



Remote Learning Update

22 January 2021

Aim

The aim of this report is to update the GB on:

- 1) The Government's expectations for remote learning during this current lockdown
- 2) How we are implementing the expectations
- 3) Our next steps

Government expectations

- The remote education provided should be equivalent in length to the core teaching students would receive in school
- It can include both recorded or live direct teaching time, and time for students to complete tasks and assignments independently.
- The amount of remote education provided should be, as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
 - Key Stages 3 and 4: 5 hours a day
- Senior leadership teams and governors can assure themselves that their remote education offer meets the expectations in this guidance by reviewing and self-assessing their current practice. The government has published a "review your remote education provision" tool, to support school leaders in doing this (see next section)

How we are implementing the expectations

Approach	Implementation
<p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>There is a clear plan in place. All 24 classes (whether open onsite or not) also have a virtual classroom. This is led by a member of the class team. Students who are not attending onsite provision access their virtual classroom via Zoom. Those students who continue to attend onsite provision, but who need to self-isolate for a period of time can also attend their virtual classroom.</p> <p>There is an initial "check in" Zoom where work is set. Students are then set work to do during the day. A "check out" Zoom takes place during the afternoon where work is shared and</p>



	<p>discussed. This provides the teacher/HLTA/TA with the opportunity to formatively assess the learning.</p> <p>Based on our cohort of learners, we are clear that Zooms keep a similar structure. We also include the Zones of Regulation check in and check out.</p> <p>All students are users of chosen software such as phonicsplay, TT Rockstars, Purplemash and EducationCity and can access these programmes from home.</p>
<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>Yes</p>
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and student sickness and absence data) to help the school respond to changing contexts 	<p>The Deputy Headteacher is using INSET and CPD time to support staff with different ways in which they can use the technology and offer help, so as to reduce workload.</p> <p>The SLT have ensured through training and the issuing of technology that all staff can set up, access and use Zoom. This allows for continuity when staff are absent.</p> <p>A register is kept of all student who access Zoom. Those who do not access are contacted by the Class Team. A conversation takes place about barriers to learning and alternative forms of education are found. This might, for example, include sending home paper-based work.</p> <p>The DHT who line manager the class-based staff and the Head of HR meet daily to ensure changing data and contexts does not impact our provision offer.</p>
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that students will be able to access education at home.</p>	<p>The Class teams have a very good relationship with their families and speak to them in person weekly. (In addition to other forms of daily contact) Families are able to discuss barriers to learning and we can work to help overcome these.</p>



<p>The school supports students on how to self-regulate during remote education, including:</p> <ul style="list-style-type: none"> • understanding their strengths and weaknesses to improve their learning • how to learn from home <p>how to manage their time during periods of isolation</p>	<p>The school use Zones of Regulation to help students regulate. Other measures have been put into place to help with difficulties faces working from home. For example, some students switch off their videos. For other students, attending a lesson online is too anxiety-inducing and the families attend instead and then disseminate the information.</p> <p>The school are implementing the use of Jamboards to help students who don't want to be seen and don't want to speak still engage in learning.</p>
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for students which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing students with devices and/or internet access or ensuring appropriate offline provision where students without access are considered vulnerable and are expected to come into school.</p>	<p>All students have been provided with laptops and dongles where they were needed. Where there are siblings in one household, all children have their individual technology.</p>
<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged students, SEND and vulnerable students, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring students have access to the right hardware and software to support their needs.</p>	<p>As a special school, our whole approach to remote leaning takes into account our families' needs. Families have been sent guidance on how to access Zoom. We are also finding that in many cases, it is the students who support their parents. Therefore, we use Zoom regularly in school for things such as assemblies so that the students are used to it.</p> <p>We specifically chose Zoom as our principle learning platform, because we felt it most suited our families. Whilst other platforms offer different and in some cases, better, options, we decided that Zoom was the easiest to support our families to use.</p>
<p>Monitoring engagement</p> <p>The school has systems for checking daily whether students are engaging with their work, and informs parents and carers</p>	<p>We use SIMS to record onsite engagement in learning</p> <p>We keep a central record of those students accessing Zoom.</p> <p>We keep a record of those students in our class who are not accessing Zoom or in</p>



<p>immediately where engagement is a concern.</p>	<p>school and have kept records of how they receive their education.</p> <p>We keep a record of work produced through uploading it to our chosen Evidence for Learning platform.</p>
<p>Student digital skills and literacy</p> <p>The school supports students where necessary to use technology effectively for remote education, including assistive technologies for students with SEND.</p>	<p>The school provides guidance to families. The school educated students about how to use the technology. The school also has hands on bespoke support for families. This is from both class teams and our ICT technician.</p>
<p>Minimum provision</p> <p>School sets work that is of equivalent length to the core teaching students would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day <p>Key stages 3 and 4: 5 hours a day</p>	<p>Yes</p>
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports students both in class and remotely.</p> <p>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>The curriculum for online learning follows that of the curriculum in the classroom. There is a focus on Maths, English, Reading and “other”</p> <p>This means that all curriculum areas are covered, retaining a breath of learning.</p> <p>Our online learning follows our Philosophy of Education: the ASD model © In many ways the Development of Life Skills teaching lends itself perfectly to educating students in their houses and there are good examples of where students have learnt how to make their beds or cook a meal.</p> <p>The chosen software programmes we use match our curriculum intent and implementation</p>
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p>	<p>We are delivering our own lessons. Due to the nature of our students, familiarity and the relationships between staff and students is Key. There is a mixture of live lessons, set tasks and pre-recorded learning.</p>



<p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for students to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility for all students, including those with SEND.</p>	<p>The Deputy Headteacher has continued the whole-school collective learning approach of assemblies via pre-recorded assemblies with follow up work.</p> <p>We use a range of online learning tools which take into account the students learning style preferences.</p>
<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all students are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>The school baselines its students in maths and English whilst all students were onsite. We will reassign these checks as progress checks in the summer term. If we see regression in these two core subjects, we will know the areas we need to focus on. As always, progress in other subjects is captured via the Evidence for Learning app.</p> <p>Feedback is given daily on the tasks set during the "Check out" Zoom.</p> <p>Online programmes such as PhonicsPlay and TT Rockstars offer immediate feedback to students.</p>
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Yes. The DHT has the strategic oversight of when and how we introduce new platforms so as to not overwhelm staff who are less proficient with technology.</p> <p>Online learning is shared regularly amongst colleagues via emails.</p>
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support students remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for students with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>All staff have their own technology. All staff can access the school servers remotely from home.</p> <p>Staff is provided for using technology, as detailed in above areas. We began staff training in June 2020</p> <p>On-going CPD is in place to continue to support staff in delivering online learning.</p>



<p>Strategic partnerships</p> <p>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs.</p>	<p>Our Head of Autism and Research is working with other school across the City, Country and World to evaluate best practice re: remote learning. We are creating a toolbox of remote learning ideas which will impact our students but also students nationally.</p>
<p>Realistic expectations of students, parents and carers</p> <p>Parents and carers have clear guidance on how to support students at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Students understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).</p>	<p>Families speak to their class teams regularly (at least weekly) and have clear knowledge of the learning offer at ALS, including online learning.</p> <p>Information is sent to them via email and published on the Website and social media.</p> <p>Whilst families are aware of the expectations, we are also careful to support where student are unable to deliver due to their barriers and needs. In these circumstances, learning is adapted to be more aligned with mental wellbeing and the development of life skills.</p>
<p>School community events</p> <p>Students are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND students.</p>	<p>There are 2 shared lessons a day. However, our next steps is for those students in school to "Zoom in" to the virtual classroom so enhance the sense of "togetherness"</p> <p>We are looking to run a virtual coffee morning.</p>
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure students are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>	<p>Our Head of Care and Safeguarding has set up clear protocols for safeguarding whilst students are at home. Welfare phone calls take place weekly – in addition to the educational contact and other contact from families (such as email etc.) Concerns are escalated and our Head of Care and Safeguarding and her team make home visits wearing PPE. Should anybody be concerned at any point in relation to remote education, they would follow the clear procedures et out by school and report concerns on CPOMS.</p>
<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>A reminder about safety whilst online is issued with every set of passwords for Zoom.</p> <p>All Zooms require a password</p> <p>All staff are fully aware of how to keep the online learning sessions safe, including knowing how to end them at any point.</p> <p>The school will embrace the online safety day on 9 Feb 2021</p>



<p>Wellbeing</p> <p>Leaders, teachers and students are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with students, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>The Zones of Regulation are used on all zooms to help with students' mental health. Staff know their students very well (due to our Primary model) and therefore are able to spot changing in behaviour. These would be reported in accordance with our systems.</p> <p>Every Zoom lesson includes "social time" which the students can choose to stay for (or join for) if they wish.</p>
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>Yes</p>
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Students know them and teachers monitor and enforce them.</p>	<p>The expectations are shared clearly with families and reminders are issues during online learning sessions.</p>

Next steps

- To enable students who are onsite to Zoom into their virtual classroom to promote the continuation of development of communication and interaction between onsite and offsite friends through learning.
- To create online coffee mornings
- To implement the use of Jamboards in conjunction with Zoom
- To continue to evaluate the different online learning programmes available and to implement them systematically
- To enable access to Evidence for Learning for families, so that work produced outside of Zoom sessions can be shared with school, allowing class-based staff to formatively assess progress
- To issue reading, phonics and Maths progress assessments in Term 6
- To create a reminder CPD session which will remind staff about all the existing software we are already signed up to. This is well used, but may be less familiar amongst newer members of staff.