

Remote Education Policy

Document Type	Policy
Status of document	Final
Version	2
Date ratified	February 2025
Ratified by	Chief Executive Officer
Release date	February 2025
Document owner	Educational Services
Review date	February 2026

Contents

1	Introduction.....	3
2	Aims.....	3
3	Our Approach.....	3
4	Roles & Responsibilities.....	3
5	Monitoring.....	5

1 Introduction

This remote learning policy has been written as guidance for staff and parents/carers in the instance that remote education is required.

2 Aims

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

3 Our Approach

In the instance where learning has to be delivered remotely, we realise these changes may be particularly challenging for autistic people, who tend to thrive on consistency, structure, and routine. Many learners on the autism spectrum may face challenges related to comprehension, communication, difficulty understanding abstract language, an insistence on sameness, and a greater likelihood of anxiety and depression, all of which may be exacerbated during this stressful time.

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education. However, we understand that everyone's circumstances at home will be different. Due to this we would provide a flexible approach to remote learning. We will offer a variety of weekly learning activities across the curriculum so that learners can work their way through as much as they are able, at a time that suits them.

4 Roles & Responsibilities

All Staff:

In the event of a part or full school closure the school will revert to remote learning. All staff must be available between 9.00am and 3.00pm. If they're 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. Please contact the office before 8.00am.

Teachers:

- Set daily tasks so that learners have work in several different subjects and monitor learners' engagement with these tasks. These tasks are set for example through Purple Mash and Evidence for Learning
- Have available a planned and sequenced curriculum so that knowledge and skills are built incrementally.
- Have regular contact with parents/carers, where appropriate, to check on progress
- Have a weekly video call with learners and parents/carers to join in a learning activity, where appropriate.
- Liaise with the parents/carers around what is realistically achievable in the homes.

Teaching Assistants/Learning Support Assistants:

- Support class teachers as required, e.g. phone/video calls.

Therapists:

- Deliver therapeutic input where appropriate. This may continue via Teams if appropriate for the learner.

Senior Leaders:

- Support the teaching team, covering in the absence of teachers.
- Monitor the effectiveness of remote learning.

Designated Safeguarding Lead/Deputy Safeguarding Leads:

The DSL will follow the guidelines set out in the School's Child Protection & Safeguarding Policy.

The role of the DSL/DDSL is to ensure the welfare of the learners by ensuring:

- All learners have access to remote learning.
- That weekly welfare calls are made.
- Social workers are made aware of partial/full school closure.

Online Safety Coordinator:

E-Safety coordinator will be on hand to support both staff, parents/carers and learners with remote learning.

- Emailing regular online safety messages to parents/carers to reinforce the importance of children staying safe online.

Learners:

- Take part in remote learning sessions provided by the class teacher.

Parents:

- Make the school aware if their child is sick or otherwise can't complete work.
- Choose from activities set by the teacher and set tasks taking into consideration their child's difficulties.
- Send pictures of work created on Evidence for Learning or via email.

Suggestions for parents to support with remote learning:

- Create a calendar to show learning days.
- Establish a daily routine and schedule.
- Create rules for home learning time.
- Consider the learning environment.
- Use visual supports "Now and Next boards".
- Build in time for physical activity.
- Include household chores to the schedule, if appropriate.
- Have motivators in place, for example favourite toys.
- Use the Facebook page to share learning and for support as this is a difficult time for parents/carers and learners.

- Focus on mental health and wellbeing of your child and family, and make sure you are having fun.
- Seek help from the school if they need it.

Autism Anglia:

Autism Anglia are responsible for ensuring that staff are certain that systems are appropriately secure for both, data protection and safeguarding reasons.

5 Monitoring

This policy will be reviewed by the Senior Leadership Team following updated DfE guidance / Local Authority guidance.