

REMOTE LEARNING POLICY



1. Purpose

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

2. The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

3. What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Students at Stafford Hall School will immediately be set paper based and project-based tasks. Online learning will be used where appropriate bearing in mind the capabilities of students' with ASD. The work set will enable students to continue making progress. Any students who do have access to software or hardware – we will provide this within 24 hours.

4. Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate.

5. Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

In relation to DfE guidelines we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours per day
Key Stage 2	4 hours per day
Key Stage 3	4 hours per day
Key Stage 4	4 hours per day

6. Accessing remote education

How will my child access any online remote education you are providing?

We are currently using two platforms. They are called:

ClassCharts: [School Seating Planner & Behaviour Management Software: Class Charts](#)

Oak Academy: [Oak National Academy Online Classroom \(thenational.academy\)](#)

7. If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- we will provide Laptops free of charge. This will allow students to access ClassCharts
- we will also provide booklets with relevant work inside them. This will enable students to physically produce work.

8. How will my child be taught remotely?

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

- be-spoke printed paper packs designed to enable students to work through relevant curriculum concepts
- daily telephone calls to enquire if the student has understood the work set and offer 1-2-1 telephone tutoring
- long term project work that may require a student to do some independent research – via reading or the internet

9. Engagement and feedback for day pupils

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- students are to attempt every task set – students have access to the school number and staff emails, if they need support they can call or email between the hours of 9.30am – 2.50pm
- parents/carers please prepare your students for the learning day. Where possible get them to wake up as they normally would. Remind them when they will receive their daily 1-2-1 tutoring phone calls

10. How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

As parents/ carers you will have access to ClassCharts (if you do not have this, call the school immediately). Through this platform you can see work they have been set, and if they have been submitted in real-time. However, every Friday you will receive a telephone call from your students key tutor during remote learning.

11. How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- when students have been assigned work through paper-based assignments – this will be marked within the week and feedback provided for students to act upon

12. Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- the nature of our SEND students means they need support and reassurance. This is the primary reason we have decided to moved away from group based live lessons. The 1-2-1 nature of our offer is more effective and beneficial

13. If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The student will receive two telephone calls per day. These will act as both a welfare call and subject 1-2-1 telephone tutoring. The student will receive their I receive a paper based work pack.