REMOTE

LEARNING POLICY

Overley Hall School

Date reviewed: 1/9/26	Date of next review: 31/8/27
Reviewed by: Liz Hyner, Lorna Deakin	Approved by: Support & Scrutiny Board

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for learners who aren't in school
- Set out expectations for all members of the school community with regard to remote learning
- Provide appropriate guidelines for data protection

Use of remote learning

All learners should attend school, in line with our Attendance Policy. Remote education is not viewed as an equal alternative to attendance in school.

Learners receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to learners in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:
Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

It is very unusual for Overley Hall School to close as the majority of learners live on-site at the Wellingtonia Children's Home.

Occasions when individual learners, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such

recovery
- Their attendance has been affected by a mental health issue

As the majority of the work completed by our learners is individualized the school will consider providing learners with remote education on a case-by-case basis. It should be noted that some of our learners may find it difficult to transfer what they may work on at school to home and in these times we ask parents/ carers to share with the school any difficulties (please see below

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers and if appropriate, a relevant medical professional and learners' local authority (LA).
- Where in the best interests of the learner a social story may be compiled to explain why they are doing school work at home.
- Put formal arrangements in place to regularly review how things are going and when the learner will be back in school.
- Identify what other support and flexibilities can be put in place to help support the learner
- Set a time limit with an aim that the learner returns to in-person education with additional support as required.
- Provide a physical individualised package of activities for the learner.

Our commitment to Remote Learning

During times when Remote Learning is appropriate we will do all we can to deliver our curriculum 'INTENT' as outlined in the school's Curriculum Policy. However, slight variations may be required to ensure the prevailing needs of our learners are accommodated to ensure effective implementation and a successful outcome.

Such changes may involve having a greater emphasis placed on wellbeing and mental health, ensuring all activities enhance regulation and engagement with an open door to access learning, while prioritising access to core subjects including PSHE. Heavier

weighting may also be placed on interest led / child led learning, possibly in situations where changes raise anxiety levels. For example, where learning is delivered by less familiar staffing or in a less familiar environment. We may choose to adopt a more tailored enrichment programme of study during periods of high anxiety.

During these times we will continue to consider each learner from an individual perspective, where personal needs, therapeutic requirements and educational access will be considered to enable appropriate actions and where plans are shaped to move forward.

As our learners all have EHCPs and require the structure which is provided by school, we will do everything within our power to keep Overley Hall School open.

There may, however, be occasional times when some learners are unable to attend school. For these times it is vital that regular learning is planned for, offered and accessed during these periods to reduce the impact on the learners' education. We understand however, that everyone's home circumstances will be different. We are also aware of how our young people compartmentalise and may be reluctant or even unable to access learning in different environments; 'School is for learning, home is for downtime'.

There are many aspects which need to be considered prior to developing a plan for learning during such periods. It is vital there is effective and plentiful communication between school and parents or carers to ensure safety and that our remote plan is accessible and successful. Factors which may affect the plan may include: number of siblings; number of available devices; type of available devices; skills of parents/carers; other commitments of parents/carers and their available time to devote to their children's learning; the needs of the child during times of unsettling change and their need to focus on calming and regulation.

We are aware that all learners who attend Overley Hall School will require a high level of support to access learning opportunities and this will be a challenge to sustain for a

number of days or even weeks. Due to the complexity of our learners and the difficulties which are likely to arise during such periods of absence, we will offer a variety of daily remote-learning activities but will be understanding that learners may not always be able to complete them all. We appreciate that some families will not be able to engage with the full timetable and in this case would suggest they focus on key learning priorities. Our key priorities are about ensuring learners are in a good place so they can engage with parent's and/or staff enabling quality learning opportunities with a focus on:

- EHCP short term objectives/Individual Education Planning targets.
- English; reading, writing, speaking, listening and communication.
- Math's; numbers, measuring, shapes and problem solving.
- Personal, social and health education.

Plans will be created to promote a timetable Monday to Friday and will outline a number of different modes of delivery taking into account the needs of the learner and their circumstances. Such delivery modes may include:

- Practical work such as cooking, art & craft or independent living tasks.
- 1:1 or Group virtual learning opportunities at scheduled times either via Portal (WhatsApp) or other agreed platform such as Skype or FaceTime.
- Appropriate or pre-recorded sessions to enhance learning opportunities.
- Paper based/worksheet/portfolio based learning.
- Online learning, e.g. The National Academy for pre-recorded sessions.
- Investigative projects or enquiry based playful activities.
- Enrichment activities and outdoor learning.
- Sensory engagement and / or physical based activities.
- Technology, computing and games that enable learning opportunities.

Staff will ensure plans are clear and supported by the necessary resources required.

We acknowledge the difficulties this may place on families, and we will work with

parents and carers to support our learners with differentiated tasks, opportunities to record outcomes, additional resources and advice and support. We encourage parents to get in touch if their children are finding things too difficult or easy and we will do what we can to make personalised adaptations.

Remote Education Provision

In the event that a whole class or individual child has no access to school Class Teachers/Tutors will email and post hard copies of weekly timetables for these learners. These will outline a range of daily learning activities which will as much as possible, link to our long-term curriculum maps. Work set will focus on relevant ability band for the learner (yellow, blue, green etc.). Wherever possible, the learning offered will reflect what the learner would normally be doing in school, while being adapted to suit remote learning and make use of ready-prepared high-quality online materials.

To ensure our learners access learning opportunities we are aware that time may need to be spent taking part in: sensory play, activities to ensure regulation and low stimulus time. Our remote-learning curriculum will be delivered through a mix of live and pre-recorded video input, links to other website content and online and offline tasks (in any order and at a time that suits across the day). Opportunities to join in with time-scheduled LIVE events will be highlighted, for example Live Lessons.

As soon as possible staff will give feedback comments and encouragement. Work will be displayed wherever possible and celebrated as the learner returns to school. Where relevant, verbal and visual feedback will be given at least once every three days. Plans may be tweaked dependent upon success or difficulties communicated by parents or carers. This will hopefully keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at that time. Staff will monitor children's engagement with activities and Senior Leaders will contact parents of those children not engaging to discuss how we can help.

Interaction

We are keen to make remote learning an interactive experience through the use of live lessons, submission and sharing of work by children and delivery of feedback from teachers, as well as providing opportunities for learners and families to interact and collaborate, for example through taking part in Boogie Mites, Attention Autism, Therapy Play or Theraplay. For more able learners, this may involve a game of Bingo or becoming a builder in a Lego Therapy session for example. You may also become

involved in enrichment activities and competitions. We will provide regular live lessons and face-to-face contact opportunities for children to give them a sense of being part of a class. To do this, we will usually use more portable mediums for video calling such as Portal in connection with WhatsApp. Such devices can easily be shared with families and offer the children greater scope for moving around the rooms. We are hoping to use it to deliver learning and to maintain enthusiasm and engagement through interaction with teachers and peers.

Communication between staff and learners / families must be through the authorised school systems as mentioned above and not through personal email or personal social media accounts as outlined in the Online Safety Policy and Acceptable Use Agreements. Due consideration should be applied before sharing photos or videos as to whether there are any issues regarding reputation, professional conduct, online safety and safeguarding. Staff must avoid using personal devices at all times and only use school provided equipment.

Assessment and feedback

Providing timely and helpful feedback is a cornerstone of good teaching and learning. This can be facilitated through observation during LIVE sessions or pre-video recorded experiences, where CPG (continuum, prompting and generalisation) scores can be awarded via education staff observing. Verbal feedback and support can be given to families and/or directly to learners. Levels of engagement can also be assessed and recorded. Teachers must ensure the activities are designed in such a way that ensures meaningful feedback can be provided. Feedback is at the heart of our assessment policy and, when utilised effectively, has arguably a good impact in terms of improving outcomes but also pedagogical approaches.

Safeguarding & Remote Learning

During periods of absence tutors are responsible for making regular contact with families and directly with our learners. This is to ensure the wellbeing and safety of all learners during such difficult times. Direct contact will be made at least two times per week. Not only does this support the emotional needs of learners but also offers opportunities to provide assessment and feedback.

With the increased use of digital technologies that come with remote learning, safeguarding implications need careful consideration. Parents are advised to spend

time speaking with their children about online safety where possible and appropriate to do so, and to remind them of the importance of telling an adult about anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's Online Safety Lead (Bev Doran) as normal. Parents can do this via email (BevDoran@overleyhall.com) or via telephone 01952 740262 . The following websites offer useful support:

- Childline for support.
- Saferinternet.org.uk to report and remove harmful online content.
- CEOP for advice or making a report about online sexual abuse.

In addition, the following sites are an excellent source of advice and information:

- Internet Matters support for parents and carers to keep their children safe online.
- Net-Aware support for parents and carers from the NSPCC.
- Parent Info online support for parents and carers struggling with the digital world.
- Think u know online safety for children from the National Crime Agency.
- Safer Internet advice for parents and carers.

If parents have any safeguarding concerns that need discussing, they can contact the Designated Safeguarding Officers Bev Doran (bevdoran@overleyhall.com), Dee Marshall (deemarshall@overleyhall.com), Mandy Peever (mandypeever@overleyhall.com), Rachel Hawley (Rachelhawley@overleyhall.com) or Lorna Deakin (LornaDeakin@overleyhall.com). Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures.

In order to protect both learner, staff and family/carer, we require that if you wish to take advantage of the live virtual opportunities on WhatsApp or other agreed platforms such as Skype or Zoom, you agree to the following:

- A free WhatsApp account is set up so that access can be granted. As WhatsApp and other platforms such as Zoom are not intended for use by children under 16, the account must therefore be set up by parents and kept secure by them - only to be used by their child when supervised by an adult. Sign up here;

https://www.whatsapp.com, here; https://www.zoom.us/signup or here; https://support.skype.com.

- An appropriate adult must remain nearby during video or conference calls to support with behaviour and engagement and ensure children are safe and using it appropriately.
- Children should take part in the meet up in a suitable communal environment (not a bedroom) and must be appropriately dressed.
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background.
- You must make sure you and your child have 'logged off' the call correctly once it is finished.
- You and your child will not try to contact any staff using these online tools outside of the pre-arranged meet ups which will be arranged by phone or email. If you need to contact staff for any reason you will do so through email or phone.
- Screenshots, photos or recordings of meetings must not be made and meeting links must not be shared with others.

We will ensure that:

- No staff member will contact you or your child using video calls outside of any pre-arranged meetings and if they do need to contact you they will arrange to do so with you using email or phone.
- Staff will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users.
- Staff must not be alone with a child on a video call meeting. Either a parent or other children should be present.
- Staff will feedback to Senior Leaders and parents if there are any concerns.
- Staff will stay in the meeting until everyone has 'logged off'.
- Staff and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.

By choosing to join a live lesson on Zoom, you are demonstrating your consent to the above. If you have any questions or any concerns regarding live lessons then please get in touch.

Support for families to access remote-learning

We encourage families to get in touch if they are struggling to access our remote-

learning offer. We may be able to support with advice or technical support, adaptations to tasks, loan of school devices, help with internet access, etc. Contact Bev Doran via email or telephone.

Roles and responsibilities

Remote learning is led by **Headteacher Bev Doran** , any concerns, questions or feedback can be communicated to her via email at bevdoran@overleyhall.com. We do however expect the tutor of each class group to set the remote learning plan.

The school's **pastoral lead (Dee Marshall)** may contact the learners' parents/ carers to check in that all is well, and that school cannot support any further.

Lorna Deakin our Learning co-ordinator may contact to ensure that no other equipment may be needed.

Therapists may contact to ensure that no further psychological, speech and language, sensory, or occupational therapy advice may be useful.

The **learners' class teacher/ tutor** will be available between 8.40 am and 3.40 pm for am appointment to be booked for support and advice.

In addition to above **Teachers/ tutors** following a discussion with the learners' parents/carers will:

- Provide access to remote education as soon as reasonably practicable, taking into account the length of absence and disruption to the learning of all learners
- Ensure that work supplied is individualised to the needs of the learner
- Work is as motivating as possible
- The amount of work that is supplied is similar to that that would be completed if the learner was at school.

- How and when parents/ carers can contact them to discuss any problems/ difficulties
- When they would like the work to be returned by/ how it should be sent – for example email.
- That the parents/ carers educational needs are taken into account (as needed)
- Provide feedback to learner, parent/ carer on work returned

Each learner who is being educated remotely will be allocated with a **Designated safeguarding lead** who will provide support to the class teacher/ tutor and learner (including family). Please see our Child Protection and Safeguarding Policy for further details.

The **Support and Scrutiny (SAS) Board** will monitor the use of this policy and update its contents following feedback from staff, learners and parents/carers. The SAS Board will also ensure that any remote learning online systems are appropriately secure in regards of data protection and safeguarding.

Links to other policies (available on the website):

- Safeguarding and Child Protection Policy.
- Online Safety Policy / Acceptable Use Agreements.
- Behaviour Management Policy.
- Data Protection / GDPR Policy.
- SEND Policy.
- Attendance Policy.

Other helpful information can be found in the following:

- Positive support plan.
- EHCP.
- How to support me plan.

- Speech and language therapy plan.
- Occupational therapy plan.
- Sensory diet.
- Latest Clinical Therapy Report