

Provision for

Remote Education

Cambian Spring Hill School

Policy Author / Reviewer	Samantha Campbell
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1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Samantha Campbell

Principal

April 2024

2. Information for Parents/Carers

This information is intended to provide clarity and transparency to students and parents/carers about what to expect regarding remote education. As we are now following Government policy in line with the Living with Covid guidance [COVID-19 Response: Living with COVID-19 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/covid-19-response-living-with-covid-19), students are no longer required to self-isolate and bubbles are no longer being implemented at Spring Hill School.

In the unlikely event that we will need to deliver remote education, we would only do so under special circumstances. Such circumstances could include: a broken arm/leg where attendance at school is deemed too risky, inclement weather beyond 2 days where the weather may mean that school is closed. If a child is too poorly to attend school, it is important that they receive appropriate care and rest to return to support them to return to school as quickly as possible; remote learning is not appropriate under such circumstances as it is not in the best interests of the child.

Remote learning may not be deemed suitable to be delivered to children who are struggling with their mental health however the school will work closely with other agencies to include Early Help and CAMHS as appropriate and further to discussion with parents/carers.

The Remote Curriculum: What is delivered to Students at Home

A student's first day or two of being educated remotely may look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. It is highly likely that each child will have a different programme of learning which will be discussed, and agreed, with parents/carers

Home learning packs may include workbooks, at least one reading book, pencils, paper and other learning materials as deemed relevant by the class teacher. Students in years 10 and 11 will follow their accredited syllabus and staff will be on hand to support with any questions that learners may have.

For those children who require a remote learning offer, parents/carers will receive a telephone call from their child’s class teacher within the first two days and twice weekly, thereafter.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

All students at Cambian Spring Hill School follow a bespoke, personalised curriculum offer. Each young person has their own unique needs and whilst some will require less direct support to understand and complete tasks, others require more intervention. Some of our youngsters will find completing work, without the help of their dedicated 1:1 support assistant very difficult and therefore, tasks have been designed to be accessible in the home environment. It is likely that parent/carers will be required to support their child to access the learning and instructions regarding tasks and appropriate support mechanisms, such as sensory breaks, will be shared by the class teacher.

Home learning tasks will reflect as much of the bespoke curricula as possible:

- Work packs/research projects will be sent home, refreshed weekly and marked accordingly. Feedback to support improvement will be provided.
- Remote therapeutic support will be provided by a member of our clinical team, as required; this will include SALT, OT, and Mental Health intervention.
- Where suitable, online learning will be facilitated and access to learning platforms could be used to support with extension tasks and assessment for learning.
- With the exception of Y11 GCSE core learning, it is not appropriate or practical to deliver whole class learning, via Teams etc. Some learners are not able to access remote learning for a variety of reasons therefore each timetable will be tailored to each young person’s learning style and discrete need. Where appropriate, the school may utilise Google classroom to help facilitate learning.

3. Remote Teaching and Study Time each Day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Primary aged students	Learning activities will be provided for a 4 hours per day*
Secondary aged pupils not working towards formal qualifications this year	Learning activities will be provided for 4 hours per week*
Secondary aged pupils working towards formal qualifications this year	Learning activities will be provided for 4 hours per day* with extension tasks provided as required
Post 16 students	Learning activities will be provided to cover 16 hours of formal learning per week to be complemented with bespoke individual living skills activities

*Timetables will reflect creative and physical learning opportunities in addition to more formal learning opportunities. As activities are bespoke to the individual student allocated clinical interventions will form part of the guided learning hours.

4. Accessing Remote Education

How could my child access any online remote education you are providing?

Our students are able to access a number of learning platforms as follows:

- Seneca Learning
- BBC Bitesize
- Oak Academy
- Google Classroom

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some students may not have suitable online access at home, especially if they live in a remote rural area. We take the following approaches to support those students to access remote education:

- If required, if appropriate and in agreement with parents/carers, Spring Hill School will provide individual learners with a laptop if they are unable to access IT at home. Not all students have access to Wi-Fi to access virtual lessons, therefore learning packs will be tailored to meet need and teachers will be able to answer all queries as necessary
- 1:1 calls will be available to support with learners who may be struggling to understand specific learning tasks and conversations logged on a remote learning tracker
- Spring Hill School has a comprehensive programme of learning in place to support youngsters to stay safe on line. Regular updates to help parents/carers to stay informed on the latest online safety news, quickly gain practical tips and advice, and access free online resources. Staff share bulletins with parents/carers to include those from the National Online Safety portal and opportunities for face to face workshops may also be facilitated.
- Spring Hill School will not require parents/carers to print educational resources; these will be provided as required. Regular (minimum twice per week) support calls will ensure robust communication with regards to whether additional resource is required.
- Teachers will arrange to collect work, for marking, in agreement with parents/carers. Feedback will be provided via telephone and/or email and/or google classroom.

5. Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- There is an expectation that students will complete, or attempt to complete, work set by the school in a timely manner and to the best of their ability. Parents/carers are required to inform school staff if their child is experiencing difficulties in order to enable additional support to be provided.
- Parents/carers are expected to support children with their home learning by encouraging them to complete work set by the school.
- Spring Hill School will conduct welfare checks at least twice weekly and document contact made via a tracking tool.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Each learner will be provided with a bespoke timetable to include a blend of formal, informal, creative, physical and therapeutic learning opportunities
- Learners will receive their entitlement re: clinical support as far as is practicable
- Parent/carer support will be provided, as required, via the education and clinical teams and external support signposted as required
- Parents/carers are requested to report all concerns, regarding non-completion of work or a decline in emotional wellbeing/behaviour, to the class teacher or Vice Principal, Christine Sherman, as soon as possible in order that appropriate levels of support can be identified
- If deemed appropriate, concerns may be raised to Children's Social Care however it is the intention of Spring Hill School to support parents/carers as fully as possible prior to external referral
- Staff welcome positive and constructive feedback to inform practice. Staff will do everything within their gift to appropriately support children and their parents/carers.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Once completed, work can either be emailed or posted back to school or, under exceptional circumstances, school staff will collect completed work from the home address. All postage costs will be reimbursed further to provision of receipts.
- Completed work will be marked by an appropriate staff member and in accordance with the school's Marking and Feedback Policy. All feedback will be shared via email or during phone calls home.

- Teacher assessment will ensure that tasks are appropriately pitched. The validity of formal assessments can only be guaranteed via onsite application; therefore, no formal academic assessments will be delivered remotely.

6. Additional Support for Students with Particular Needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some students may not be able to access remote education without support from adults at home. We acknowledge the challenges this may place on families, and we will work with parents and carers to support those needs.

We already provide highly bespoke support and curricula for all of our learners. We recognise that any change can dysregulate youngsters and we are able to adapt learning experiences and support accordingly. We have positive relationships with parents/carers and other agencies and see no reason why remote learning should compromise our positive home to school relationships.

Feedback is extremely important to us and helps us to improve. We consider all feedback and compliments and use it to develop practice.

We will ensure that statutory meetings such as Annual Reviews, LAC, CIN and PEP meetings will continue, according to schedule. Additionally, each young person will receive their statutory Careers Education, Information and Advice Guidance from our independent consultant who will contact you directly to arrange discussions with you and your child.