Recorded teaching;

We have a number of online learning platforms that we use in school which can be transferred into home learning settings (for those with online access) including:

- Oak National Academy lessons
- Video/audio recordings made by teachers
- Tapestry

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Not having access to a computer/laptop and/or the internet should not be a barrier to learning. Cleaswell Hill will do all it can to support these children and printed materials will be provided. Many of our pupils need significant adult support to access their learning, particularly if this were online. We acknowledge the particular additional demands that this puts on parents and families.

We teach the same curriculum remotely as we do in school whenever possible and appropriate.

2. Live teaching online lessons;

For pupils to access specialist teaching during isolation and working in Phase Bubbles, with students supported by school staff. This requires secure log in and safety rules should be adhered to;

[Safe live streaming lessons](#)

If no staff are present with children at a virtual meeting, the live class is recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.

Live classes will be kept to a reasonable length of time. Similar to lesson length in school.

Devices used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.

Language must be professional and appropriate, including any family members in the background.

3. Printed-paper packs produced by teachers will be used to support learning for all pupils

4. Textbooks and reading books pupils have at home. Phonics reading books are available online via the Oxford Owl website

5. Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Embedding EHCP targets

DfE Guidance for full opening of special schools states: Our focus is now on supporting local authorities, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.

In response to this, we must ensure that pupil EHCP outcomes can be worked on at home as well as at school. Therefore, consideration will be given to yearly targets being achievable at home.

EHCP Remote Home Learning guidance documents will be shared with parents/carers.

Outcomes continue to be embedded as part of and in line with the curriculum delivered within school.

EHCP Annual Review meetings will take place face to face where possible, or remotely at parental preference.

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Strategies to support regulation

All students have access to strategies to support their regulation. This is provided in a variety of ways:

- Zones of Regulation – home toolkit
- Sensory activities/programme
- Visual Strategies with instructions
- Communication support eg. PECS
- Wider support - Occupational Therapy (OT) and Speech and Language Therapy (SaLT) Services providing advice during all times that children are not able to attend school via phone consultation and sensory assessment
- School will also support pupils and families by sharing regulation resources and equipment such as body socks and weighted blankets

Curriculum Support

Teachers' will contact home and confirm whether pupils are engaging with their remote education work at least weekly during the welfare checks. School will do all we can to support engagement and will have discussions with parents/carers to enable continued access to learning.

- Timetable/work sent home will show a broad and balanced curriculum
- Broad and balanced curriculum to support academic and holistic needs
- Personalised curriculum with regular interactions with or contact from class teacher/therapy team
- Welfare checks to see how pupils are getting on with work and will allow for extending knowledge and thinking.
- Feedback can take many forms, for eg. quizzes marked automatically via digital platforms. Work sheets and work books will be marked upon return to school as required. With this, sessions can then be added to support extending the completed home learning
- Daily lessons/challenges/personalised videos via Tapestry
- Recovery Curriculum for all pupils
- Baseline data collected by teachers to assess pupils' progress. Pupils who are not making expected progress quickly identified for intervention
- Group or individual Zoom sessions as appropriate
- Learning resources provided if necessary
- Independent careers guidance support to continue with virtual college visits if required
- Transition - staff will facilitate post-school options for leavers
- Apps and resources suggested for students to access to support learning



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Pastoral/safeguarding support

- Class teacher/Therapy team to provide telephone consultation / strategies for support
- Phone/Tapestry/email contact with parents/carers/pupils from Class/Therapy Team
- Home (doorstep) contact to deliver printed-paper packs and to maintain contact with families. Continued frequent contact with Education Welfare Officer
- Continued communication with Social Workers. Care Team meetings attended remotely
- Website and Facebook page used to communicate up to date information to families
- Emails/phone calls used to communicate with parents/carers
- EHCP review meetings to be held face to face (social distancing) or remotely
- Zoom 'get together' support sessions, for eg. Singalong, assemblies

Also refer to School Response to Covid-19

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Governor with responsibility for Online Safety (Safeguarding); Gill Finch

Teacher with responsibility for online safety; David Evans (CEOP Ambassador)