Aspire Remote Learning Policy

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Reviewed by:	Executive Team, Trustees Ratified by Trustees
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1. Purpose and context

This policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who aren't able to access our sites and/or services, through use of quality online and offline resources.
- Provide clear expectations to the Aspire teams with regards to the delivery of high quality interactive remote learning, including the continuous delivery of the curriculum, as well as personal, social emotional, health and well-being support to students.
- Support effective communication and partnership working between Aspire and families and support student attendance.

2. Use of remote learning

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

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

We will consider providing remote education to pupils 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.
- Occasions when individual pupils, 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 special educational need or disability (SEND) or a mental health issue.

The school will consider providing pupils with remote education on a case-by-case basis.

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

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit, with an aim that the pupil returns to in-person education with appropriate support.

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Content and tools to deliver remote learning

The content and tools required to deliver a remote learning plan, include:

- Online tools in the classrooms and school rooms at the different sites (Microsoft Teams and Class Notebooks)
- Regular and ongoing phone calls home
- Printed learning packs and physical materials such as text books, writing tools and GCSE Guides
- Use of BBC Bitesize, online text books, Crest Award materials, Seneca etc.
- Engagement packs, which are sent home – e.g. art materials, seeds and plants

The most important resource is our teaching staff and, as far as possible – depending on the health needs of the student – the teachers provide live lessons, as well as uploaded work. This means that students have access to a teacher for the entirety of the lesson, which reduces anxiety with self-learning.

Aspire is committed to working in close partnership with families and recognises each family is unique and, because of this, remote learning will look different for different families in order to suit their individual needs. Guidance is given to parents on how to help their child access the online learning platform.

Where possible, it is beneficial for young people to maintain a regular and familiar routine and, as a result, we aim to maintain a structure to each 'school day'. Parents are encouraged to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work and encourage them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly.

Should accessing work be an issue, parents should contact the appropriate Aspire SLT promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All students sign an 'Acceptable Use Policy' when they join Aspire which includes e-safety rules and this applies when children are working on computers at home. On referral, students are also given Aspire login account details and guidance on how to download Microsoft Teams.

4. Roles and responsibilities

When providing remote learning, teachers are available according to their contracted time and, if they are 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. Home tutors are employed on supply basis and contracted to deliver lessons in accordance with need.

T**eachers** are responsible for:

- **Setting work:** Teachers will set work for the pupils in their classes; wherever possible, the work set will follow the usual timetable for the class had they been on the sites or following the home tuition timetable; weekly/daily work will be delivered via Microsoft Teams and work will be shared using Class Notebook.
- **Providing feedback on work:** In a live lesson, group or individual feedback can be provided verbally so as to respond to the development of the lesson; where possible, teachers will provide live feedback using Class Notebook and will provide feedback via email and/or

Notebook on submitted work; feedback will also be provided via regular monitoring meetings with the relevant Aspire SLT.

- If a student is unable to access online learning, the teachers will post or deliver work to the home and will arrange receipt of the work, providing feedback on the work received; phone calls will also be made to support this and to provide additional feedback and encouragement to the student.
- Continuing with ongoing summative and formative assessment and the continued maintenance of progress tracking systems.

The **Head of School and Service Leads** are responsible for:

- Keeping in touch with pupils who aren't in school and with their parents: if there is a concern around the level of engagement of a pupil, parents will be contacted via phone to assess whether Aspire intervention can assist engagement.
- For Aspire Medical Provision, Home Tuition Leads will aim to do an initial risk assessment home visit on receipt of a referral, in order to begin the relationship building with the student and family.
- When possible, the Leads will also aim to do further risk assessment home visits if it appears that the student finds it difficult to engage or access the remote learning.
- Monitoring attendance in lessons using the Aspire processes and systems, and contact the parent/carer should there be any issues.
- Co-ordinating the remote learning approach within their provision, including the daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers; reviewing work set or reaching out for feedback from pupils and parents.
- Continuing to monitor student progress, and liaise with 'home' schools.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations and alert SLT and the IT Manager if there are any issues.

The **IT Manager** is responsible for:

- Providing logon accounts for students within the statutory 15-day period.
- Supporting the SLT with IT expertise and operational support.
- Supporting and enabling access to online learning.

The **Board of Trustees** is responsible for:

- Monitoring Aspire's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

5. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENDCo
- Issues with behaviour – talk to the relevant head of year or Head of School
- Issues with IT – talk to IT Manager
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the Data Protection Lead/ICT Manager
- Concerns about safeguarding – talk to their DSL

If parents/carers have any questions or concerns about remote learning, they should contact the relevant teacher or the Head of School or Service, to discuss these.

6. School policies

This policy links to other policies and development plans and, in particular, to the:

- Safeguarding and Child Protection Policy
- E-safety and Acceptable Use policy
- AMP Acceptable Use policy and form
- Staff Code of Conduct

Any complaints or concerns shared by parents or pupils should be reported to a member of SLT.

For any safeguarding concerns, refer immediately to the DSL.