



Newfield Home Learning – Remote Education Policy 2021-22

Aims:

- To offer high quality inclusive educational support for children working at home – either due to self-isolating, shielding, lockdown or indeed any other non-COVID related period where a child is unable to attend school, but is well enough to engage in learning.
- To create, build and retain strong links with class teachers, EHCAs and peers in class.
- To support parents with ideas, resources and activities
- To provide equipment and consumables to support learning
- To offer planning, timetabling suggestions and virtual lessons
- To provide support and work alongside parents to implement strategies and approaches for learning in the home setting

Who will support this:

- Class teachers and HLTAs, working with support from relevant DHT for school for Autism and School for SEND.
- EHCAs to support with resources – real and virtual via video – e.g.: stories, songs etc
- Families – to collaborate with school staff.

How we will achieve this:

- The approaches used will vary based on individual need.
- We deliver live teaching (online)
- We provide a range of videos on our YouTube channel that all families can access at a time appropriate to them.
- We have a learning at home section on our website, with many links to resources and educational websites and activities.

Class teachers will work with specific children on long term home education.

Class teachers will collaborate with HLTAs to offer in school learning, alongside high quality learning at home.

All teachers and HLTAs will:

- Identify what support each family feel they need us to offer
- Identify what equipment is needed for home – e.g: laptops – in order to access learning
- Organise and resource packs for home with support from Admin and SLT
- Plan and deliver virtual sessions – MOVE, Sensory, Attention Autism, Story time etc
- Deliver one to one sessions to work with children and coach parents
- Coordinate learning activities and access to class activities with peers virtually as appropriate
- Coordinate activities with class teachers/HLTAs/Families
- Arrange simple timetables for individuals to run alongside class timetables
- Liaise with home
- Liaise with SaLT, physio etc as appropriate to support learning

Frequently Asked Questions

Remote teaching and study time each day - How long can I expect work set by the school to take my child each day?

Each child at Newfield has different needs and we will work with families to ensure that we support what they need and can support at home.

Each day there will be a virtual lesson that the child can access, alongside the bespoke offer from class teachers based on family preference.

Accessing remote education - How will my child access any online remote education you are providing?

We will be delivering sessions using Microsoft TEAMS – we will support families to access this.

We will audit what families need and will ensure that we are able to loan laptops/ipads to children as soon as these are provided by central government

We will support families to access the internet

We will provide printed worksheets where appropriate if families do not have access to printers

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?

We know the challenges of supporting our children to learn at home and will work with you to ensure that you are supported to access what you feel is reasonable in your circumstance.

We will not dictate to you how much time you and your child spend formally 'learning', as we know that for our children, learning takes many forms and aspects of their day.

We will ask you for feedback on our home learning offer so that we can enhance and ensure that everyone is getting the best possible support for learning at home.

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

We will as always collaborate with you to monitor and review the progress of your child.

We will adapt the PLP targets with you, to continue to address longterm outcomes from the EHCP in a meaningful manner, within the home setting.

We will liaise with therapists for guidance where necessary.

Home Education/Resource packs

Individual, bespoke packs, loaned to families, much of which (other than consumables) will be cleaned on return when the children all come back to school.

The resources mirror what is used in class/virtual sessions in order for parents to engage children in the same way.

They reflect children's individual needs, talents and interests where possible.

Examples that could be in a individual pack:

Worksheets as appropriate

Paints

Glue stick

Paper

Craft resources

Matching activities

Space Blanket

Sensory scarfs
Slime
Musical instrument (e.g.: bells)
Book
Light up toy
Board game
Sensory toys
Switch – big mack, switch toy etc

Activity suggestions

- A no pressure example of a full day of school activities e.g.: 9am song time, 9.30am communication time (PECS, Makaton, Objects of Ref, Eye pointing), 10am snack time, 10.30am MOVE/ physio time / Movment braks/ sensory integration, 11.15am Sensory experience and so on. Some parents may struggle planning their day or may not understand the full educational benefits of the difference in activities
- Virtual story/singing sessions - these may be with the class and teacher, or may be with teacher as a separate home-school group
- Individual virtual educational sessions with teacher weekly just to chat to the child and parents to check in with them. Each family would benefit from individual tailored support e.g.: ensuring that the child sees and hears familiar staff and children from school to maintain relationships and sense of belonging in school, for wellbeing and self esteem.
- Different sessions based on individual characteristics and needs of children
- Giving each family activities that they could submit and you could then group together to make one large art display or book or something e.g.: pictures or artwork of my day (7pm bath time, 8pm bedtime, 12pm lunchtime, 2pm painting) the photos could be emailed and the book could be made on the blog or emailed to the parents to print off. This would give the families a sense of not being alone, not forgotten, belonging.
- A reviewed and revised therapy 'home programme' (e.g.: focusing on the specific important activities that each child needs to do) physio/sensory integration etc
- Opportunity for a parent and pupil virtual coffee break/morning, to come together and share experiences – again promoting sense of belonging and reducing isolation.



Safeguarding – Home Learning and Working from home

1 - If staff are phoning families from home

- You should use contact numbers (or email addresses) given to school to ensure they are the parents/ carers number
- Make sure you **do not share** your phone number with parents, block it on your phone, or put 141 in your phone before the number – this ensures your number does not appear on the parents phone. (If necessary, give parents a heads-up of what time you'll be calling if you're blocking numbers, so they're more likely to pick up).
- If you are incurring costs for the calls, please log the time of each call so that we can reimburse you.
- Please call the family, put the date and your name in your tracker spread sheet so we know family has been called, and log very brief notes in the phone chronology for the child in O:\Staff\ADMIN INFORMATION - COVID 19 PERIOD\PHONE LOGS
- Call in school hours as much as possible

If you are using video calling, take the same steps as above.

2 - Use school channels to communicate

- Use school email or school MS Teams account
- As always, staff should not communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).
- Remember that there is no expectation that you reply to emails outside of school hours – as per the email disclaimer that parents receive when you email them - *At Newfield School we take the wellbeing of our staff very seriously, therefore to support staff welfare and workload, please be aware that there is no expectation from the leadership team that any emails received outside the hours of 8.00am - 6.00pm, or during weekends and holidays, will be responded to until the next working day.*

3 - Recording videos/Live streaming sessions

- Record against a neutral background
- Avoid recording in your bedroom if you can (if that is not possible, use a neutral background)
- Dress like you would for school – no pyjamas!

- Double check that any other tabs you have open in your browser would be appropriate for a child to see, if you are sharing your screen
- Use professional language

If you are recording videos to share through YouTube

- Avoid identifying specific children
- Add the completed video to the Onedrive (home learning videos folder) and inform JR who will brand it as Newfield and add to the official Newfield YouTube channel.
- Film in landscape.

If you are using Microsoft Teams for live streams

- Face to face, you can address the children and use names etc
- If you are doing a group session remind parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

4 - Expectations for parents

- In live sessions if your camera is on please make sure everyone is appropriately dressed and be aware that you may be visible to other children and their families if it is a group session.
- Do not record live sessions; there are pre-recorded sessions available on our YouTube channel if you wish to view sessions at your convenience.
- Understand that we take the wellbeing of our staff very seriously, therefore to support staff welfare and workload, please be aware that any emails received outside the hours of 8.00am - 6.00pm, or during weekends and holidays, will not be responded to until the next working day.

5 - Safeguarding

5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning. Where School is open for Key worker and vulnerable pupils, vulnerable pupils will be encouraged to attend.

5.3. The DSL will arrange for regular contact to be made with vulnerable pupils who are not attending School, prior to the period of remote learning.

5.4. Phone calls made to vulnerable pupils not attending School will be made using school phones where possible or if using staff phones the number will be withheld.

5.5. The DSL will arrange for regular contact with vulnerable pupils daily, twice weekly or weekly as appropriate, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable pupils will be recorded on the school's safeguarding system and suitably stored in line with the Data Protection Policy.

5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

5.8. All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on the school's safeguarding system.
- Actively involve the pupil where appropriate.

5.9. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

5.10. The DSL will meet (in person or remotely) with relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

5.11. All members of staff will report any safeguarding concerns to the DSL immediately.

5.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns. The school will also signpost families to the practical support that is available to address these concerns.