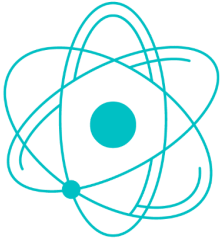


## REMOTE EDUCATION POLICY



# HARDWICK HOUSE SCHOOL

Date of issue: September 2023

Review Cycle: Annual

Next Review Date: September 2024

Hardwick House School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Hardwick House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility September 2018 considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- LRB (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)

Hardwick House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Hardwick House School.

The policy documents of Hardwick House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## **1 Rationale**

Hardwick House School is a small, specialist school which prides itself on personalising our approach so that each of our wonderful pupils can succeed and fulfil their potential. This Remote Education Policy aims to set out expectations for all members of the school community, helping us to work together to support our young people during this challenging period. Our natural preference is always to have pupils in school but there will be times when we have to use a blended learning approach for some members of the community at some times e.g. self-isolation or adverse weather. This policy sets out how we will seek to continue to support young people emotionally and academically when they are not physically present in school.

The principles of good personalised teaching continue when a child is educated remotely and we know that a one-size-fits-all approach or exclusive reliance on one medium ( e.g. live-streaming lessons) would have a negative impact on

many of our learners and risks placing increased strain on families at an already difficult time. We will continue to respond to individual needs and preferences using a range of resources which can *include* digital resources such as Google Classroom, Seneca and Oak Academy alongside other tried and tested methods and resources. Our pupils will continue to benefit from specific approaches tailored to their circumstances, in line with the government's guidance on Good Practice in Remote Education. By setting out roles and responsibilities clearly within a framework of expectations, we are seeking to establish the guidelines within which our staff team will work to meet the complex individual needs of pupils. Please rest assured, our goal remains to meet individual needs in partnership with families.

The Senior Leadership Team and Cavendish Group will keep both policy and practice under review, as we learn from our experiences and continue to respond to the national and local picture.

## **2 The remote education offer at Hardwick House School**

In the event of pupils being required to be at home:

The school will provide 5 hours of remote education for secondary-aged pupils and a minimum of 4 hours for Key Stage 2 pupils daily during term-term, in line with government guidelines. Teachers will maintain daily interaction with pupils/ families as well as providing access to printed and online resources and setting independent work, based on our assessment of pupils' learning needs. Therapists will also continue to offer weekly contact in line with their timetabled sessions.

The school will ensure that:

- Staff have access to digital resources to support learning including Seneca and Google-Classroom.
- pupils have login details for any online resources they are asked to use to support their learning.
- There are sufficient IT resources for staff to use safely at work or from home (e.g. if they are self-isolating).
- The school provides digital devices on a temporary basis to support young people who are being educated remotely and posts hard-copies of work packs and learning support materials.
- We seek to have daily contact with families even if the young person is not able to engage directly by phone or email.

### 3 Roles and Responsibilities

#### **Teachers:**

Teachers will be available during their normal working hours, whether they are working in school or from home; they should not be in contact with pupils or families outside of these hours. If working from home, teachers will follow the school's dress code and make sure that the room they are using is quiet and minimises distraction when delivering online e.g. they may use a selected background from Google Classroom.

If a teacher is unavailable for work, they will follow the normal sickness and absence reporting procedures and alternative cover arrangements will be put in place.

Teachers are responsible for:

- Maintaining rapport and relationship with the pupils, helping them to maintain their belief that they are a valued part of the school/class community and to know that they are being held in mind even when they are not physically attending school
- Planning and teaching lessons which meet the needs of the pupils in their class.
- Setting work which reflects the school's curriculum offer, with appropriate levels of differentiation to support pupils' needs.
- Consulting with Subject or Key Stage Leads if in their professional judgement, a particular lesson or sequence of lessons should be postponed until face to face learning can resume (and identifying what will be taught instead).
- Reminding pupils as appropriate of strategies they can use to help them to self-regulate.
- Continuing to apply the principles of good teaching and learning, including opportunities for regular retrieval practice and providing worked examples and modelling to support learning.
- Reflecting with colleagues on the sequence of learning and whether some aspects will need to be revisited or delayed until face-to-face teaching resumes.
- Alerting colleagues to suitable resources they can use to enhance remote education and reduce workload.
- Managing allocated Teaching Assistants to provide additional support and guidance for pupils.
- Providing verbal feedback and marking written work in line with the school's policy so that pupils know what they have done well and what they need to do next in order to progress. Written work submitted by

pupils who are remotely educated will be acknowledged within 24 hours; teachers are not expected to communicate with pupils outside of working hours.

- Alerting the Safeguarding team of any concerns they have about pupils' welfare and attendance/engagement, in line with the school's Safeguarding Policy.

### **Teaching Assistants:**

Teaching Assistants will be available during their normal working hours, whether they are working in school or from home; they should not be in contact with pupils or families outside of these hours. If working from home, staff will follow the school's dress code and make sure that the room they are using is quiet and minimises distraction e.g. they may use a selected background from Google Classroom.

If they are unavailable for work, they will follow the normal sickness and absence reporting procedures and alternative cover arrangements will be put in place where possible.

When assisting with remote education, Teaching Assistants are responsible for:

- Supporting the teacher and pupils to engage, learn and progress.
- Maintaining rapport and relationship with the pupils, especially when they are struggling emotionally to engage with remote education.
- Providing additional 1:1 support with set work e.g. watching a recorded video clip in chunks with the student, checking for understanding and then supporting them to apply this learning in the work set by the teacher.
- Reminding pupils of ways they can self-regulate and supporting them to take a break when needed before returning to learning.
- Alerting the Safeguarding team of any concerns they have about pupils' welfare and attendance/engagement, in line with the school's Safeguarding Policy.
- Reflecting with colleagues on the sequence of learning and whether some aspects will need to be revisited or delayed until face-to-face teaching resumes.
- Alerting colleagues to suitable resources they can use to enhance remote education and reduce workload.

### **Senior Leadership Team:**

Alongside their existing responsibilities, when the school is having to provide remote education, Senior Leaders are also responsible for:

- Coordinating and evaluating the remote education provision.
- Ensuring that staff and pupils who are working remotely have access to suitable devices to support online learning when necessary.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that the school continues to provide additional support e.g. checking that pupils are safe and well during periods of remote education and providing meal vouchers.
- Continuing to implement the school's safeguarding policy for pupils who are not physically attending school, working in partnership with families and other agencies.

### **Pupils:**

We expect pupils who are remotely educated to:

- Engage with their familiar staff on a daily basis and complete work that is set.
- Take breaks and use strategies that help them to feel calm and safe.
- Ask for help or tell us what they find difficult

### **Parents and carers:**

We recognise that having children at home places an additional strain on parents and carers and that many people are managing the competing demands of work plus providing support and care for other children and dependent people in the home.

We are not expecting parents to become teachers but are outlining below some ways in which you can support your child with remote education.

- Maintain the regular daily routine as much as possible e.g. that pupils are awake and ready to engage with remote education activities in line with their usual timetable. This will help them re-adapt when they are able to return to onsite education.
- If your child is unwell, communicate this to the school using the normal procedures and phone numbers.
- Show interest in and support for what they do achieve, whilst also acknowledging that remote education can be harder for some people.
- Contact the school's leadership team or their teacher if you are worried about your child's safety or wellbeing.
- Advocating for your child if particular resources or media are not supportive to your child's learning and progress. We recognise that some pupils will really enjoy watching an expert or an unfamiliar teacher on Oak Academy but that others may find this challenging to the extent that it creates barriers to their engagement. We are all learning and will respond to feedback that is given respectfully and in the best interests of young people.
- Informing school If you need additional resources e.g. writing and drawing materials. We want to work with you to support your child during these difficult times rather than add to the pressure you experience.

- Contacting school if you have concerns or complaints about the quality of remote education. Please raise these with the Senior Leadership Team in the first instance.

**Cavendish Executive Team:**

As part of their ongoing governance responsibilities, the Executive Team will monitor the quality and compliance of the school's remote education provision. They will continue to support schools with appropriate levels of resource e.g. IT equipment.

They will also continue to support the schools to implement risk management strategies to minimise risks to staff and pupils, with a view to pupils being able to access as much onsite education as possible this year.

**4 Therapy Provision**

The therapy team will continue with their normal schedule where possible, and will see pupils either for sessions within school or for those on remote learning, a virtual meeting will be offered. The School recognises that it is hard for many pupils to access therapy effectively across a digital divide, therefore alternative methods may be used. E.g. The OT will advise on sensory strategies that can be used at home and will also use their non-contact time to develop and share resources and advice with colleagues and families.

**5 Data protection**

The School will continue to adhere to the Data Protection and GDPR policy.

Personal data is stored securely in the School Information Management System. Staff and pupils have school email accounts to support communication so there should be no need for teachers to collect or share personal data as part of Remote Education provision.

School devices (Chromebooks and laptops) are password-protected and also have anti-virus, anti-spyware and web-filtering and monitoring protection.

**6 Safeguarding**

The School will continue to implement the Safeguarding Children Policy, including its ongoing focus on the safety and wellbeing of pupils who are not physically at school.

Online safety is also of paramount importance. The School provides Chromebooks or laptops to those pupils who are being educated remotely and do not have access to this equipment at home. As part of the safeguarding duty, each device is installed with web-filtering and monitoring software which helps to protect all of the pupils engaging with Google Classroom and reduces the pressure on parents to monitor the safety of sites accessed during remote learning. However, no software is perfect and the period of national lockdown may increase the risk of people who wish to harm children finding ways to circumvent protective software. We encourage both staff and parents to continue to raise concerns promptly with the Safeguarding Team.

### **1 Rationale**

The implementation of this Policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.

The school may submit to Cavendish Education proposals for amendments to this Policy.

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#### **This policy should be read in conjunction with:**

Education Endowment Foundation advice and guidance

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-pupils-to-learn-remotely/>

Department for Education guidance



<https://www.gov.uk/government/publications/remote-education-good-practice>

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>