

# Hurworth House School



## REMOTE LEARNING – CONTINGENCY PLAN

### “ Inspiring for Success”

Hurworth House is unique, we strive to bring inspiration, present endless possibilities and nurture innovation. We recognise and celebrate individuality, developing all aspects of our young people’s characters in order to fulfil their ambitions

## Statement of intent

We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Protect students from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'

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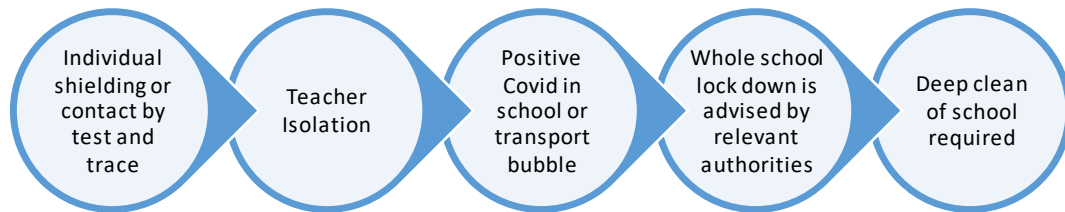
It is important during this time of National Pandemic that Hurworth House School works in a clear and consistent way to support its learners and parents/carers. During these times we are required to be respond quickly to changes in staffing and students in regard to Covid-19.

The school will follow all government guidance; which can be found on gov.co.uk website; in order to maintain a safe, secure and infection free educational and working environment for our children/young people and staff team.

We will work closely with the LA to ensure the premises is 'COVID-secure', and will complete all necessary risk assessments. The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.

The school will communicate its plan with parents, including whether it will remain open to vulnerable students and children of critical workers, or if remote working will be applicable for all.

There may be times that the head teacher will have to make swift decisions to ensure the safety of children and staff and the continued running of the school, these may include times when:



In these instances we will contact you as soon as possible and may have to ask you to:

- To collect your young person from school if they are showing symptoms
- Arrange for a test for your young person if they are showing symptoms
- Self-isolate your young person at home if they have spent time with someone who has tested positive
- Support your young person being educated at home while staff are in isolation, a deep clean of the school is required or your child has to self-isolate

These are scenarios where we may have to quickly move a child to remote learning in order to maintain safety and infection control. While this is not a decision we take lightly or would want to take, we will communicate this to you as soon as practicably possible and any such decision would be for the shortest possible time.

To support this we have worked with students and teachers to ensure that:

- a minimum of 2 weeks work is planned in advance for each child and will be sent out on the first day of isolation
- an agreed timetable of learning is in place (this may change depending on teacher absence)

We will also ensure the following:

- Teacher telephone support, supporting children to access learning.
- Virtual tutor calls to ensure pastoral and welfare support where needed.

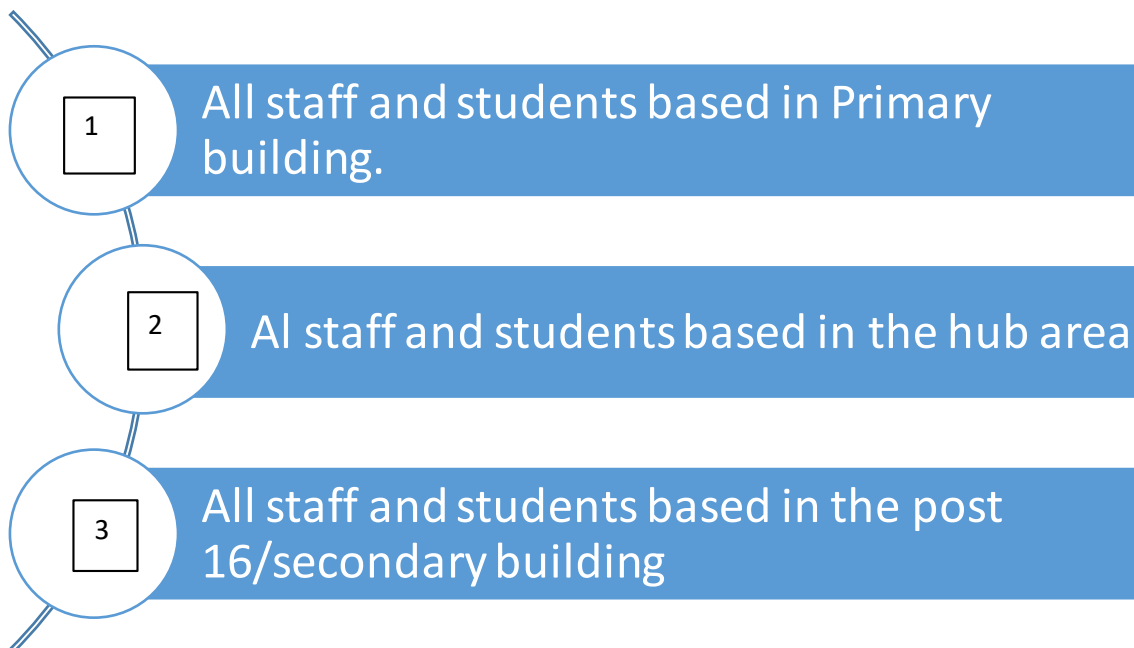
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- Provide visits from our driving teams twice a week who ensure additional welfare checks and also drop / collect work for marking
- Providing nurture packs, resources and equipment to support project based learning.
- Providing outreach telephone therapeutic sessions. This includes an occupational therapy assessment to support at home circuit breaks.
- Senior to respond to any parents/ carers needs
- Meetings e.g. Education health and care plan are facilitated remotely using the Zoom interface and or telephone conferencing. We will present as the host and enable document sharing in a confidential manner.

## Hurworth Approach to maintaining safety and reducing contact

The school have allocated children to class bubbles, housed within a building bubble, these are outlined below. We are a small school and are able to manage the flow and movement of staff and STUDENTwell. We are using the term Bubbles and have allocated them as follows



- **Class Bubbles** – Where possible the staff will remain static – however for some subject specific teaching and option choices there may be additional changes in STUDENT and Teachers.
- In case of a confirmed case within the Class bubble we would move all Students to virtual schooling, please note this may include additional Students for example if they travel in with confirmed case.
- In case of teacher / staff isolation is the first priority, for the short term we will endeavour to cover the staff from the building bubble however we may need to re allocate to virtual schooling until the teacher returns.
- In case of multiple confirmed tests we will respond with shutting down the Building bubble and moving this to remote learning. This can also lead to whole school moving to remote offer.
- Any student transporting with other **building bubbles** e.g. a secondary and primary students sharing transport we will advise accordingly.

## Our Offer

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning, so students never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

We are aware that not all teachers, parents and students will feel confident using technology to support remote education. We will continue to provide training on peer-to-peer support to teachers and students in the operations and functions of zoom. In addition we are happy to offer remote training to parents in this area.

We will ensure :

that we are able to offer a range of on line learning and work packs that will also address nurture project based provision.

- We will provide Zoom support for assemblies and ‘touch base ‘contact with specific staff members when and where apt.
- We are committed to making this remote learning Creative by developing incentive challenges for students and also families.
- We value the remote work our children complete and will arrange to complete remote working displays – this will also include photographic evidence of project based work our young people complete

## Teaching and Learning

At Hurworth we are dedicated to ensuring our young people are set assignments that follow their usual curriculum sequences and that are meaningful and ambitious. Remote learning sessions are linked to the school’s curriculum expectations and well-sequenced so that knowledge and skills are built incrementally.

We will provide work and or on line learning that is of equivalent length to the core teaching pupils receive in school

- primary: 3 hours a day, on average, across the school cohort
- secondary: 4 hours a day, with more for pupils working towards formal qualifications this year

### **Expectations for pupils’ engagement with remote education**

We expect your child to attend all live lessons at their scheduled times; attendance at live lessons will be closely monitored by the class teacher who will contact home to discuss.

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We expect your child to complete the individualised work packs that are sent out and return to school using our collection service

Engagement will be tracked on a daily basis and any concerns regarding lack of engagement will be communicated to parents and carers. We will use a structure set by school and Quality Assured by our senior management team.

Class teachers will track the completion of work / and or completed key tasks. If there is no evidence of engagement an internal tracker will be updated noting '**No evidence of remote learning**' and parents/carers will be notified.

If there are concerns about the quality of tasks submitted and thus progress concerns, the class teacher will speak to students, ascertain what issues are, what the student is struggling with.

If there are continued concerns, the class teacher will speak to the senior leadership team regarding progress/engagement concerns. The senior team will then contact parents / carers to discuss any issues and provide additional support.

## Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily.

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons) facilitated by the zoom platform
- Individually tailored PowerPoints created by class teachers.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Subject specific study work that will be emailed/ and or dropped by our driving teams to students.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning.

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Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

Work packs will be made available for students who do not have access to a printer – these packs will be sent from school .

Teaching staff will ensure all students remain fully supported for the duration of the remote learning period.

The teacher will arrange additional support for students with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Students and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.

There will be a number of general strategies to consider when supporting remote learning for instance revisiting prior learning, chunking up new knowledge, teacher explanations or modelling, scaffolding, pupil practice, learning checks, to name a few.

We will review all our young people's **education health and care plan** outcomes and needs so we are able to truly differentiate our offer and provide access and consider this in timetable planning. This might include

- Consider the impacts of subtle body gestures that are easily picked up when face to face as opposed to on screen and how we can support this e.g. with visual cue cards, chat room functions.
- Reflective time pre and post zooms may be appropriate for some young people.
- Providing students with different ways of explaining concepts or identifying any likely misconceptions in advance.
- Consider the sensory responses of our young people in the management of Zoom functions such as microphones / video presentations.
- Support understanding and manage the speed of the interface by the use of shared screen prompts in Zoom
- Consider the need 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 to ensure pupils' understanding

We are aware of our age ranges and students needs and will take into consideration when planning the following

- Some students may require more support from parents and may require extended periods of screen time to be balanced with a mix of other activities e.g. engines low activity / sensory circuit / challenge question.

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- Some are able to work independently and this will be reflected in their assigned tasks. The approach to teaching and level of contact teachers have with students may also need to be different across subject areas.
- Some may require additional challenge via Pre-recorded zoom sessions to introduce new topics and or consolidation

## Assessment and Marking

Senior leadership team will quality check on a daily basis weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern

We will continue to mark students work against their age related outcomes and plan accordingly. Teachers will build formative assessment and feedback into their teaching approach through a mixture of quizzes, digital tools and modelling of good answers. These will help teachers understand how students are achieving.

We will provide coaching questions through varied forms e.g. marking, Zoom chat functions and direct speech

Remote work will be marked by teaching staff. Engagement will be tracked on a daily basis and any concerns regarding lack of engagement will be communicated to parents and carers. We will use a structure set by school and Quality Assured by our senior management team.

Termly reports will not be changed and will comment on academic and welfare progress using assessment and therapeutic measurements.

## Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

Parents of students not using devices or software as intended will be supported to correct this.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will consult with parents at least one week prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.



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The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

## Safeguarding

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.

At all times we will adhere to our local arrangements and track any Missing from education following Darlington procedures

A Safeguarding officer will be contactable during school hours at all times.

We will ensure that the young persons risk assessment and behaviour support plan is reviewed in partnership with parents/carers, the local authority and the team around the child.

The Designated Safeguarding Lead will arrange for regular contact with vulnerable students once per week at minimum with additional contact, including home visits, arranged where required.

The Designated Safeguarding Lead will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable students learning remotely.

All members of staff will report any safeguarding concerns to the Designated Safeguarding Lead immediately.

Students and their parents will be encouraged to contact the Designated Safeguarding Lead if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Parents' and students' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Data Protection Policy.

Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

## Roles and responsibilities

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The headteacher is responsible for:

- Ensuring that staff, parents and students adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and students.
- Arranging any additional training staff may require to support students during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure students' education does not suffer.

The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect students online.
- Identifying vulnerable students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for students who are at a high risk, where required.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the Designated Safeguarding Lead and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.

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- Adhering to the Staff Code of Conduct at all times. Liaising with the ICT technician to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for students with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while students with SEND learn remotely.
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely during school hours and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any issues to the school as soon as possible.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Students are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely during school hours.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.

## Returning to school

After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school. A pre screening assessment will be undertaken prior to entry.

The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

## Monitoring and review

This policy will be reviewed in line with any updated to government guidance.

All changes to the policy will be communicated to the relevant members of the school community.

