

Local Procedure Title	Remote Learning
Site	Sketchley School <ul style="list-style-type: none"> • Sketchley Hall School • Forest House School • Progression House School
ECS Policy number and title	ACS 31 Curriculum
Local Procedure template reference	ACS LP 02
Associated templates / procedures	ACS LP 03 – Student Attendance
Local Procedure date	August 2023
Local Procedure review date	August 2024 Reviewed Sept 25 Next review Sept 26
Local Procedure Author(s)	Kath Bridon
Local Procedure Ratification	Anthony Armstrong

1. Aims

To ensure that students have access to a curriculum that gives them an opportunity to achieve to the best of their abilities, ensures equality of opportunity and addresses their special needs.

It is recognised that there may be occasions when remote learning occurs for some students, examples of which may include:

- Personal health reasons
- Personal circumstances
- Transitioning into school

Where periods of remote learning should be kept to a minimum & under continued review by the school's leadership team, with the goal of attending school full time.

All students are entitled to receive 25 hours of direct learning weekly during term time, remote learning will be considered as a reasonable adjustment in instances when a student would otherwise not receive the required delivery hours.

The optimal position is for all students to access direct learning within the school environment, adjustments via remote learning are exceptional & will be facilitated for the least amount of time as is reasonable & kept under continued review.

By following this procedure, we aim to provide a comprehensive and effective remote learning experience for our students, ensuring they continue to progress academically while also supporting their wellbeing.

2. Scope

Remote learning includes any period of school approved home education during expected school hours /days.

3. Remote Curriculum / Delivery

A Higher Level Teaching Assistant (HLTA) will be responsible for planning and delivering the lessons for remote learning. They will use the school's approved online learning platform to conduct live lessons, share resources, and assign tasks. They will provide an individualised weekly remote timetable for every student, using the knowledge of each student and any prior evidence of learning. The lessons will be structured to include a balance of live instruction, independent work, and interactive activities. The HLTA will ensure that the lessons are engaging and cater to different learning styles.

The HLTA will work closely with the student's class teacher to ensure the remote learning curriculum mirrors the lessons being taught in school. This collaboration will include regular meetings to discuss lesson plans, student progress, and any necessary adjustments to the curriculum.

An initial phone call will be scheduled between the teacher & the parent/carer to discuss what work the student will be able to access. Where able, virtual engagement will be achieved with the student to enable direct contact & clarity of teaching plans to be secured. Plans will be reflective of the student's choice, with students asked how they would like to access the remote learning programme and their preference upheld as appropriate.

All plans will be personalised to accommodate the student's situation – available resources and support at home.

Sessions will be delivered by:

- Delivered paper- based workbooks.
- Virtual lessons delivered via Microsoft Teams / Zoom
- On-line resources scoped & approved by the Class Teacher.

4. Resources

In cases where students do not have the required equipment to access remote learning adequately, it is the school's responsibility to provide suitable equipment including electronic computer device(s) and or suitable desk / chairs.

Where paper-based work is being used, this will be delivered by named staff or appropriate service to the students' home address weekly.

It is the responsibility of the class teacher to ensure that students have the adequate resources to complete their timetabled work.

5. Therapy

Engagement within remote learning should not preclude students from access to therapy provision.

The delivered package of remote learning must encapsulate the range of provision required to ensure that each student is achieving their desired outcomes, inclusive of holistic development via therapeutic support. Delivery options must be reviewed on an individual basis, reflective of the needs of each student & the therapy input required, with therapy delivery discussed & agreed with the student & parents/ carers.

Agreed therapy provision must be included within the student's timetable.

6. Monitoring

Handwritten work will be collected weekly by a named staff member.

Feedback on learning will be shared with the student, either via email or virtual forum. For learners with communication difficulties feedback will be done with support from parents.

Work completed will be assessed & marked by the HLTA and shared with the student's class teacher.

The HLTA will have a weekly meeting with the class teacher to discuss the students' progress, share feedback, and plan for future lessons. This will ensure that the class teacher is kept informed about the students' learning and can provide additional support to the HLTA, as necessary.

For students following qualification subjects, work will be assessed against set criteria, by way of exam style questions with mark schemes with appropriate feedback shared.

It is expected that students continue to achieve expected outcomes, where assessment is indicating a decline in performance, concerns will be shared with the student and parents / carers and responsive planning agreed to minimise any further decline in achievement.

Records of direct engagement by allocated colleagues with students must be recorded, enabling an auditable record of engagement during periods of remote learning to be achieved.

Alongside termly assessments, the HLTA and teacher will review the student's progress and review and update the online learning arrangements.

7. Transition

The school will provide support to students transitioning from remote learning back to in-person classes. This will include orientation sessions, additional resources, and ongoing support from the class teacher and HLTA.

There may be instances where a blended approach to learning is considered appropriate, especially so during a student's transition into school. Blended learning is when a student attends school for a predetermined set of hours with remote learning agreed as a top up to the school based provision to enable 25 hours of delivery to be achieved.

8. Attendance Recording

Compliant with Student Attendance Local Procedure (03), students engaged within approved remote learning sessions (where learning is taking place) can be coded as 'B' so long as there is evidence of work complete (dates and signed) with staff support. Periods of lone working will not normally be coded as 'B' unless there is clear evidence that the student has been actively engaged within an approved learning activity.

Sessions where students are not completing work will be coded as per Student Attendance Local Procedure (03), this may be an authorised absence if set criteria is achieved.

It is imperative that coding is used correctly, accurately capturing any periods of education engagement.

9. Part-Time / Reduced Timetabling

Where a student is engaged in learning equating to less than 25 hours per week, guidance as detailed within Student Attendance Local Procedure (03) must be followed.

10. Safeguarding

Students absent from school for 5 days or more will receive a safe & well in person visit from an appropriate staff member.

In instances where this is thought not to be possible i.e. due to the nature of the students absence such as infectious disease or mental health concerns, suitable arrangements to confirm the safety & wellbeing of the student will be agreed between the school and the student, the student's parents, & always authorised by the Head Teacher. A student's individual risk assessment should be updated to reflect arrangements & detail agreeable mitigating factors.

Any concerns about a student must be immediately escalated as per the school's safeguarding policy.

11. Communication with parents/carers

The HLTA will maintain regular communication with parents to keep them informed about their child's progress and any issues that may arise. This may include email updates, virtual parent-teacher meetings, and regular updates on the school's online learning platform.

12. Accountability

The class teacher is responsible for ensuring that adequate resources & timetabling is maintained throughout any period of remote learning.

The Head Teacher is responsible for approving any period of remote learning.

13. Governance

The Head Teacher will report all instances of remote learning to the school's Operations Director on a weekly basis.

Data analysis will be presented by the Head Teacher to the school's Governors within termly Governance Meetings.

Progress of the remote learning must be shared where appropriate with the Local Authority

The school will regularly review and update the remote learning procedure based on feedback from students, parents, teachers, and the HLTA. This will ensure that the procedure remains effective and responsive to the needs of the school community.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
30/11/23	Jolene Crowther	Update from initial draft
22/09/25	Daniel Showler	Reviewed