

November 2022

# Remote Learning Policy

This document relates to

Livability Nash College



Livability Education



# 1. General principles

## 1.1 Basis for this policy

We strongly believe in the importance of Education and Therapy to support our children and young people. We will always advocate the need for this to take place in our schools and colleges, but wherever this is not possible, due to the impact of Coronavirus (COVID-19), extended periods of illness or other authorised periods of absence, we will use all reasonable endeavours to deliver provision through remote/ blended learning.

## 1.2 General principles

During the National Lockdown in March 2020, education services were challenged to implement a new, creative and innovative approach to online learning to keep everyone safe whilst fulfilling our statutory duties. Post-lockdown it has been noted that remote learning and virtual provision may continue to be part of the school/college offer.

In delivering remote learning, we shall endeavour to:

- Maintain our statutory safeguarding priorities (see also our Safeguarding policies).
- Support staff and students to access and make effective use of digital technology such as virtual learning environments, video conferencing and digital resources and storage.
- Take account of the skills and confidence of our teachers and lecturers in using technology and teaching online and ensure that Lecturers are supported to develop their skills and confidence in planning and delivering online through peer support and targeted training.
- Provide students and parents with clear expectations of engagement with remote education.
- Take account of differences in home learning environments, giving additional support to the students and parents who may need it to engage in, and learn remotely and safely.

## 2. Virtual Learning at Livability Education

During 2020/21, the following information gathering activity at Livability Nash College informed our approach to remote learning across education settings.

In consultation with parents, based on 33 replies, we established that:

66.3% 21 parents were happy to receive emailed work

78.8% 26 parents felt they had a space in their home for quiet learning

21.2% 7 parents had less than 1 hour in the day to support learning.

57.5% 19 parents had between 1 and 3 hours in the day to support learning.

12.1% 4 parents had more than 3 hours in the day to support learning.

9% 3 parents were not able to support learning and would need help.

21.2% 7 parents had the facility to accommodate Nash College staff in their home as support.

During the National lockdown, the vast majority of our parents had some internet access. Only one parent reported no internet access. This was supported by an equipment loan.

## 3. Our Virtual Learning / Blended Learning policy outlines:

- The expectations of staff for delivering learning.
- The modes of delivery that are possible during local or national lockdown.
- Any preference or need for a blended learning provision for individual vulnerable students.

It includes the approach our education settings take to ensure young people stay safe online both at home and in school/college.

In the event of switching to remote or blended learning, we want to sustain a sense of belonging and connection for all our families, and to fulfil our statutory service delivery model obligations as far as reasonably practical. Families will be advised about a switch to virtual provision using all the usual school/college communication

methods including email, text, phone call and social media communications as appropriate.

## 1. Our minimum Remote Learning Curriculum Expectations are summarised below

	Full internet access	Some internet access	No internet access
<b>Full Closure (of a class or the College)</b>			
Minimum Expectations of Lecturers	<p>Online lessons (live or recorded)</p> <p>Access to a minimum of two per day at whole class level.</p> <p>plus</p> <p>Access to a minimum of two per week personalised activities.</p>	<p>Online lessons (recorded)</p> <p>Access to a minimum of two per day</p> <p>plus</p> <p>Access to a minimum of one personalised activity a week</p>	<p>Printed lessons / resources (posted, collected or delivered)</p> <p>Provided a week at a time for two sessions per day</p> <p>plus</p> <p>At least two personalised sessions per week.</p>
Minimum Expectations of Therapists	<p>Contribution to at least two sessions per class per week.</p> <p>Weekly online / Phone conversations to ensure Therapy Needs are met for all with allocated hours – may be as part of a whole class live session.</p>	<p>Phone or online interactions with teacher at least three times a week as part of class sessions.</p> <p>Weekly online / Phone conversations to ensure Therapy Needs are met for all with allocated hours.</p>	<p>Contribution to printed activity at least once per week per class.</p> <p>Weekly Phone conversations to ensure Therapy Needs are met</p> <p>(all disciplines)</p>

(all disciplines) (all disciplines)

Feedback:

- Parents to receive weekly feedback on the work completed that week. Maybe as part of class sessions or using Evidence for Learning app.
- Students to receive weekly certificates (including from the Headteacher/ College Principal) minimum weekly.

	Full internet access	Some internet access	No internet access
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**Partial Closure – some students may be receiving virtual provision, some may be on campus, min 30% off campus – class level.**

Minimum Expectations of Lecturers	Online lessons (live or recorded) and appropriate.  Access to a minimum of one per day  Daily interactions with teacher.	Online lessons (recorded) Access to a minimum of one per day.  One personalised activity per week.	Printed lessons / resources (posted, collected or delivered) Provided a week ahead at a time  Phone/ Written interactions with teacher at least one  personalised session per week.
Minimum Expectations of Therapists	Weekly online / Phone  conversations to ensure Therapy Needs are met  (One Therapist to lead and feedback to	Weekly online / Phone  conversations to ensure Therapy Needs are met  (One Therapist to lead and feedback to	Weekly Phone  conversations to ensure Therapy Needs are met  (One Therapist to lead and feedback to

colleagues)

colleagues)

colleagues)

**Feedback:**

- Parents to receive weekly feedback on the work completed that week.
- Students to receive weekly certificates (including from the Headteacher/College Principal) minimum weekly.

	<b>Full internet access</b>	<b>Some internet access</b>	<b>No internet access</b>
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**Long Term Authorised Absence for individuals**

Minimum Expectations of Lecturers	Online lessons (live or recorded) and appropriate.  Access to a minimum of one per day	Online lessons (recorded) Access to a minimum of one per day	Printed lessons / resources (posted, collected or delivered) Provided a week ahead at a time if deemed appropriate and requested by parents.
Minimum Expectations of Therapists	Twice weekly check-ins with teacher or class team member if not seen in the lesson.  Weekly online / Phone conversations to ensure Therapy Needs are met  (One Therapist to lead and feedback to	Twice weekly check- ins with teacher or class team member.  Weekly online / Phone conversations to ensure Therapy Needs are met  (One Therapist to lead and feedback to colleagues)	Phone/ Written interactions with teacher on a weekly basis.  Weekly Phone conversations to ensure Therapy Needs are met  (One Therapist to lead and feedback to

colleagues)

colleagues)

Feedback:

- Parents to receive weekly feedback on the work completed that week.
- Students to receive weekly certificates (including from the Headteacher/College Principal) minimum weekly. In addition to this, for an extended period of closure or absence, and where it is reasonably practicable and welcomed by parents/carers, we would plan that a weekly home visit may be made either by a member of the Education or Therapy Teams.

## 4. Curriculum and Department for Education expectations

In response to Department for Education guidance (in bold below), the following outlines how we will endeavour to meet expectations.

### **We expect settings to:**

- ***Use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the curriculum expectations***

### **Livability Education has four distinct curriculum units:**

- Shared Lives
- Health and Wellbeing
- Accessing work, community schemes and volunteering
- Personal Development

Since our provision is personalised for all learners, from sensory to formal across the units, remote learning will be adapted to meet the needs of students in each area.

## Virtual learning resources

To meet these curriculum requirements, a range of 'lessons' will be provided through:

YouTube, Zoom interactive sessions, radio shows (live and recorded), Evidence for Learning: Activity Channel, email signposting to relevant websites and activities, eBooks, Google Docs, for example. The long-term aim is that the college will operate a model that creates an interactive learning environment tailored to individual class requirements and with education specific functionality.

## Access to equipment for virtual learning

Livability Education appreciates difficulties associated with access to equipment for virtual provisions and has the facility in certain cases to support the provision of appropriate technology. Please contact the local setting directly to discuss any difficulties with access.

## Sensory learners

Timetable to include personalised activities and information with suggested guidance on countering specific difficulties in relation to behaviour needs and emotional regulation. Maintaining a sense of 'connection' and interactions.

- Individual activities and resource packs delivered weekly and tailored to 'in the moment' interests and fascinations as reported by parents/carers.
- Evidence for Learning – Activity Channel – use of story reading videos to 'connect'.
- Strong sense of support for families, extended to siblings too in some instances.
- Timetable may include activities of learning domains – Communication, Discovery, Sensory.
- Evidence for Learning – Activity Channel – personalised to and teacher explanations to activities, links to demonstrational videos and other useful links.

## Semi-Formal:

- At home activities such as class growing competitions, backed up with instructional videos. Paper-based activities sent home to support learning, for example story stick puppets.

## Formal:

- Virtual Classroom on Facebook. Stories and discussions. Interactions through games. Life skills problem-solving tasks.

- Weekly lesson ideas sent by email with tasks to complete identified. PowerPoint lessons.

**a. Give access to high quality remote education resources:**

- The college is working closely with its umbrella organisation, Livability, to move towards a Google Classroom environment as we believe this will give our Lecturers the best functionality through which to deliver remote learning.
- In the interim, we will be using a combination of Zoom and Teams to meet our remote learning requirements.

**b. Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use:**

We are rolling out the use of Evidence for Learning App across all curriculum pathways to provide short student focused activities such as videos, links to worksheets and/or websites. In addition to this, we will use the parent portal facility to obtain feedback and evidence from parents and allow assessment and review next steps for lecturers and therapists.

**c. Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access:**

We are very aware that we need to consider that online access may not be readily available to all families. To address this, we will provide printed or emailed worksheets, PowerPoints, lesson plans and website links at parental request. This will enable the student to 'access' learning at a different time to fit in with individual home circumstances or without online facilities. We will consider providing printed consumables – especially for Pupil Premium students and those identified as vulnerable to financial hardship. This will be at the college's discretion and in response to reasonable requests.

**d. When teaching pupils remotely, we expect settings to:**

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.

- Lecturers are expected to provide a weekly timetable on the Friday of the previous week with suggested activities linked to themes and topics and linked to appropriate websites to support this.
- The activities are required to reflect their individual curriculum pathways and cover a broad and balanced range of subjects tailored to their individual needs and EHCP requirements.
- This includes access to specialist teaching – for example the option to join a weekly Online Choir led by our Music Specialist.

**e. Teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject:**

Personalised Learning Plans and EHCP Targets and Therapy Plans must be regularly shared, reviewed and updated in partnership with parents.

- Evidence for Learning or alternative records are to be kept of student progress records.
- Collaborative sharing of specialist teacher and subject resources – e.g. PE, Art, Music, through a range of recorded sessions and resource and website signposting.
- A weekly music, arts, food and sports specific ‘lesson’ per week for each class, delivered or signposted by the specialist.
- Links with the Music Hub to be developed to increase access and engagement with Music.
- Targeted, specific interventions such as individual beat-box sessions, Soundbeam, Eyegaze, to be in place for identified students.

**f. Provide frequent, clear explanations of new content, delivered by a teacher in the setting or via high quality curriculum resources or videos:**

This will be provided through a range of means. For example; Evidence for Learning Parents’ Section, Teacher YouTube channels, Zoom and eventually the Google Classroom Environment.

**g. Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly Lecturers will check work:**

- Parents should expect weekly feedback on the work completed that week.
- Significant achievements should be recognised each week and awards for categories
- Should receive weekly certificates (including from Headteacher/College Principal) minimum weekly.
- Lecturers and Therapists need to provide parents with at least half-termly feedback on how students are progressing towards their EHCP targets and ideally shared via the Evidence for Learning app to ensure consistency across the school/college setting and the ability to obtain meaningful and data easily and quickly accessed and interpreted by a range of stakeholders.

**h. Enable Lecturers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure pupils' understanding:**

The virtual learning environment can still operate in a similar way to the school/college-based context. Lecturers are highly skilled professionals who can respond accordingly during interactive sessions or through parental or student feedback. This will then feed into future planning as would be the case in the college environment.

**i. Plan a programme that is of equivalent length to the core teaching pupils would receive in their setting and would ideally include daily contact with Lecturers:**

- Parents will be provided with symbols linking to the sessions and activities on offer and provided with a weekly timetable to provide daily structure at home they can implement that could mirror the college day depending on their individual home circumstance
- The provision offered should be of AT LEAST a minimum of guided delivery of one hour of education by a teacher each day of the week.

- There should also be the availability to access AT LEAST a minimum of one hour of a recorded, high quality educational delivery.
- Lecturers and Therapists will be expected to be 'available' via email for parents for AT LEAST a minimum of two hours per day between the hours of 9-3pm to respond to concerns and requests for support.
- Lecturers and Therapists will be expected to work a minimum of five hours per day. This can be managed flexibly depending on individual circumstances and their own personal commitments, but must include AT LEAST an hour's availability during the school day of 9-3pm for direct teaching and guidance input.

## 5. Parents / Carers

We are keen to extend our support as far as possible to our parents/carers at these unprecedented times. We acknowledge the enormous impact of a break in routines, loss of daily 'respite' and time away from their child or young person's daily intensive therapeutic support.

Lecturers and Therapists will be available to listen to parental concerns and offer practical and emotional support. They will also be able to signpost parents / carers to further specialist support or external services if required.

We ask that parents support their child or young person to engage with their learning and provide regular feedback to Lecturers and therapists. This is important so they can adapt provision and respond to identified areas of need swiftly.

It is also beneficial for parents to share photographic and video evidence of achievements to sustain the connection and sense of belonging during a period of extended closure or absence from the classroom. This may be achieved through a range of platforms such as the Parental Portal on Evidence for Learning, Facebook pages or through Google Classrooms if appropriate.

## Recommended Resources:

This is not a definitive list but may prove useful among staff and parents as a quick reference.

Oak National Academy, provided by the DfE, has specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for the next academic year will include an expanded range of content for the specialist sector. In addition, we are helping parents to support learning at home, including by publishing a list of online learning resources for students with SEND.

Sensory Drama: <https://www.youtube.com/playlist?list=PLyT3Pq06Nj0t1qZh-7BtbM9Lahh8-EB5A>

Sensory Spectacle: <https://www.sensorspectacle.co.uk/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize>

Oak National Academy: <https://www.thenational.academy/>

Facebook Groups: <https://www.facebook.com/groups/526341694047625/>

EfL Activity Channel: <https://www.evidenceforlearning.net/eflactivitychannel/>

YouTube Inc Personalised Channels: <https://www.youtubekids.com/>

First News: <https://www.firstnews.co.uk/>

Barefoot Books: <https://www.barefootbooks.com/>

Pinterest: <https://www.pinterest.co.uk/irieris2/sen/>

Maths Specific: <https://www.senteacher.org/printables/mathematics/>

White Rose Maths Online Resources: <https://whiterosemaths.com/resources/>

Numbergym: [http://www.numbergym.co.uk/NGS\\_The\\_Number\\_Gym.html](http://www.numbergym.co.uk/NGS_The_Number_Gym.html)

Topmarks: <https://www.topmarks.co.uk/>

NESSY: <https://www.nessy.com/uk/>

DK Findout: <https://www.dkfindout.com/uk/>

MyMaths: <https://www.mymaths.co.uk/>

PE Specific: <https://www.teachingideas.co.uk/subjects/games>

KS1/2 Super Movers: <https://www.bbc.co.uk/teach/supermovers>

Change for Life Activities: <https://www.nhs.uk/change4life/activities>

10 minute Shake Up Games: <https://www.nhs.uk/10-minute-shake-up/shake-ups>

Music Specific: <http://www.abccreativemusic.com/abc-resources-for-sen-music/>

Sharon Durant's YouTube Channel:

<https://www.youtube.com/channel/UChNzplXYya6rneZcDBzUyKg>

English National Opera SEND online workshops:

<http://englishtouringopera.org.uk/news/online-workshops-for-children-with-send/>

Art Specific: <https://senresourcesblog.com/category/kids-craft/>

BBC Ten Pieces at Home: <https://www.bbc.co.uk/teach/ten-pieces>

Oak Academy Specialist: <https://classroom.thenational.academy/specialist>

Channel 4 Grayson's Art Club: <https://www.channel4.com/programmes/graysons-art-club>

Twinkl: <https://www.twinkl.co.uk/>

Food Tech Specific: <https://www.twinkl.co.uk/search?term=food%20technology>

Food - A Fact of Life: <https://www.foodafactoflife.org.uk/>

BBC Food: <https://www.bbc.co.uk/food>

Let's Get Cooking: <https://letsgetcooking.org.uk/>

PSHE Specific: <https://www.pshe-association.org.uk/pshe-education-guide-parents>

The Kindness School Foundation: <https://www.kindness-school.org/>

English Specific: <https://www.twinkl.co.uk/resources/send-inclusion-teaching-resources/specialeducationalneeds-sen-parents-curriculum-support/specialeducationalneeds-sen-parents-curriculum-support-english>

Oxford Reading Owl free eBooks: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

MFL Specific: <https://www.twinkl.co.uk/resource/t3-c-144-how-to-help-your-child-with-mfl-parents-guide>

Duolingo App: <https://www.duolingo.com/>

Music Technology: <https://www.themusicworks.org.uk/school/special-schools/>

Garageband Apps: <https://apps.apple.com/us/app/garageband/id408709785>

TES Resources: <https://www.tes.com/teaching-resources>

## Policy Ownership

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Remote Learning Policy	1.1

Date published	Date for next review
November 2022	November 2023

Approved by	Signature	Date
Adele Audin		November 2022

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1.0	January 2021	Adele Audin	Policy created
1.1	November 2022	Thomas Guy	Reviewed

# Appendices

Safeguarding Policies

Online Safety Policy