



Remote Learning Policy

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1. Principle

Attendance is mandatory for all pupils of compulsory school age. Remote education will be provided for pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government

- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Pupils with SEND may not be able to access remote education without adult support. School will work collaboratively with families and put in place reasonable adjustments so that pupils can successfully access remote education. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The requirement within the [2014 Children and Families Act](#) is for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

2. Aims

This remote learning policy for staff aims to:

- Ensure a consistent but personalised approach to remote learning for pupils who cannot access school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

- Support continuation of the planned curriculum so that all pupils have access to high quality learning resources
- Promote Internet Safety
- Ensure all pupils 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

3. Roles and responsibilities

The Principal and Senior Leadership Team are responsible for:

- Ensuring that staff, parents/carers and pupils adhere to the relevant policies at all times
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning
- Overseeing that the school has the resources necessary to action the procedures in this policy
- Reviewing the effectiveness of this policy at least on an a bi annual basis and communicating any changes to staff, parents/carers and pupils
- Arranging any additional training staff may require to support pupils during the period of remote learning

Staff members are responsible for:

- Adhering to this policy and all other LAT or school policies at all times during periods of remote learning
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Principal
- Reporting any defects on school-owned equipment used for remote learning to LAT Helpdesk

Parents/carers are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Supporting their child to learn remotely in a way that supports the child's well being
- Communicating with the class teacher through email or phone calls at least weekly
- Feeding back progress against learning objectives and any successes and challenges to the teacher
- Informing the teacher if learning time is causing any wellbeing challenges for the child or family so amendments to expectations can be discussed to support the wellbeing of all parties
- Making the school aware if their child is sick or otherwise cannot complete work
- Seeking help from the school if they need it

Where appropriate, Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Engaging with set learning and returning any work for marking to their teacher as soon as possible or by the date given
- Seeking help if they need it, from teachers or teaching assistants
- Alerting teachers if they are not able to complete work

Teachers and HLTAs

When providing remote learning, teachers must follow LAT guidelines regarding when they should be available.

If 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.

When providing remote learning, teachers are responsible for:

- Setting work for each pupil as stated in the Phase documents (Appendix 1-4)
- Providing feedback on work which should be returned by hardcopy or uploaded to Google Classroom, Tapestry etc.
- Feedback should be shared by Google Classroom, Tapestry or email/phone feedback for hard copy work
- Feedback should be provided before the next learning session for that topic to ensure any misconceptions are covered before moving on
- Any online lessons should be conducted following LAT guidelines
- Be available for virtual meetings, following LAT guidelines, to ensure any meetings with external parties related to pupils have representation from school, eg ChIN meetings, Annual Review Meetings and IPN meetings
- Follow LAT Data Protection and GDPR Policies using LAT devices where at all possible

Where at all possible whole class learning should not be disrupted and all pupils will follow the same curriculum and planned lessons

Teaching Assistants

When assisting with remote learning, teaching assistants must follow LAT guidelines regarding when they should be available.

If 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.

When assisting with remote learning, teaching assistants are responsible for:

- Completing any support activities requested by their teacher
- Marking work and returning to teacher to review progress
- Making resources as appropriate
- Attending virtual meetings as requested

Phase, Satellite, Subject and Behaviour Leads

Alongside their teaching and other responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

Senior leaders

Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the area of responsibility
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers as appropriate

4. Appendices

Appendix One: Phase One Remote Learning Plan

Appendix Two: Phase Two Remote Learning Plan

Appendix Three: Phase Three Remote Learning Plan

Appendix Four: Phase Four Remote Learning Plan

Appendix One

Phase One Remote Learning				
Pathway	Brook	Stream	River	Waterfall
Across all Pathways	Collective worship focus uploaded every week, achievement certificates Class Audio Cues posted on each class portal Reading, poems and set text shared by Teacher and TA Teachers to share a daily greeting with class group			
What would outstanding remote learning look like for my students? eg type of learning, how will they access it, ways of assessing learning / gaining feedback, frequency of "lessons", linking with in-school curriculum, etc	Planning grid with example sensory activities for each area of learning. This will be shared with parents/carers through email or possibly Google Classroom. Sharing of next steps and personalised plans with individual targets. Key worker will write the weekly key worker planning grid and this will be shared with parents/carers so they have an individualised plan for their child based on their next steps. Communication support - symbols, visuals. Parents/carers having access to these at home. Activities link to the termly topic. Planning grid with example	Following ILPs which have been made 'home learning friendly'. Using Google Classroom to access Powerpoints and activities. Weekly overview 'Wow' moments, reinforcement of skills learnt in the classroom. Resource packs printed and posted for those parents/carers unable to access printer, Tapestry. 2 weekly physical activity tasks to be set, eg Cosmic Kids, Clever Fingers Everyday functional tasks around the home supported by visuals Independent tasks eg fine motor, dressing etc. Use Google Classroom, incorporating learning through everyday household items, independence skills - dressing, eating, toileting, handwashing etc.	Easily accessible/ transferable for parents/carers to complete at home Daily activities for all pupils including one maths, one English and one creative activity. Bug Club to be used by individuals Use of Google Classroom/ quizzes/Google Slides Weekly interactive stories sent home to pupils Daily PE - Joe Wicks - Cosmic yoga Wellbeing - mindfulness - links shared via Google Classroom One weekly fine motor skill - eg Clever Fingers	

	<p>sensory activities for each area of learning. This will be shared with parents/carers through email or possibly Google Classroom.</p> <p>Sharing of next steps and personalised plans with individual targets.</p>			
<p>What would outstanding remote learning look like for us?</p> <p>eg listing team responsibilities for things such as content creation or marking/providing feedback, type and frequency of team meetings, best ways of communicating with student/families, etc</p>	<p>Google hangout meetings - team - weekly.</p> <p>Key worker planning completed and sent to parent(s) (Google classroom/email). Staff will now type their key worker planning each week so this can be easily shared with parents/carers if we were to switch to remote learning</p> <p>Resources - sharing responsibility. Each class to take 1-2 areas to create a bank of resources/photos/example activities for each topic.</p>	<p>All team to support with making resources for online learning.</p> <p>All team members confident in accessing and using software, Widgit, Google Classroom, working documents at 3 levels that can be accessed readily by staff and parents/carers, at least weekly contact via class email and Tapestry to keep a line of communication with parents/carers allowing staff to assess progress. Regular emails with staff and parents/carers</p> <p>Google Classroom tasks both independent and with their parents/carers/families, making resources to send home to support learning, visual supports, behaviour supports to be used at home, email/communication with parents/carers minimum twice a week. Team meetings weekly.</p> <p>Creating activities, dividing class</p>	<p>Able to assess and feedback to pupil</p> <p>Weekly plans and activities for topic and daily maths and English</p> <p>Team support with making visuals</p> <p>Weekly team meetings</p> <p>Weekly emails with parents/carers</p> <p>Use of Tapestry to send videos home to pupils modelling any new activities and offering feedback from work.</p> <p>Additional stories/Poems shared with online videos (TAS)</p> <p>Teachers and TAs to be responsible for commenting/giving feedback on</p>	

		<p>into groups for team members to take responsibility for a group to email work, keep in touch etc.</p> <p>Teachers and TAs to be responsible for commenting/giving feedback on pupils' work on a rota if required.</p>	<p>pupils' work. It could be completed on a rota if required.</p> <p>Provide families with Bug Club login.</p>	
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Appendix Two

Phase 2 Remote Learning				
Pathway	Brook	Stream	River	Waterfall
Across all Pathways	<p>Collective worship uploaded weekly by RE lead, achievement certificates, class routine/music cues uploaded, teacher good morning message (daily)</p> <p>PYP and subject focus to be shared at the beginning of each term</p> <p>Provision Plan targets</p>			
<p>What would outstanding remote learning look like for my students?</p> <p>eg type of learning, how will they access it, ways of assessing learning / gaining feedback, frequency of “lessons”, linking with in-school curriculum, etc</p>	<p>Sensory Story set twice a week (can be the same one for term or ½ term).</p> <p>Massage Story set termly focussed on Topic - to be completed daily.</p> <p>ILP’s sent home termly</p> <p>Sensology session set termly - to be completed daily.</p> <p>Sensory Topic session set weekly.</p> <p>Provision Plan targets to be sent home with suggested activities on how the student can achieve their target in each area.</p>	<p>ILP’s sent home termly.</p> <p>2 weekly physical activity tasks to be set, eg Cosmic kids, GoNoodle.</p> <p>2 weekly Clever Finger activities eg pegging, threading, puzzles.</p> <p>Provision Plan targets to be sent home with suggested activities on how the student can achieve their target in each area.</p> <p>Sensory story set twice a term.</p> <p>Weekly write dance activities.</p> <p>Communication sessions linked to requesting items, eg toast for snack, pens/paint for Write Dance.</p>	<p>All students to be set 1 maths, 1 English and 1 creative curriculum-based activity daily.</p> <p>1 weekly fine motor skill activity to be set eg dough disco, finger fitness or suggested Clever Finger tasks.</p> <p>2 weekly physical activity tasks to be set eg Joe Wicks, Cosmic Kids Yoga.</p> <p>Bugclub to be used for individual/1:1 reading.</p> <p>Provision Plan targets to be sent home with suggested activities on how the student can achieve their target in each area.</p>	<p>All students are set 1 math, 1 English, 1 creative curriculum-based activity daily.</p> <p>A fine motor skill/physical activity twice a week if appropriate.</p> <p>2 Physical activities to be set a week such as; just dance, Pe with Joe wicks and mini beast hunts (on walks with families)</p> <p>1-1 reading via Bugclub</p> <p>Morning work and assembly prayers/ songs to be shared.</p>

	<p>Circle time presentation to be shared termly.</p> <p>Sensory Art activity to be sent home weekly.</p> <p>Recommended stories related to the topic suggested Termly.</p> <p>Weekly video uploaded sharing a story/action rhymes, song etc (TA or teacher).</p> <p>Physio programmes to be uploaded Termly and completed 3 x a week.</p> <p>Handy Pac/Tac Pac sent home termly and set for completion 3 x a week.</p> <p>Communication activity - what's in the bucket set weekly.</p>	<p>1 weekly activity focussed on personal care.</p> <p>Send home classroom cue songs.</p> <p>Recommended stories related to the topic suggested termly.</p> <p>Messy play/sensory activity set weekly.</p>	<p>Class team to respond to any learning uploaded by using the comment/mark feature.</p> <p>1 weekly activity focused on personal progress - eg Brushing teeth, independent dressing, brushing hair</p> <p>1 activity focused around food - preparing a snack/dinner etc.</p>	<p>Staff to interact with students' progress on uploaded work and comments made.</p> <p>Provision Plan targets to be sent home with suggested activities on how the student can achieve their target in each area.</p> <p>One cookery or food preparation activity to be set per week.</p>
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<p>What would outstanding remote learning look like for us?</p> <p>eg listing team responsibilities for things such as content creation or marking/providing feedback, type and frequency of team meetings, best ways of</p>	<p>Two-way communication between families and class team.</p> <p>Families upload photos of the learning they have done.</p> <p>Use of Google Classroom as two-way communication between families and school.</p>	<p>Two-way communication between parents/carers.</p> <p>Families upload photos of work they have done.</p> <p>Use of Google Classroom as two-way communication between parents/carers, who can upload pictures and to make</p>	<p>Two-way communication between parents/carers.</p> <p>Families upload photos of work they have done.</p> <p>Use of Google Classroom as two-way communication between parents/carers, who can upload pictures and to make</p>	<p>Two-way communication between parents/carers.</p> <p>Families upload photos of work they have done.</p> <p>Use of Google Classroom as two-way communication between parents/carers, who can upload pictures and to</p>
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<p>communicating with student/families, etc</p>	<p>Timely and informative feedback.</p> <p>Weekly team meetings via Google Meet.</p> <p>Shared responsibilities for preparation and assessment of learning.</p> <p>Collaborative working between home, school and external professionals.</p>	<p>feedback.</p> <p>Timely and informative feedback.</p> <p>Weekly team meetings via Google Meet.</p> <p>Shared responsibilities for preparation and assessment of learning.</p> <p>Collaborative working between home, school and external professionals.</p>	<p>feedback.</p> <p>Timely and informative feedback.</p> <p>Weekly team meetings via Google Meet.</p> <p>Shared responsibilities for preparation and assessment of learning.</p> <p>Collaborative working between home, school and external professionals.</p>	<p>make feedback.</p> <p>Timely and informative feedback.</p> <p>Weekly team meetings via Google Meet.</p> <p>Shared responsibilities for preparation and assessment of learning.</p> <p>Collaborative working between home, school and external professionals.</p>
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Appendix Three

Phase 3 Remote Learning				
Pathway	Brook	Stream	River	Waterfall
<p>What would outstanding remote learning look like for my students?</p> <p>eg type of learning, how will they access it, ways of assessing learning / gaining feedback, frequency of “lessons”, linking with in-school curriculum, etc</p>	<p>Multi-sensory Practical and physical Individual targets Functional</p> <p>Tapestry Visual contact (video, photo) Voice recording Audio files</p> <p>Physical resources provided (box/ tray per child) Symbols to support (widget online)</p> <p>Topic linked</p>	<p>Practical, multisensory and functional, integrated into daily tasks/fun & motivating activities. Focused on life skills and PSPD Exploring the world around them (seasons, weather etc). Transferable resources between home and school to aid communication (requesting motivating items/food etc) and cognition. Reading with parents/carers/siblings. Gross and fine motor activities (catching/throwing, threading, dressing and undressing). Bug Club. Sensory stories.</p> <p>Tapestry and email communication enabled effective sharing and developing of learning.</p>	<p>Daily, in a routine and structured way. Visual timetable sent out weekly via email. Feedback: Weekly video update, stating WWW and EBI. Students communicate via video link or upload photos of work and progress (with steps or stages during work tasks). Online learning (maths and English) - Bug Club/ Sumdog where records can be kept and the challenges can be progressive. Projects: Whole curriculum approach. Examples: Growing a sunflower, making a sandwich, treasure hunt activities.</p>	<p>Being able to receive feedback from both staff and students.</p> <p>Competitions. Work that is challenging but fun.</p> <p>Work that motivates students to engage by involving subjects that they are interested in. (eg MasterChef, game design etc)</p> <p>Group games - scavenger hunts, bingo, countdown, Whodunnit. Keep fit sessions.</p>
<p>What would outstanding remote learning look like for</p>	<p>Tapestry contact</p>	<p>Regular staff meetings via Google Meet to discuss</p>	<p>Teams to support through preparing resources and work.</p>	<p>Class communication through emails/ group messages</p>

<p>us?</p> <p>eg listing team responsibilities for things such as content creation or marking/providing feedback, type and frequency of team meetings, best ways of communicating with student/families, marking/assessment of work produced etc</p>	<p>Class leads to liaise with families</p> <p>Class leads to create ILP and weekly learning plan.</p> <p>Team to create personalised resource box per student and widget symbols to support.</p> <p>Audio and voice recordings prepared.</p> <p>A way of communicating with families beyond email eg telephone.</p>	<p>progress and team to complete home learning activities.</p> <p>Regular communication with and feedback from families to progress learning and offer support.</p> <p>To meet parents/carers and students needs and also the wellbeing of the family as a whole.</p> <p>Checking in via email with parents/carers, phone if required. Send home resources and symbols. Troubleshoot as a team. Meme sharing.</p>	<p>Teams to assist with marking and assessment (guidance from teacher)</p> <p>Regular virtual team meetings. Teachers to communicate with families- through email/video link/ letters- through post.</p> <p>Access to online resources such as BugClub and Sumdog</p>	<p>Communicating regularly with families both to inform them about children's work and to check on the students'/ families' welfare.</p> <p>Communicating with the students directly via Google classroom.</p> <p>Being able to offer certificates to mark achievements and to celebrate good work with the whole class/ school via the whole school email.</p> <p>Receiving photo evidence of work children are proud of.</p> <p>Access to online resources such as Bug Club and Sumdog</p>
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Milestone@The Leigh

Phase M@L Remote Learning	
Pathway	Waterfall
<p>What would outstanding remote learning look like for my students?</p> <p>eg type of learning, how will they access it, ways of assessing learning / gaining feedback, frequency of “lessons”, linking with in-school curriculum, etc</p>	<p>Primarily: Online via Google Classroom.</p> <p>Daily activity sheets, with 1 daily introductory video covering instructions, content, or points to note for each task (10-15 minutes). Parents/Carers/students are able to pause video as appropriate. Videos linked in electronic Daily Activity Sheets.</p> <p>1 new activity sheet with differentiated/spectrum of activities every day.</p> <p>Linked to that day’s timetable</p> <p>Mark scheme available and linked to GC assessment.</p> <p>Secondarily: Make activities available in hardcopy where possible.</p>
<p>What would outstanding remote learning look like for us?</p> <p>eg listing team responsibilities for things such as content creation or marking/providing feedback, type and frequency of team meetings, best ways of communicating with student/families, etc</p>	<p>Oversight: Satellite Director Content Creation: Satellite Director, Class leads and TAs Publishing: Class Leads Tech support (available 9:15 - 3:15): Class Leads Marking: Class Leads Feedback: Teaching assistants Daily Activity Sheets marked every day (if they are submitted before 4:30pm), otherwise marked the following day. Communication with families: Satellite Director: Weekly via email X2 Weekly via telephone to target families Class leads: Via email as needed. Via telephone 1x weekly. Class “Meet” organised regularly (eg: Friday afternoons from 2-2:30 pm), attended by all staff.</p>

Appendix Four

For Phase 4 remote learning will focus on the fundamentals of teaching - revisiting prior learning, chunking up new knowledge, teacher explanations/modelling, scaffolding, pupil practice and learning checks.

However, whereas a normal classroom lesson is dialogue-rich, with lots of questioning and teacher feedback, it is more challenging to monitor pupil understanding and engagement in a remote lesson. Consequently, the curricula for remote education will require a pragmatic approach that will involve prioritising the important concepts and essential knowledge for each topic, along with carefully sequenced material and thoroughly-planned teacher explanations.

Finally, the key is to ensure that pupils have the means to do what we ask them to do, so educational activities will to be created in a range of formats, so that they are accessible to all.

General structure for Phase 4 remote learning:

1. Initial focus spent on breadth: reinforcing long-term memory and supporting retention by consolidating known topics and concepts already taught through new examples.
2. Any new knowledge is integrated into larger concepts to ensure richness through breadth and variety.
3. Build-in spaced opportunities to revisit prior content.
4. Each approach will be tailored and accessible to all students within each pathway, e.g. whilst everything will be offered via Google classrooms, for those where this is not appropriate or accessible, offline options will be in place.
5. Class leads to direct/allocate teaching assistants to appropriate learning tasks, eg to specific students to monitor, support, provide booster lessons/resources, etc
6. There will be weekly team meetings for all staff with the focus on discussing pupils to progress their learning.

Phase 4 Remote Learning				
Pathway	Brook	Stream	River	Waterfall
What would outstanding remote learning look like for my students? eg type of learning, how will	Topic or theme sent home. Resource packs set on Google classroom or sent home.	Sharing functional skills that can be completed at home, eg helping around the home jobs, making the bed, sorting the washing, making tea,	Completing functional skills linked with ASDAN topics, incorporating Maths and English.	All students would access their full timetable daily via Google Classroom. Their lessons would be

<p>they access it, ways of assessing learning / gaining feedback, frequency of "lessons", linking with in-school curriculum, etc</p>	<p>Cover all areas of learning and give activities for each area each week.</p> <p>Send ILP home, sensory story & Provision Plans to work on at home.</p>	<p>loading the washing machine, etc, working with families to extend these skills further</p> <p>Sharing schedules/ visuals that are used in school</p> <p>Send copies of sensory story/rap home with ideas of how to implement it along with symbols/links to music</p> <p>Send links to interactive online maths/communication activities</p> <p>Making CiP available to parents/carers</p> <p>Send home topic/ILP and mind map of ideas parents/carers can use to teach topic</p>	<p>Everyday home activities, making the bed, tying shoes, experiencing the outside, gardening, hoovering, cooking</p> <p>Some could access via Google Classroom, symbolised activities sent home if not appropriate</p> <p>Planting packs - seeds, soil, pots etc.</p>	<p>posted daily by teachers in the morning.</p> <p>Their lessons would be marked and they would receive feedback daily by teachers and TAs.</p> <p>Families would receive a weekly phone call with their class teacher.</p>
<p>What would outstanding remote learning look like for us?</p> <p>eg listing team responsibilities for things such as content creation or marking/providing feedback, type and frequency of team meetings, best ways of communicating with</p>	<p>Two-way communication between parents/carers.</p> <p>Parents/carers upload photos of work they have done. Receiving feedback.</p>	<p>Use of Google Classroom as two-way communication between parents/carers, who can upload pictures and to make feedback.</p>	<p>Staff to identify activities and resources needed for home. Use of Google classroom could be by the whole team as well as class email. Emails to be sent to parents/carers</p> <p>SAL input for those students using talkers etc.</p>	<p>Timetabled lessons would be set by the teacher responsible for that subject.</p> <p>Additional more specific work, eg work experience evaluations would be set by TAs to specific subjects. TAs would have a group of students to make work and feedback to students and</p>

student/families, etc				staff. Class teachers would call the families in their tutor group weekly.
	Weekly team meetings via Google Meet Shared responsibilities for preparation and assessment of learning Regular communication with students/families, including assessment and feedback			