

# Remote Learning Policy

2021-22



The Bridge London  
Secondary

Pride  
Passion  
Partnership  
Professionalism  
Positivity

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## Introduction

In July 2020 the DfE issued guidance for the full reopening of schools following the Covid 19 closure period. The guidance can be found on the DfE website. As part of the guidance, every school has to have in place contingency plans in the event of a closure. The guidance sets out principles and states:

In developing these contingency plans, we expect schools to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- 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
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum

School Closure may be a result of

- A need for class or cluster isolation as a result of confirmed Covid 19 cases
- Whole school closure as a result of confirmed Covid 19 cases
- Local area lockdown
- National lockdown

It is likely that a local/national lockdown would still require schools to be open for keyworker/vulnerable pupils.

## Remote learning for pupils who are in self-isolation whilst the school is still open

Pupils are required to self-isolate if they have been in an affected area and are displaying Coronavirus symptoms, or if they have been to one of the designated affected areas according to Public Health England even if they are not displaying symptoms. \*

During any such period, the School will make sure that education is provided remotely (online) so no-one need fall too far behind.

## Teacher expectations:

- It is recognised that teachers will have to cover their normal timetabled lessons and may be teaching classes for most of the day
- They should endeavour to find time whenever possible during lessons to set work that covers the salient points
- Any electronic resources used in the lesson, including work sheets or PowerPoints used, should be shared with absent pupils. Teachers should ensure work is visual and accessible by all

### Parents expectations:

- Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks
- Contact the student's teacher if there are any concerns

### Remote teaching for staff who are in self-isolation

Teaching staff are required to self-isolate if they have been in an affected area and are displaying Coronavirus symptoms, or if they have been to one of the designated affected areas according to Public Health England even, if they are not displaying symptoms.

During any such period, the School will ensure that the lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

### If a member of staff is required to self-isolate, they are expected to:

- Plan resources/activities and set cover work for other staff member
- Additionally, they remain available to discuss any significant pupil related matters

### Remote teaching and learning in case of enforced school closure

If the school has to undergo enforced temporary closure due to government and/or public health guidelines, the following will apply:

### Teachers and support teachers are expected to:

- Upload teaching materials where possible to SeeSaw
- Teachers will endeavour to set activities/provide resources for pupils that families are in a position to carry out
- Share resources and when beneficial to the student provide an element of interactive learning if this is possible taking into account the students SEN
- Be available to provide advice to families regularly as they would have done if in school
- Contact parents if there are ongoing concerns

### Parents are expected to:

- Encourage and support their young person to carry over / engage in activities as set out by class teachers and continue to work in partnership with school to maximise positive outcomes for their young person

# General

## Student access to learning

- Information will be kept for pupils who don't have access to PCs/other devices so that where helpful resources can be sent home
- G Suite: all teaching staff should ensure that they are fully conversant with GSuite procedures in accordance with the school's Remote Learning policy where this is an appropriate platform

## Teachers/Instructors

- Teacher Responsibilities for Learning –online /home packs. Teachers will produce learning activities for pupils either on site or at home. Learning activities/resources will reflect EHCP targets that are broken down into MAPP termly areas of focus
- Teachers will maintain communication for those not attending school via email, SeeSaw and telephone. Communication will be recorded on Bromcom and concerns raised with SLT
- Teachers will continue to meet with their line managers according to prearranged meetings. This will be either virtual or face to face
- Teachers will set tasks for their SNPs in relation to resources, supporting on line delivery of short sessions to pupils at home and attending any set training opportunities

## Special Needs Professionals

- SNPs will continue to support pupils in their care- producing resources, supporting on line and face to face learning as appropriate
- SNPs will attend weekly meetings with their teachers in order to discuss pupil's progress in work tasks & discuss next steps of learning

## Leadership Team

- The SLT will take a strategic view, continually monitoring the Government updates and guidance to support the regular business of the school
- They will monitor the learning provided for pupils in order to ensure all pupils receive their entitlement through adapted teaching & learning experiences both at home and at school
- They will attend SLT meetings and lead meetings with staff and outside Agencies, to conduct the regular business of the school in relation to teaching and learning, progress of pupils
- Support Social Workers with vulnerable pupils (CP, CIN cases)
- Monitor, review school risk assessments including individual risk assessments for pupils

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## Administration and Parent Support Worker

- Maintain registers /attendance records for staff and pupils
- Contact parents regarding non-engagement with learning activities
- Maintain/support communication with families
- Support families with accessing Free School Meals and details of food banks
- Communication to parents/carers key information such as school closure

## Premises Staff

- Follow guidance for cleaning routines (COVID related)
- Follow school risk assessment for COVID

## Well Being

### Pupils/Families

Any school closures can increase the daily pressures already faced by our families and a range of other factors may directly affect our pupils and their families during this time.

- Staff will make weekly wellbeing calls to the families of any pupils not in school and will either seek additional support from leadership or signpost families to various support services where appropriate
- Where appropriate and possible due to access to devices pupils will be encouraged to join online calls with their class teachers/SNPs and peers to build and maintain the relationships and the sense of belonging for the pupils

### Staff

The school aim to provide the necessary working conditions and support to staff to reduce stress in school and when working from home.

- The school will work alongside the multidisciplinary team to ensure they support staff to optimise their own wellbeing through evidence based approaches whilst adapting to the different circumstances
- School will encourage open and honest communication with staff and ensure they are all aware of the services available to support them
- Government guidance will be closely monitored to ensure staff are safeguarded effectively and that the working environment is clearly organised and well led
- Staff training will be identified and delivered to ensure staff have the learning opportunities and resilience to develop their understanding of any new roles or responsibilities they may face

School leaders will ensure they are clear about the areas of focus to ensure staff wellbeing is maintained and supported:

<https://www.egfl.org.uk/sites/default/files/Wellbeing%20guide%20for%20staff%20working%20in%20schools%20and%20trusts%20LGA.pdf>

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## Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

### **Policy Owner and Contact Details**

Dr. Penny Barratt, CEO

For further information on the Policy, please contact via email  
[penny.barratt@thebridgetrust.academy](mailto:penny.barratt@thebridgetrust.academy) or phone 020 7619 1000

Next Review Date: September 2022

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# Appendix 1

## Minimum expectation of the curriculum for children self-isolating

### Weekly Expectations

- 1x weekly or fortnightly contact from class teacher to review how the student is doing
- Use of structured conversations checklist
- Regular resource ideas sent home to families and this should be reviewed fortnightly
- Use of Seesaw to send weekly announcements to all families with young people isolating

**Structured conversation checklist to support home learning**

**Name of Child Young Person :** \_\_\_\_\_ **DOB:** \_\_\_\_\_

Areas to cover	Notes	Follow up Actions	Virtual Meeting/Dates
Input/resources/activities/ideas/attention autism/Makaton/specific program			
Shopping or travel support			
Respite/short breaks advice			
Health concerns			
Behaviour support			
Parent support group			
OT and SLT input			
CAMHS support			
Information on local organizations – Centre 404			