

MAPLE MEDICAL PRU

REMOTE TEACHING AND LEARNING POLICY

Aims:

- To outline procedures and practice for pupils for remote learning (who, for example, may be in self isolation, and are otherwise fit and healthy), to continue with their education
- To outline procedures and practice for staff (who, for example, may be in self isolation, and are otherwise fit and healthy), to continue with remote teaching e.g. setting, marking and feeding back on pupil work
- To outline procedures and practice for staff, pupils and their parents/carers to continue with the educational programme if Maple Medical PRU has to close due to advice from the Government and/or Public Health England or similar body.

Remote learning for pupils

This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

Pupil expectations:

- Complete all set work.
- Use designated methods to communicate with their teachers and ask questions if they do not understand/require help, e.g. via the weekly/twice weekly wellbeing check call or via ringing into Maple during normal school hours
- Pupils must return completed set work to Maple so that it can be marked, feedback be provided by the teachers and further work set.

Teacher expectations:

- All teachers to set appropriate paper-based or online work for all pupils in their normal timetabled classes
- Any electronic resources used in the lesson, including work sheets or PowerPoints used, should be shared with pupils. It is recognised that not all pupils have access to online learning/computers/laptops/WiFi at home and, for these pupils, paper-based resources should be provided so they are not disadvantaged

It is recognised that some pupils may be using their personal mobiles to complete remote work and data usage/expense may be an issue for them. Again, in these cases, paper-based resources should be provided so they are not disadvantaged.

- Inform pupils, parents/carers of any exam/coursework deadlines.
- Teachers will endeavour to set appropriate work for the age/ability of individual pupils. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is expected. Extension tasks may be set if appropriate.

Parents/carers expectations:

- To encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and returned and ensuring they

have some structure to the working day: start and finish times and appropriate breaks.

- To be aware of any exam/coursework deadlines and ensure work is returned prior to these deadlines
- Contact the pupil's teacher if there are any concerns.

Members of the Senior Leadership team are expected to:

- Oversee and regularly check in with staff to ensure that work is provided as required
- Collate work from the Maple building and send out to individual pupils as requested by the teacher by post or via the Learning Mentors
- Oversee the weekly/twice weekly wellbeing report to any potential queries/issues from pupils & parents/carers & respond to them.

The Learning Mentors are expected to:

- Deliver work which cannot be sent via the post/delivered online to homes of individual pupils, if safe to do so, by making an arrangement to drop off on the doorstep at a particular time
- Address any pastoral queries/issues highlighted by pupils, parents/carers and to signpost them to outside agencies for support as necessary
- The Learning Mentor with responsibility for Mental Health First Aid to regularly check in with staff to ensure they are well, to contact staff individually who may need additional support & to signpost them to outside agencies for support as necessary

All staff:

- To remain aware of, and alert to, any safeguarding issues which may become evident during contact with pupils, parents/carers during remote working.** The Maple Medical PRU safeguarding policy and Keeping Children Safe In Education guidance apply to remote teaching & learning. The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead will be based in Maple during the school day and should be contacted by 'phone, without delay, if staff have any concerns which arise outside of these hours.

Monitoring and review

All members of staff and the Management Committee have the responsibility of implementing this policy.

Head teacher signature

Management Committee signature

Date of policy: April 2020

Date of policy review: April 2022

Parents are expected to:

- Encourage and support their children's work, including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible.
- Contact the tutor if there are any concerns.

NOTES

All staff are skilled to set tasks using Firefly. Further training is being provided by the e-Learning Coordinator.

Further guidance on using online tools

Available tools to enrich home learning are:

- Video lessons using Zoom.
- School subscribed software and platforms e.g. Mymaths, Kerboodle
- BBC Bitesize, GCSEPod Twinkl, GeoGebra, PHET, Youtube
- Quizlet and Kahoot
- Collaboration - many students will find working from home a lonely experience, without the opportunity to collaborate with their friends. The use of Firefly forums can give students a space where they can work together with their friends and their teachers to swap ideas and answer questions.

Feedback - students can continue to receive the feedback they need through online annotation of documents, along with audio feedback, whilst teachers can track their progress and see where support is required.

Safeguarding

This guidance document is supported by the Safeguarding policy in Langley School. Specific additions to note:

Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone.

Size of groups for home learning. We are aware of the increased level of risk around one-to-one video meetings with pupils, however, there are many reasons why they would be helpful and appropriate. One to-one sessions with students should follow the same guidance as one-to-one conversations in school (e.g. appropriate standards of dress as worn at school), the option for the teacher to video the teaching session should be used in this instance. Settings options in Zoom also allow background blurring if appropriate.

Staff registering for any software / platforms, must do so with their school email address.

Full instructions for Staff on the use of Zoom are available in the Staff Training section on Firefly