



Minimum Expectations for Remote Learning at Churchill Special School in the event of:

- **Individual pupils not attending due to self-isolation or positive Covid tests**
- **Partial lockdown**
- **Total lockdown**

Our aim is to learn from and build on the good work seen over the summer term and ensure consistency across our school.

Government guidance summer 2020 states:

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

Criteria	Our school's Approach
To identify responsibilities for key members of staff.	<p>The Headteacher will oversee the following elements related to the curriculum:</p> <ul style="list-style-type: none"> • Planning • Resources preparation • Delivery <p>The Deputy Head will co-ordinate the pastoral care and well-being of all pupils in the school.</p> <p>The Deputy Head will ensure pupils who integrate into Samuel Ward Academy receive their curriculum offer.</p> <p>SENCO's will ensure the delivery of EHC objectives and make sure that there are "reasonable endeavours."</p> <p>Subject specialists will prepare and provide appropriate, differentiated content to each of their teaching groups.</p>
To ensure all staff are aware of the expectations for the curriculum, how this will be delivered to	<p>All prepared work which will consist of a range of formats to include:</p> <ul style="list-style-type: none"> • Powerpoints • Narrated Powerpoints • Hard copies of booklets

<p>students and how feedback will be given.</p>	<ul style="list-style-type: none"> • Online interactive material such as Seneca and from Oak Academy • Links to resources such as GCSE Pod and from Oak Academy <p>will be emailed to students by individual teachers.</p>
<p>To ensure all students are familiar with the schools expectations and can access materials.</p>	<p>Students will utilise alternative approaches such as being taught through a narrated PowerPoint and emailing completed work to teachers, at least once a month with all of the classes they teach in order to ensure students are familiar with the methods used and can access resources appropriately.</p>
<p>To identify the minimum curriculum expectation for the school's stakeholders.</p>	<p>The minimum expectation is a lesson, containing appropriate content, which details the daily lesson as per the timetable.</p> <p>Staff must ensure work is:</p> <ul style="list-style-type: none"> • Based on high expectation • Differentiated appropriately • Manageable for students and families • Takes into account therapy programmes which may be delivered simultaneously
<p>To ensure staff are prepared to deliver remote learning to:</p> <ul style="list-style-type: none"> • Whole classes • Part classes • Individuals 	<p>Staff should utilise some of their Planning, Preparation and Assessment time to consider the delivery of a remote programme.</p> <p>Discussion at staff meetings will enable staff to consider a range of elements including:</p> <ul style="list-style-type: none"> • Preparation needed • Support required • Expectations
<p>To identify how pupils will return work to staff</p>	<p>Students will return work to staff via email.</p>
<p>To identify the consistent approach for each subject around marking/feedback.</p>	<p>Staff receiving work will:</p> <ul style="list-style-type: none"> • Provide the child with feedback no later than the next day, this will reflect the school's marking policy. This can be done via email or a telephone call • Maintain records of progress.
<p>To identify how the curriculum is being adjusted to take into account missed learning during the</p>	<p>Baseline assessments have been and will be completed for all pupils.</p> <p>Further assessments e.g. GL assessments, end of unit tests and mocks will further inform progress.</p>

lockdown period.	<p>Teachers will differentiate planning accordingly for individuals and whole cohorts.</p> <p>Interventions will be delivered for those students who require accelerated progress. These could be delivered 1-1 or in small groups and be academic or therapeutic in nature.</p>
To detail how staff will ensure pupils are able to participate and complete activities?	<p>Teaching staff will:</p> <ul style="list-style-type: none"> • Contact parents the day after work was due if it has not been submitted to offer help, support and any additional guidance. • Records of these conversations will be maintained.
How does your e-safety policy cover remote learning and your expectations on behaviour?	<p>The policy is robust but will be further adjusted if required.</p> <p>Students are continually reminded of the expectations and have all signed the class e-safety rules.</p>

Code of Conduct

When providing remote learning our staff will follow this code of conduct:

1. Where a pupil is receiving a therapy session; a parent/carer should be present for the duration of the session (in the locality).
2. Staff should not behave any differently towards pupils compared with when they are in school. They must never attempt to arrange any meeting, including additional sessions, without the full prior knowledge and approval of the school, and should never do so directly with a pupil.
3. Staff should only use platforms specified by the school. They should not attempt to use a personal system or personal login for remote teaching or set up any system on behalf of the school without prior approval.
4. All remote learning sessions must be recorded so that if any issues arise the video can be reviewed. The recording must be stored on the school's network or secure area of the cloud in an area that can only be accessed by those staff who need to. It will be retained for a year, after which time it should be deleted. Staff must not take secret recordings or screenshots of themselves or pupils during sessions.
5. Staff should conduct any remote learning sessions in a professional manner, as if they were in school. This includes being suitably dressed, using professional and appropriate language and not being in a bedroom or bathroom. Where the use of a bedroom is unavoidable, it should be impossible to tell that it is a bedroom, even if the camera slips. The camera view should not include any personal information or inappropriate objects and the background should be blurred/changed.
6. If anything inappropriate happens - or anything which could be construed in this way – staff must immediately inform their line manager and keep a written record. This is to protect staff and pupils.
7. Staff should look out for signs that a child may have been harmed or be at risk of harm, as they would if they were in school. Any concerns or disclosures must immediately be

passed on to the Designated Safeguarding Lead in the pupil's school or, in their absence, a deputy designated safeguarding lead, in line with the school's child protection procedures.

What we expect from parent(s)/carer(s)

To keep your child safe and ensure they get the most from remote learning, we expect you to:

1. Where possible be present for the duration of the session. Try to be in the room for all sessions, especially for younger children.
2. If your child attends a specialist provision (school or hub) then you will receive additional guidance from them and are invited to be in close contact regarding your child's specific needs.
3. Make sure your child does not join a session from a bedroom or bathroom. If joining a session from a bedroom is unavoidable, point the camera away from beds and any personal information.
4. All children should be supported to blur or change the background where possible.
5. Make sure your child, and anyone else who might be seen during the session, wears suitable clothing and is fully dressed.
6. Make sure that your child's language, and that of anyone in the background, is appropriate.
7. Do not take secret recordings or screenshots of the member of staff or other pupils during the session(s).
8. Make sure your child knows they can tell you if they are asked to keep a secret or anything happens or is said that is strange or makes them feel uncomfortable, scared or upset.

If you have any safeguarding concerns about the member of staff, report them immediately to the Headteacher at your child's school. The Headteacher will follow the guidance in part four of [Keeping Children Safe in Education](#), which deals with allegations of abuse made against teachers and other staff.

What we expect from pupils

1. Attend all sessions on time with a positive attitude.
2. Always wear suitable clothing when you are joining a session.
3. Always blur your background so nothing personal is on show behind you.
4. Be polite and respectful of others in the lesson just as you would be in school.
5. Follow your teacher's instructions if you have a question or answer you would like to share.
6. Let your teacher know if you are finding the work too hard or too easy.
7. If you have additional needs and are worried that you can't access or understand some of the home learning tasks, or are not receiving the feedback you need, let your teachers and family members know.
8. Never record or take pictures of anyone in your session.
9. Let your parent/carer, teacher or Headteacher know straight away if you are asked to keep a secret or anything happens or is said that is strange or makes you feel uncomfortable, scared or upset.