



STEPHEN HAWKING SCHOOL

CURRICULUM POLICY

Remote Learning Policy

Introduction

Stephen Hawking School is a school for children with profound and multiple learning difficulties. Many of the children have additional physical and sensory impairments. As a result, the school is designed, along with its curriculum, to deliver services to children on site.

Legal Requirements

The Coronavirus Act 2020 Provision of Remote Education

The government requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.

All children who have the school named on their Education, Health and Care Plan are expected to attend school every day, during term time. The school does not provide remote learning as part of its normal provision.

The school's remote learning will be based on the individual needs of the pupils and the level of service being provided by other organisations e.g. music therapy.

Aims & Objectives

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community, this includes parents/carers with regards to remote learning
- Provide appropriate guidelines for data protection-please see e-safety policy and protocol for remote learning
- Provide as broad a curriculum as possible bearing in mind the circumstances and the limited input
- Ensure that the child's Individual Education Plan (IEP) enables them to develop skills within the home setting, wider community and on return to school.
- Provide opportunities to explore a wide range of different experiences via a multi-sensory approach, depending on their cognitive and sensory needs.
- To develop the child's resilience in order to support their attendance on the school site in the future.

Implementation

Stephen Hawking School will provide remote learning under the following circumstances

- A pupil has been medically informed that they are required to shield
- A staff member has been medically informed they are required to shield
- A teacher, senior teaching assistant, teaching assistant or a lunchtime teaching assistant is self-isolating but is not symptomatic
- A class bubble has closed and is self-isolating
- Pupils who need specific medical care are unable to attend school due to school nurses absence
- In the case of local or national lockdown and schools are instructed to partially or fully close by the local authority or government
- When a pupil or a member staff are asked to quarantine for 14 days after travel in line with government guidelines

Remote Learning can mean Stephen Hawking School staff remote teaching into pupils at home or staff remoting into class sessions within the school day when they are at home and their pupils are in school. Remote learning will take place using 'Zoom' a virtual conference/meeting platform. As required by the London Borough of Tower Hamlets live Zoom sessions will be recorded by the adult leading the session only; from Monday 22nd February 2021 and will be held securely on the school server for 28 days before being deleted. Please follow the Zoom protocol for remote learning (appendix 1). This will need to be shared and agreed with staff and families. Ensure zoom permissions are signed and up to date before commencing remote teaching. Please refer to the E- safety learning and GDPR policy (appendices 2 and 3) for guidance on online safety. Please follow this at all times. Report any safeguarding concerns to the designated safeguarding leads using the CPOMS reporting system.

Due to the dependency on adults for personal care and safety, and the profound, complex and individual needs of all pupils at Stephen Hawking School the expectation is that a parent or responsible carer (over 18 years old) will support their child/client with remote learning at home. Pupils are not expected to work independently.

We will liaise with families and respond to individual needs/circumstances where necessary

Remote learning will include encountering and experiencing a variety of lessons that are tailor made to meet the needs of each individual pupil. Lessons will be taught through coaching approach, 1:1 and in small groups.

Resources need to be thought through carefully, where possible plan sessions that use resources that families are likely to have at home. Resources that may be used in remote learning sessions are videos (live and pre-recorded), Oak Academy, website links, play/fun/learning boxes/bags, messy play stimuli (check with parents/carers first), stories, songs etc.

Handbooks will be given to parents/carers and staff outlining expectations and what remote learning will look like.

Outlined below is what remote learning will look like at Stephen Hawking School

- At home- a parent/carer or responsible adult that is familiar with the child at home will support them with their learning.
- At school-a member of class/school staff that knows the pupils well will support them with learning in school.
- Remote learning sessions will have an IEP target/s focus
- For pupils on placement during assessment (PDA) the sessions will have more of a coaching focus and will be used to support the evidence for 'Getting To Know Me' document
- You are not expected to create lots of new content and sessions.
- Each pupil, after discussion with the family, should receive a minimum of two sessions per day (This does not have to be sessions from a teacher or teaching assistant but may include a music therapist or member of the sensory impairment team etc.) This will be co-ordinated and planned to ensure there is no overlap and families are not overwhelmed with sessions.
- Two sessions a week will be led by the class teacher. Other sessions will be led by other members of the class team under the guidance of the class teacher. This will include either a senior teaching assistant(STA), teaching assistant (TA) and in some instances a lunchtime assistant (LTA).
- The first session when introducing regular remote learning will be led by the class teacher. The purpose of this is to identify priorities for their child's learning and what the parent/carer support needs are.
- Some sessions will require staff to support and coach parents/carers through activities. This clarifies expectation and understanding of the learning that will take place.
- A bilingual member of the staff team may be required to translate during a teaching session. This needs to be taken into consideration when planning a session.
- Each session needs to meet the needs of the pupils. This may include short lesson building up to longer lessons as the pupil develops skills and stamina. It is unlikely that lessons will be longer than 30-45 minutes. The timing of each session needs to fit in with both the school/teacher/staff and the family's circumstances.
- Remote learning session evaluation/feedback should be recorded on the remote learning record, October 2020 (appendix 4)
- Teachers and staff will collate the information from the record sheet to assess and plan further learning.
- Some of the recorded information will be used in the school's formative and summative assessment cycle, e.g. IEP targets and branch map assessment.
- As far as possible the pupil voice policy for the school should be followed.
- Where the pupil requires specialist input, e.g. HI, VI, MSI expertise, the school should arrange for a virtual session where possible in line with EHCP recommendations and provision.

Assessment

Assessment of the pupil's progress will be in line with the school's Assessment, Recording and Reporting Policy. However, it must be recognised that the pupil's experiences will differ between home and school therefore elements of the policy may not apply due to the pupil's limited experiences.

The school's branch maps will be used to support the assessment process in Key Stages 1 and 2, with the Early Years Foundation Stage Development Matters and The Complex Needs Developmental Journal supporting assessment in Early Years.

Review

This policy will be reviewed in line with the school's agreed review schedule.