



## **Linwood School Remote Learning Statement**

This statement has been developed using our knowledge of successful remote learning during the Covid pandemic. It also takes into account the non-statutory guidance Providing Remote Education issued by the DfE. It is aligned with our school vision: Our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support.

Due to the varied nature of the curriculum pathways and the diverse needs of our students, each phase and each campus have developed a plan of how they will ensure all students have access to a quality education provision should further remote education be required. This could be in response to an extreme weather event, pandemic lockdowns, or temporary school closure for any other reason. In all cases of class/campus/school closure for any reason, we will not expect remote learning to begin until day 2 of the closure as we recognise that staff will need to the first day to plan and prepare for lessons.

### **Safeguarding**

Should the school, or any part of the school, be temporarily closed safeguarding will be a key priority. We will assess the safeguarding risks for each individual student and put in procedures to monitor the safety and wellbeing of each student.

### **Learning Platforms**

The following lists the types of platforms and software that will be used to support learners and their families during future closures:

<i>Phase</i>	<i>Resources</i>
EYFS	Zoom, Teams, Evidence for Learning, Email
Alma	Zoom, Teams, Evidence for Learning, Oak Academy, Email
Vita & Nexus	Zoom, Teams, Evidence for Learning, Oak Academy, Email
Lumos & Post 16 Skills Centre	Zoom, Teams, One Note, SharePoint, Evidence for Learning, Oak Academy, Email
CHI	Zoom, Teams, Evidence for Learning, One Note, SharePoint, Email
Summerwood	Zoom, Teams, One Note, SharePoint, Oak Academy, Email

### **Early Years**

- Teachers will provide a weekly or fortnightly overview of the learning that will take place. This will highlight when children will be accessing class-based sessions remotely and where learning is accessed via other means.
- The principle platform used to share learning opportunities will be Evidence for Learning; teachers will be using this to share activities, to upload pre-recorded sessions for students to access, and to communicate with families.
- Teachers will facilitate class, small group or individual online sessions via Zoom or Teams as appropriate, in a way that is of benefit to the children and their families. This may be simply helping children to stay connected through a short 'hello' with their teacher or a familiar song being sung to them.
- Where children do not engage in live online sessions, teachers will make an individual video call weekly to check the child's wellbeing in line with safeguarding procedures.



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### **Alma**

- Teachers will provide a weekly overview of the learning that will take place each day. This will highlight when children will be accessing class-based sessions remotely and where learning is accessed via other means; pre-recorded lessons, online lessons, activities emailed / shared on Evidence for Learning.
- Teachers will provide a balance of learning experiences each week including activities related to the termly topic as well as PLP targets and therapy plans.
- There will be a combination of live sessions alongside pre-recorded sessions or lessons from online learning platforms. We recognise that there can be challenges for some families in accessing live learning at the time allocated; where possible, teachers will aim to provide a recorded session which be accessed by families when their child is ready for learning. This might include specialist music, dance and PE sessions, Attention Autism sessions, sensory stories, sensory circuits or yoga.
- Wherever possible and appropriate we will endeavour to facilitate class, small group and individual online sessions, in a way that is of benefit to students and their families. This may be simply helping children to stay connected through a short 'hello' with their teacher or a familiar song being sung to them.
- Where students do not engage in live online sessions, teachers will make an individual video call weekly to check the student's wellbeing in line with safeguarding procedures.

### **Vita & Nexus**

- Teachers will provide a weekly overview of the learning that will take place each day. This will highlight when children will be accessing class-based sessions remotely and where learning is accessed via other means; pre-recorded lessons, online lessons, activities emailed / shared on Evidence for Learning.
- Teachers will provide a balance of learning experiences each week which will include activities related to the termly topic as well as those related to student's targets in their Personalised Learning Plans and therapy plans.
- Teachers will provide a range of learning experiences across the Vita curriculum domains each week.
- Teachers will facilitate class, small group or individual zooms daily, in a way that is of benefit to students and their families. This may be simply helping children to stay connected through a short 'hello' with their teacher or a familiar song being sung to them.
- There will be a combination of live sessions alongside pre-recorded sessions or lessons from online learning platforms. We recognise that there can be challenges for some families in accessing live learning at the time allocated. In order to support this, where possible, teachers will aim to provide recorded sessions which be accessed by families when their child is ready for learning. This might include specialist music, dance and PE sessions, Attention Autism sessions, sensory stories, sensory circuits or yoga.
- Specialist teachers will plan and deliver lessons remotely or through a pre-recorded session.
- Students who will not engage with online video lessons will be provided with alternative means of accessing the work. This may be via email, Evidence for Learning or physical paper copies of work which are sent home.
- Where students do not engage in live zoom sessions, teachers will make an individual video call weekly to check the student's wellbeing in line with the safeguarding procedures.
- KS5 students at Springwood Campus are following the OCR Life and Living skills programme and as such there are units of work that have been chosen this term to be transferable to a potential home learning situation.
- Provision will be similar to other students at Springwood in that it will be a bespoke package that supports students in the most suitable way possible. This would include face to face contact on zoom or teams where appropriate. Alongside this, students would hopefully be



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able to engage in life skill activities such as cooking, cleaning and helping with jobs around the house. Parents are encouraged to share photographs with the class teacher so that these can be included in the students' portfolio of evidence.

### **Lumos, Summerwood Campus & Skills Centre**

Teachers will be expected to set work for each lesson timetabled for the day. This could be a worksheet, online lesson, or project work for the classes they are responsible for.

Specialist subject teachers should plan and deliver lessons for their subjects.

Teachers will be expected to teach one 45 min session each day to their class. Over the course of a week teachers should deliver one each of the following lessons:

- English
- Maths
- PSHE/Citizenship
- A topic or project lesson.
- A social activity e.g. a quiz

Students who will not engage with online video lessons should be supplied with alternative means of accessing the work. This could be via One Note or physical paper copies of work that are sent home.

Where students do not engage in whole class zoom classes, teachers should make an individual video call to check the student's wellbeing in line with the safeguarding procedures.

### **CHI**

Students will be given a timetable of activities for the week including their weekly targets, we will continue with students having the work emailed to them or sent in the post. For those students who are unable to access their emails from home they would be sent work home rather than the links.

Students would have a full series of lessons including incorporating all qualifications offered at CHI. The students would also have access to wellbeing sessions in small groups once a week. This would be via virtual sessions. For students who do not have access to virtual sessions staff would ensure phone calls are made and a brief discussion about the topic and wellbeing activity. Students will continue on their work placements wherever possible. Staff will visit and support as they have previously. Any new restrictions within the workplace will be added to the risk assessment for that placement.

### **Additional Guidance for Virtual Learning**

#### Guidance for Linwood students

We hope you enjoy learning from home as much as you enjoy learning at school. We want to make sure you take part and have fun. Remember to:

- Listen, to your teachers and friends
- Look, at the screen
- Sit, somewhere comfortable, so you can concentrate
- Try your best
- Think first, then speak
- Take turns
- Smile and have fun!
- If you do not follow these rules the teacher may ask you to leave the lesson or find a way to speak with you so your friends cannot hear.
- If you find this learning difficult tell your teacher, we can help you.



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### Guidance for parents using Zoom/Teams for Remote Teaching

Teachers will use Zoom or Teams when teaching in school and a student who is self-isolating is joining from home.

- Your child's teacher or another member of staff from the school will e-mail you or your child when setting up virtual learning.
- When you/your child join the meeting you will first be in a virtual waiting room. The teacher/other staff member will allow access when they are ready.
- If you would like to make a comment about the session please send an e-mail / phone the class teacher after the session. If you have positive feedback please share this too
- If your child needs support to access the lesson please help them to focus if you are able to. (For example, turn off background noise, ensure student is not interacting with siblings during the session etc)
- Show your child how to mute themselves on the class call.
- Students' siblings should not join in with the session. Be aware that loud sounds from other rooms can be audible.
- Please ensure the username is your child's name so the member of staff running the session knows it is safe to let them in. This is important for safeguarding reasons.
- The member of staff may choose to record the session for monitoring and assessment purposes on school issued devices. This recording will be stored for the remainder of the term and then deleted. Recordings will only be shared within school. The member of staff will tell you if the session is being recorded.
- If you would prefer to keep your home private you can use a virtual background.
- Do not take photographs of or record the zoom call. Screen shots are also not permitted.
- The invites, links and passwords you are sent are designed to safeguard the privacy of our students. Please do not share these with anyone.
- Our teachers are working hard to make all lessons fun and engaging. Teachers will talk to students about expected behaviour and do their best to support students to engage and have fun. Teachers may need to mute, disable video or remove any students who behave inappropriately or disrupt the lesson.

### Guidance for teachers using Zoom/Teams for Remote Teaching

Teachers will use Teams or Zoom when teaching in school and a student who is self-isolating is joining from home.

For teachers using Zoom (where teachers and students are all at home)

#### Prior to the video call

- For safeguarding reasons there should always be more than one member of staff attending the lesson for group and whole class sessions. If this is not possible or if it is a 1:1 session the lesson will be recorded. Recordings will be kept for the remainder of the half term.
- Consider your background – what is visible behind you? If the environment contains personal items such as photos you may wish to find an alternative space if possible. Also, consider your audience, students with Autism and difficulties with information processing will find backgrounds very distracting if they are cluttered, busy or contain patterns. You may wish to consider using one of the virtual backgrounds as a calming and distraction free alternative or to keep your home private.
- Ensure you are clearly visible – you should be in a room with reasonable lighting so students are able to see you clearly. You should remain visible throughout the session.



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- Share the link/meeting ID and password only with relevant parties. Do not share this on social media.
- Enable the waiting room feature and let people in who you believe should be attending. Hopefully all students will use their own name as the username. If you see a name that is not one of your students/parents you can turn off the video for other participants, admit the person to the meeting so you can see who they are. If it is not someone you are expecting in the session you can remove them from the meeting.

#### During the video call

- At the start of the lesson be clear what you want from the students. Use the 5 steps for learning or something similar. Set out the ground rules for the lesson. Ideally display these visually on your presentation to ensure all students can access and understand.
- Disable private messaging so the students cannot send messages to one another during the meeting.

#### Screen Sharing

- If you are screen sharing close any unnecessary tabs to ensure you don't accidentally share any confidential information.
- Prevent participants from screen sharing unless you want them to in a specific lesson.
- Turn off annotation to prevent students from doodling on the screen for everyone to see.
- Turn off the private chat feature – to ensure students don't send messages privately to one another during the lesson

#### Disruptive students

- If a student is disruptive you have options in line with our behaviour policy.
- Remind student/s of the expectations for the lesson.
- Mute/disable the video of the disruptive student. Until you have the chance to speak to them on a 1:1 basis using breakout rooms.
- Use breakout rooms to separate a TA/other adult and the disruptive student into a smaller group to talk about behaviour expectations or give some 1:1 time.
- Put the class 'on hold' while you talk 1:1 with the disruptive student.
- Remove disruptive student from the meeting. You can give them a clear warning, tell them you are going to remove them for a period of time, and allow them to re-join the lesson after a set period.
- Record significant disruptive behaviour on Arbor.

**If you are concerned about a student please ensure you raise concerns in line with our usual Safeguarding practices.**