REMOTE LEARNING POLICY

RIVERSIDE MEADOWS ACADEMY, ALMOND ROAD, ST NEOTS, PE19 1DZ

RIVERSIDE MEADOWS ACADEMY, 2 ALGORES WAY, WISBECH, PE14 2TQ

Introduction

Riverside Meadows is part of Horizons Education Trust. It is a mixed community area special school within the Cambridgeshire Local Authority. Riverside Meadows currently encompasses Wisbech Green as a second site; with Riverside Meadows in St Neots and Wisbech Green in Wisbech. The school caters for up to 90 students ranging in ages from 11 to 18, all of whom have an Education, Health, and Care plan (EHCP) which details their individual needs.

Admissions to the Academy are through the Statutory Assessment Team for the Cambridgeshire Local Authority (START). More information about the school can be sourced on the school website https://www.riversidemeadows.Cambs.sch.uk or on the Horizons Education Trust website

While Riverside Meadows caters for a range of special educational needs including Attention deficit/ hyperactivity disorder, all students have a social, emotional, or mental health needs, including but not limited to anxiety, depression, or Autistic Spectrum Condition (ASC).

Rationale

It is important for the social, emotional, and mental health development of all students that they are given access to a broad and balanced curriculum which includes a wide range of subjects. It is also important that, wherever possible, students attend the school site they are allocated to, as consistent with the school attendance policy.
Being at school allows students to interact with others of their own age and develop social skills that are vital in the preparation for adult life. It also means that students can gain access to a wide range of specialist teaching staff who can provide adapted teaching and learning appropriate to a student's needs, in line with our teaching and learning policy.

We recognise that in some cases students find it extremely difficult to attend on the school site. This can be due to a range of reasons including ill health, mental and emotional issues, and anxiety. There are also times when, due to government guidance or local issues, we are not able to open the school. This may be due to concerns over safety or where it would contradict local or central government guidance. In these cases, remote education will be considered and provided to continue the student's educational journey.

Aims

We aim to:

- Ensure a consistent approach to remote learning for students who are not in school
- Ensure that expectations for all members of the school community are clear regarding remote learning
- Provide appropriate guidance in respect to data protection and GDPR (General Data Protection Regulations)
- Provide a level of teaching and learning that is commensurate with the needs of the students.

Intent

When providing remote learning, the teacher's will be available between the hours of 9 am and noon, Monday through to Friday. Either through email or please telephone the school office. If the designated member of staff for remote learning is not available, for example due to sickness, then they must report it immediately in line with the school's absence procedures. Wherever possible, another teacher or teaching assistant will be allocated to cover for this staff member as is consistent with other absence situations. In situations where the whole school is closed, remote learning will be provided for all students as soon as is possible, though in proportion to the length of absence required and the amount of disruption to the student's learning.

Entitlement, access, and inclusion

At Riverside Meadows Academy, our students have a wide range of learning abilities, and the curriculum is adapted to take this into account. This is a requirement for remote learning as well as that taking place on site. Staff will make reasonable adjustments for students in line with their special educational needs and will work to make sure that all students can access the remote learning. This is informed by the support that families require and the types of service that students can access remotely.

Assessment, Recording and Reporting

All subjects are assessed in line with the Riverside meadows assessment policy. This is as relevant to remote learning as much as for that in person. Staff will continue to assess students in formative and summative ways to make sure that the students are continuing to make progress and will use the school's assessment system to record this. Students who are falling behind or not making expected progress may be eligible for extra sessions and greater support. It is important that all students continue to make progression towards their terminal exams, whether this is GCSE, functional skills, or entry level when they are taking part in remote learning. Feedback is a vital part of this process and staff are expected to share their feedback with students both orally in lessons and by e-mail communication with parents/ carers.

Planning Progress, Progression, and Continuity

All subjects are planned in line with the Riverside Meadows planning documents and are based around the National curriculum and relevant qualification specifications. The five-year plans show how we plan for the different subjects to be taught throughout, forming a spiral curriculum where subjects are met, developed, and cemented each academic year.

In planning for remote learning, staff should consider who the work is for, what level the students are working at, their literacy and numeracy levels and their special educational needs. Staff who are providing remote learning or other specialist subject staff will provide learning packs to support the learning taking place outside of school. These learning packs need to be provided to the Family and Schools Workers (FSW) on a weekly basis. The resources must be appropriate to the students learning pathway and be adapted to the needs of the student. All learning packs should be collated in the correct filing space in the staff room so that the FSW has easy access to the work. The FSW will return the work to appropriate staff when it is completed and so assessment can occur as to progress made and areas for development.

Implementation

Lessons will typically follow the same format as for lessons in school and be multi-dimensional, as described in the teaching and learning policy. Attendance in remote lessons must be collected and passed onto the school secretary, who is responsible for uploading this information onto SIMs. Absences to the remote learning sessions will then be followed up by the school secretary or the FSW, who will share their information with the school secretary so the correct absence code can be used.

If students are repeatedly absent from the remote learning session, then this may be followed up by a visit from the FSW, depending on the reason for their absence. If absence is continual and unauthorised then normal absence procedures will be followed, in line with the school's attendance policy.

Senior management will monitor the attendance and engagement of students at remote sessions. Senior management will also monitor the security of remote learning systems, including data protection and safeguarding. All staff will report safeguarding concerns promptly to the DSL (Designated Safeguarding Lead) or DDSL using the My Concern system, and orally where it is urgent.

In the case of individual students who access remote learning the tutor is the member of staff who is taking the session(s). As such any behavioural issues, complaints, concerns, or technical issues will be communicated to parents using telephone or e-mail by this member of staff. In the case of a whole school shut down then this will be the responsibility of the student's usual tutor.

When attending virtual meetings with parents/carers, students, or other staff, staff members are expected to adhere to the same professional standards as in school and are expected to follow the staff code of conduct. Staff are expected to access remote learning using a device provided by the school when on the premises. They should make sure that the environment they are in is quiet and free from unnecessary distractions during remote learning sessions.

Resources

Resources for students will be considered carefully as they need to be adapted to accommodate remote learning access. As an example, some science experiments cannot be done through remote learning as students will not be able to access the equipment required when not in school. However, kitchen science and demonstrations can be used to supplement theoretical learning. Subject leads must consider carefully the resource banks available to make sure that they are appropriate to remote learning. Subject leads are responsible for making sure that work set by teaching staff is appropriate and in line with the school's teaching and learning plans. This should be facilitated by weekly meetings with the staff providing the remote learning and discussion of the work set in the packs sent to students. It is important that subject leads monitor the deadlines for remote work to be completed and that they monitor the assessment of completed work. Subject leads will report back to senior management any progress and concerns with remote learning.

Senior management may be required to lend school-owned laptops to students to overcome barriers to digital access, when possible. This is accompanied by a service used agreement or contract which states that the parent/carer takes full responsibility for damage or loss of the equipment. We will also make sure that printed resources such as textbooks, workbooks or revision guides are provided to supplement and structure learning that takes place during the remote teaching sessions.

Student and Parent/Carer Responsibilities

Staff will expect students to be contactable during the school day and to attend the remote sessions as directed. Staff will expect students to complete the work given by the deadline set by staff and to return work to school promptly through the staff visits, where possible, or by e-mail or post. Students must seek help where they need it and explain to staff when they are struggling with the work set. If the work needs to change to be at a different level, then staff will complete this. In remote learning spaces, students are expected to act within accordance to the school's behaviour policy and rules of conduct.

It is expected that students will communicate with the staff completing the online learning either verbally or by typing their answers. Students should keep their cameras off during the online sessions though may be required to have the camera on at certain times as directed by the staff member online regarding safeguarding students' wellbeing.

It is expected that parents/carers will engage with the school and support their child's remote learning, to establish a routine that reflects the normal school day as far as it is possible. This includes ensuring, wherever possible, that the student attends the remote learning sessions provided and completes the work provided in the learning packs.

Parents/carers must make the school aware when their child is notified as sick in line with the schools' absence procedures, or where they otherwise are unable to complete the work set. Parents/carers are responsible for seeking help from the school where it is required and it is expected that they will be respectful when making comments, complaints or expressing their concerns to staff.

Data protection

When accessing personal data for remote learning purposes, all staff members will make sure that they follow the data protection and GDPR policies. Staff should always use provided devices to access personal data concerning students accessing remote learning.

Staff members may need to collect and/or share the personal data of students and their families such as their home addresses or personal e-mail accounts. Where such data is justified and necessary for the functioning of the remote learning process then this is acceptable, as long as it is within the GDPR and data protection policies and should not require extra permissions. However, staff are reminded to collect, store and/or share as little personal information as is necessary to complete their remote learning responsibilities and follow protocols to shred information. All staff members will take appropriate account to make sure their devices remain secure during this process.

Links with other policies

This policy is linked to the school's following policies

- Behaviour policy
- Attendance policy
- Charging and remittance policy
- Data retention policy
- E-safety policy
- ICT acceptable use for staff policy
- Staff code of conduct

- Supporting students with a medical need who cannot be in school
- Wilful damage policy
- Safeguarding and child protection policy
- Teaching and learning policy

Reviewing

This policy will be reviewed on an annual basis by the school.