

Category	Curriculum		
Document Name	REMOTE EDUCATION PROCEDURE		
Approval By	St Dominic's School Governing Body		
Author	Alex Pryor	Date Approved/Reviewed	November 2020
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Related Policies

Document
Child Protection, Adult Protection & Safeguarding Policy
Data protection Policy & Parent Privacy Notice
E-Safety Policy

Reference Material

Guidance
Government's 'Guidance for Full Opening: Schools'

Related Documents

Name
End User Agreements for Google Classroom
Behaviour for Learning Procedure

1. Aims

The government has published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The quality of remote education expected of schools is set out in the Government's ['Guidance for Full Opening: Schools'](#) which should be read in conjunction with this procedure.

This Remote Education Procedure ensures that we will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Provide access to high quality remote education resources, including access to therapy and the wider Needs Led Curriculum
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- Recognise that younger pupils and some pupils/students with SEND may not be able to access remote education without adult support and so the school should work with families to deliver a broad and ambitious curriculum
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning
- Consider continued education for staff and families (e.g. CPD, Supervision and Meet the Teacher)

2. Who is this procedure applicable to?

- Pupils and students (and their siblings if they are also attending St Dominic's School) who are absent because they are awaiting test results and the household is required to self-isolate. In this case, the rest of their school bubble are attending school and being taught as normal.
- Pupils and students whose whole bubble are not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19 or there is a suspected outbreak.
- In the case of a partial or full school closure this procedure is applicable to all pupils and students.

3. Meeting the needs of children with SEND

- For pupils and students with SEND, teachers are best-placed to know how their needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupil/students' special educational needs remains in place.
- St Dominic's will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils and students with SEND can successfully access remote education alongside their peers.
- Where a pupil or student has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

4. Vulnerable children

- Where individuals who are self-isolating are within our definition of vulnerable, systems are in place to keep in contact with them. These systems are also in place for all pupils and students in our setting.
- When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

- We will have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. The school will be able to provide access to technology in the home, for example, use of a laptop and/or 4g router as required.
- If your child is away from school, either isolating or on rotational learning at school and home, their tutor will contact you at least weekly. Our expectation of families is to engage with this communication to ensure we have regular and up to date information about your child's wellbeing. If we do not hear from you, we will make every effort to contact you and may need to seek support from agencies outside of school to confirm your child and family's welfare.

5. Content and Tools

A phased approach to remote learning has been developed to ensure there is an appropriate remote learning offer for individuals isolating, closure of bubbles and partial or full school closure. Resources to deliver this Remote Education Plan may include:

- Google Classroom as the main hub for learning, communication and sharing of resources
- Daily tutor time delivered remotely
- Use of recorded or live video for lessons, instructional videos and assemblies, as well as opportunities for children to socialise
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of online resources and subscription services such as BBC Bitesize, Oak Academy, MyMaths, RNIB, Kahoot, Khan Academy
- Textbooks and workbooks supplied electronically and/or in hardcopy

6. What families should expect from us:

Please refer to Appendix 1, Phased Approaches to Learning, for detailed guidance on what the school will provide in school and remotely to support pupils and students' education and wellbeing.

7. Home and School Partnership

- St Dominic's 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 in order to suit their individual needs.
- St Dominic's School will provide a refresher online training session and induction for families on how to use Google Classroom as appropriate and, where possible, provide personalised resources.

- Where possible, it is beneficial for young people to maintain a regular and familiar routine, particularly those with ASD. St Dominic's School would ensure that each 'school day' maintains structure.
- We understand that the nature of some St Dominic's pupils and students means that they may struggle to access remote learning independently. As far as possible, we encourage and aim to enable families to support their children with work. This may include:
 - Giving advice on the right environmental conditions for learning
 - How to support pupils and students with the requirements of tasks set
 - How to problem solve and encourage independent learning wherever possible
 - Equipping them with the right tools to learn
- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, families should contact the school at the earliest possible opportunity and alternative solutions may be available. These will be discussed on a case-by-case basis, for example, some families may request hard copies of work to be posted home.
- All children sign an 'Acceptable Use Agreement' at school which includes e-safety rules, and this applies when children are working on computers both in school and at home.
- See Appendix 2, 'Example remote learning school day timetable'.

8. Roles and responsibilities

All members of staff are required to be available to work during their usual contracted hours in school or remotely.

Teachers

St Dominic's School will provide a refresher training session and induction for new staff on how to use Google Classroom. When providing remote learning, teachers must be available between 08:30 and 16:00. 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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils/students in their classes; support will be given by heads and assistant heads of department
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Teachers will be setting work on Google Classroom.
- Providing feedback on work:
 - All curriculum tasks submitted
 - Teachers will provide feedback on work submitted on a weekly basis
 - Feedback will be given in line with the marking policy, though approaches to marking may be modified through use of the remote learning platform

Teaching Assistants

- During the school day, teaching assistants must complete tasks as directed by their line manager or the leadership team.
- Teaching assistants who work with pupils or students in a 1:1 capacity will liaise with teachers and tutor to support with work and provide feedback. This may be through Google Classroom.

Senior and Middle Leaders

Alongside any teaching responsibilities, leadership are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement
- Monitoring the effectiveness of remote learning through regular faculty meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and families
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The SENCO

- Liaising with the IT technicians and leadership team to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met whilst learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs

The School/Trust Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology

- Ensuring that the school has adequate insurance to cover all remote working arrangements

Pupils/Students and Families

Staff can expect pupils and students learning remotely to:

- Complete work to the deadline set by teachers as far as possible
- Seek help, if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect families with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it, by contacting the form tutor
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Appendix 1 – Phased Approaches to Learning Plan

Phase 1 – Fully Operational	
The impact of Covid-19 is not reducing the school's offer but does have some impact on the general running of the school.	
What does this mean?	
The School Day	<ul style="list-style-type: none"> • The school will continue to run as it currently does, with pupils and students grouped in bubbles and following all government guidance around sanitisation and social distancing. (Please see the school website for the most recent edition of the Covid Handbook for Returning to School.) • Bubbles of pupils or students may be closed if there is a positive case of Covid-19 or if there is a suspected outbreak within a bubble and we are advised to close it whilst awaiting test results. We will also need to close the taxi bubble if pupils/students attend school in a joint taxi that crosses learning bubbles. • Some cover teaching required due to staff absence.
Remote Learning	<ul style="list-style-type: none"> • Individual pupils and students who are at home due to isolating or illness will have access to a remote learning offer via Google Classroom. This will follow the curriculum that is being taught in school and take the form of at least one PowerPoint per week in each subject set and all associated activities for each lesson. • If a bubble is closed, teachers will provide lessons and activities (including NLC) for the duration of the isolation via Google Classroom. This will include a live video tutor time at the start of each day and four lessons per day, including Maths, English, and a rotation of other subjects. • Where an individual pupil/student is isolating or a bubble has been closed, they will receive their therapeutic input remotely, in a modified format.
Wellbeing	<ul style="list-style-type: none"> • For families of individual pupils and students or bubbles of pupils and students isolating at home there will be weekly contact with the tutor. This is in addition to any contact that is related to teaching or therapeutic input. • On returning to school, pupils and students may need support to settle back in or have additional anxieties. Please let your child's tutor know if this is the case and whether you feel your child may need referring for additional interventions from counselling, ELSA or therapeutic services. • Our Needs Led Curriculum offer will continue throughout this phase, remotely and in school, and has been adapted to support pupils and students to cope with the challenges of, and recovering from the impact of, Covid-19 and lockdown restrictions.

Phase 2 – Restricted Operational Running

Covid-19 impacts on the general running of the school due to staff absence. This may include consistency and ratios of staffing, delivery of EHCP outcomes, staff working outside of usual roles and responsibilities.

What does this mean?

The School Day	<ul style="list-style-type: none"> • Where possible, pupils and students are grouped in their usual class groups and following established timetable. • There may be a need to combine groups of pupils and students. This would not be outside of their year group bubbles. • There may be a need to increase enrichment or leisure curriculum time based on the number and type of staff available. • There is a need for staff to operate outside of their usual roles and responsibilities. • Bubbles of pupils or students may be closed if there is a positive case of Covid-19 or if there is a suspected outbreak within a bubble and we are advised to close it whilst awaiting test results. We will also need to close the taxi bubble if pupils/students attend school in a joint taxi that crosses learning bubbles. • Provision is disrupted and therefore pupils and students may not have access to the wider school offer, including therapeutic interventions, behaviour interventions, literacy or numeracy support.
Remote Learning	<ul style="list-style-type: none"> • Individual pupils and students who are at home due to isolating or illness will have access to a remote learning offer via Google Classroom. This will follow the curriculum that is being taught in school and take the form of at least one PowerPoint per week in each subject set and all associated activities for each lesson. • If a bubble is closed, teachers will provide lessons and activities (including NLC) for the duration of the isolation via Google Classroom. This will include a live video tutor time at the start of each day and four lessons per day, including Maths, English, and a rotation of other subjects. • At this Phase it is likely that therapists have been redeployed to other roles within school and therefore individual therapeutic input may not be possible.
Wellbeing	<ul style="list-style-type: none"> • For families of individual pupils and students or bubbles of pupils and students isolating at home there will be weekly contact with the tutor. This is in addition to any contact that is related to teaching or therapeutic input. • On returning to school, pupils and students may need support to settle back in or have additional anxieties. Please let your child's tutor know if this is the case and whether you feel your child may need referring for additional interventions from counselling, ELSA or therapeutic services. • Our Needs Led Curriculum offer will continue throughout this Phase, remotely and in school, and has been adapted to support pupils and students to cope with the challenges of, and recovering from the impact of, Covid-19 and lockdown restrictions.

Phase 3 – Rotational Learning at School and Home

Staffing is at a level that means school can remain open **but** we are unable to staff all groups/pupils/students safely.

What does this mean?

<p>The School Day</p>	<ul style="list-style-type: none"> • In order to build capacity to cover staff absence, groups of pupils and students may be asked to attend school on a rotational basis weekly. • Pupils will remain in their current bubbles and these bubbles will be grouped in the following way: 3,4,5 6,7 8,9 10,11 Sixth Form • There will be a need to increase enrichment or leisure curriculum time based on the number and type of staff available. • There will be no individual interventions delivered as these staff will be redeployed. • There will be fewer formal lessons each day. • There will be reduced access to subject specialist teachers due to staff redeployment • Pupils/students may need to bring a packed lunch if the staffing issue affects the school kitchen. • Bubbles of pupils or students may be closed if there is a positive case of Covid-19 or if there is a suspected outbreak within a bubble and we are advised to close it whilst awaiting test results. We will also need to close the taxi bubble if pupils/students attend school in a joint taxi that crosses learning bubbles.
<p>Remote Learning</p>	<ul style="list-style-type: none"> • For those at home, teachers will provide lessons and activities (including NLC) for the duration via Google Classroom. This will include a live video tutor time at the start of each day and four lessons per day, including Maths, English, and a rotation of other subjects. • At this Phase it is likely that therapists have been redeployed to other roles within school and therefore individual therapeutic input may not be possible.
<p>Wellbeing</p>	<ul style="list-style-type: none"> • For families of individual pupils and students or groups of pupils and students at home there will be weekly contact with the tutor. This is in addition to any contact that is related to teaching or therapeutic input. • On returning to school, pupils and students may need support to settle back in or have additional anxieties. In this Phase, although the availability of staff who are able to offer therapeutic services may be impacted, please still raise any concerns with your child's tutor who will liaise with the most appropriate member of the Integrated Services Team to offer support. • Our Needs Led Curriculum offer will continue throughout this Phase, remotely and in school, and has been adapted to support pupils and students to cope with the challenges of, and recovering from the impact of, Covid-19 and lockdown restrictions.

Phase 4 – Partial Closure

The government calls a National Lockdown and schools are ordered to close to all except children of Key Workers and those children identified as vulnerable ('vulnerable' is defined by criteria such as those with mental health or social care needs and will be implemented in partnerships with families).

OR

Staffing falls below a safe level and we are unable to staff pupils and students safely and the school closes to all but children of Key Workers and those children identified as vulnerable.

What does this mean?

The School Day	<ul style="list-style-type: none"> Families will be offered places according to the same criteria as in March. This will initially be a full time offer, but if numbers increase this may move to a rotational basis. There will be reduced access to subject specialist teachers due to staff redeployment. Pupils and students may not be able to mix in preferred social groups.
Remote Learning	<ul style="list-style-type: none"> For those at home, teachers will provide lessons and activities (including NLC) for the duration via Google Classroom. This will include a live video tutor time at the start of each day and four lessons per day, including Maths, English, and a rotation of other subjects. For those in school, teachers will provide lessons and activities for the duration via Google Classroom. This will include a live video tutor time at the start of each day and four lessons per day, including Maths, English, and a rotation of other subjects. They will then have leisure curriculum options (including physical activities) for the remainder of their school day. Whether pupils/students are at home or in school during this period they will receive their therapeutic input, in person or remotely, in a modified format.
Wellbeing	<ul style="list-style-type: none"> For families of individual pupils and students or groups of pupils and students at home there will be weekly contact with the tutor. This is in addition to any contact that is related to teaching or therapeutic input. On returning to school, pupils and students may need support to settle back in or have additional anxieties. In this Phase, although the availability of staff who are able to offer therapeutic services may be impacted, please still raise any concerns with your child's tutor who will liaise with the most appropriate member of the Integrated Services Team to offer support. Our Needs Led Curriculum offer will continue throughout this Phase, remotely and in school, and has been adapted to support pupils and students to cope with the challenges of, and recovering from the impact of, Covid-19 and lockdown restrictions.

Phase 5 – School Closure

The school is directed to close due to confirmed Covid-19 outbreak

What does this mean?

The School Day	<ul style="list-style-type: none"> The school closes for a directed period of time.
Remote Access	<ul style="list-style-type: none"> As all learners are at home, teachers will provide lessons and activities (including NLC) for the duration via Google Classroom. This will include a live video tutor time at the start of each day and four lessons per day, including Maths, English, and a rotation of other subjects. Pupils and students will receive their therapeutic input remotely, in a modified format.
Wellbeing	<ul style="list-style-type: none"> All families will have weekly contact with the tutor. This is in addition to any contact that is related to teaching or therapeutic input. On returning to school, pupils and students may need support to settle back in or have additional anxieties. In this Phase, although the availability of staff who are able to offer therapeutic services may be impacted, please still raise any concerns with your child's tutor who will liaise with the most appropriate member of the Integrated Services Team to offer support. Our Needs Led Curriculum offer will continue throughout this Phase remotely and has been adapted to support pupils and students to cope with the challenges of, and recovering from the impact of, Covid-19 and lockdown restrictions.

Appendix 2 – Example remote learning timetable

9:00 – 9:30 Daily

Tutor time using Google Meet. This will include opportunity to discuss topical events, socialise with peers from the tutor group and set up the day's learning.

Daily

Pupils and students will be set work in a minimum of 4 subjects (including Needs Led Curriculum) on a rotational basis with English and maths work set daily using Google Classroom. The order of lessons and amount of time dedicated to each lesson is at the discretion of families, however, the amount of work in each will mirror lessons delivered in school by the teacher.

Weekly

You will receive an email from your child's tutor. Your child's work will be given feedback by their teacher/s.

Individual Therapy Sessions

If your child has individual therapeutic input, their therapist will contact you directly to establish the most convenient time and day to deliver this remotely.