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| Policy/Procedure Name: | Remote and Blended Learning Policy | | |
| Policy/Procedure Number: | SMT068 | | |
| Date of Approval: | 27 th October 2020 | | |
| Effective Date: | September 2020 | | |
| Revised Date: | August 2023 | | |
| Review by Date: | August 2025 | | |
| Policy/Procedure Author: | Head of Quality – with input from SMT members | | |
| Policy/Procedure Owner: | Principal | | |
| Management Committee Approved By: | SMT | | |
| Governor Committee/Trustee Committee (where appropriate) Approved By: | Not applicable | | |
| For Action By: | School and College Staff, particularly members of a student's MDT | | |
| For Information to: | Parents/Carers and Students | | |
| Approval requested to upload on the Treloar Website: | Yes <input checked="" type="checkbox"/> (tick if requested) | | |
| Who is carrying out EIA? <small>(see details of EIA in appendix)</small> | Head of Quality | Date of EIA? | 27 th October 2020 |

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1. Policy/ Procedure Aim

This policy outlines Treloar School and College's approach to the delivery of Remote and Blended (mixture of face to face and remote) learning.

This policy **does not** cover the support we may offer in a student's home whilst they are not able to attend Treloar's. This kind of support is covered by SMT065 Working with students off-site (directly face to face in their family home). The nature of this support covered in SMT065 could include:

- Providing 1:1 learning support (SSA) to a student for them to access their studies in their home
- Providing 1:1 delivery/support from another member of their MDT e.g. Therapist, PTC in their home
- A home visit to carrying out an assessment of the student and/or their environment so that suitable equipment can be put in place to meet their needs

2. Introduction

At Treloar School and College we strongly believe a student will receive the best provision from our highly specialist teams, when they attend in person full time and are in receipt of our high quality face to face delivery, whether that be on a day placement or residential placement.

We would only provide a personalised remote learning offer in exceptional circumstances and for a limited period of time which include:

- A student is recuperating at home following surgery, hospital admission or illness but is well enough to engage in some learning activities
- A student is isolating at home prior to planned hospital admission/surgery
- As part of a phased introduction to Treloar's where it is felt that this would support the student's introduction to the School or College
- Student's placements have been agreed (funded placement), but Treloar's are not yet in a position to offer a start date
- If there is a need for students to self isolate at home due to a personal, local or national infectious outbreak.
- As part of our Business Continuity Plan e.g. Snow Closure

For students attending specialist provision, their ability to access online learning depends on their cognition and other factors related to their special educational needs. For those with autism for example their anxiety may prevent them from accessing learning even though they may be cognitively able. Those with physical disabilities may require exceptionally specialist equipment. Those with more complex learning difficulties are likely to need staff support to access learning activities in addition to the devices which meet their needs.

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A student who attends Treloar's will need the following to access remote learning:

- Specialist equipment which is mapped to their individual needs
- A suitable environment for learning which includes a skilled adult to support the learning in many cases
- Appropriate learning activities which can be delivered in the home environment and are of real benefit to the student

This means that our remote learning offer for our students will look very different from the provision provided to mainstream students for online learning.

3. When will Remote Learning Commence for Students? (in exceptional cases only as outlined in section 2)

- If the student has been unwell or had surgery – as soon as they are well enough to engage in learning activities, their remote learning offer will commence.
- For students who are at home self isolating, but are not unwell, a remote learning will commence from their first full day of absence. A full timetable may not be available from day one, but some remote learning opportunities will be put in place immediately, with a fuller programme of study being available within 48 hours.
- Specialist equipment or technology will be delivered to the family home to support learning (as outlined later in this policy), and should be provided as soon as practically possible, and within seven days. Any delays to this should be fully communicated to the student and their parents/carers.

4. Personalised Weekly Timetable

If a student is receiving any remote delivery in their family home a weekly personalised timetable of that planned learning will be produced. The timetable needs to be produced in liaison with the student and/or parents/carers to ensure it will work from their point of view, acknowledging that those supporting learning at home are usually balancing this with many other demands. The production of the timetable will be the responsibility of the student's Tutor/Form Tutor, but will include input from across the student's MDT. It will include the following details as a minimum expectation.

In each timetabled slot the teacher/tutor needs to stipulate the:

- Suggested learning activity/topic
- How that will be delivered e.g. remote delivered lesson by teacher, co-led therapy remote delivered session, work sent home to complete, work to complete on an online platform etc. (So we can clearly see the amount of remote face to face activities and the other types of resources being used)
- Who is providing the lead on that learning session – e.g. who is delivering, and/or who is providing the resources
- Timetables to include MDT meetings (to allow students to be part of those as normal, wherever possible and appropriate)
- All timetables to include some social interaction time for the class (as appropriate for their needs)
- When remote 1:1 therapy or counselling sessions will take place

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- When remote 1:1 peripatetic music lessons will take place (if appropriate)
- When check ins (phone call/emails) from the wider MDT will take place

The template for the School can be found in Appendix 1. The College template is slightly different to match the College's timetabled slots.

4.1 Where to save Remote Learning Timetables and who needs have copies of them?

- Remote Learning timetables **must** to be saved in the student's individual file in the Y Drive, so all the MDT can access them, in case we need to access them to send them to local authorities or other external stakeholders, and so they are available for Ofsted to review them (if required)
- Timetables must be dated with the week commencing date - for the week they are for, and state the name of the student they are for.
- **When a new Remote Learning timetable is initiated and set up for a student, please notify the Head of School or College, and Head of Quality that the Remote Learning timetable is ready in the Y drive file for their review.**
- The teacher/tutor will share a copy of the weekly Remote Learning timetable with the student and their parents/carers (where appropriate).

5. Video Conferencing

As part of our remote offer we will include in a student's weekly timetable a range of sessions where they can access input via Teams or Zoom, our preferred video conferencing tool for remote learning.

The amount and nature of use of Teams or Zoom sessions will depend on the student and their individual needs. However, it could include:

- 1:1 sessions with their teacher/tutor, with their therapists or any other member of their MDT
- Remote access to a group session in school/college from home when the rest of the students are attending on site
- Group sessions when all students are accessing the session remotely from home via Zoom

Staff should refer to our 'Video Session Good Practice Guide' for more information on how to use Zoom to facilitate learning and support sessions.

6. Online Learning Platforms

Currently we have not identified one online learning platform that meets all our student's needs. Therefore, we have a range of platforms and tools which MDTs can use to support a student's remote learning and will use the best tool to support students remotely.

6.1 Software packages or web based materials which can be used to support remote learning

This is not an exhaustive list, just a list of examples of packages and Apps students can access from home to support their learning:

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- **School Work** - is an App designed for the iPad, which enables the teacher to distribute documents, iBooks, files, web links, task sheets, assignments, photos, videos and quizzes with due dates. You can assign specific activities to each student within the App, view their progress, set deadlines and the time spent on each activity. The teacher can collaborate in real time with a student or the whole class, add comments to their work whilst they are working on it, providing them with real time feedback.
- **Book Creator online** - is a simple tool for creating personalised or class digital books that contain images, text, audio and video. These can be information books, course workbooks, reading books, topic books, journals and much more. They can also be used to enable students to demonstrate their understanding. Students and Teachers can work together seamlessly, across multiple devices, with real-time feedback.
- **Treloar's YouTube** – instructional or join in type videos
- **Education City** - can be accessed from laptops, PC's tablets and iPads. It has a range of educational resources that can be utilised to help teachers understand gaps in knowledge and understanding. It contains a whole host of assessments across Maths, English and Science, by utilising the formative and unit assessments a personalised collection of content can be created for individual students. The inbuilt success tracker enables teachers to give in depth information about how a student performed on the assessment. It provides a number of reports on the assessments taken for classes and the individual student.
- **Purple Mash** - is an online learning resource that enables students from Nursery upwards to explore and enhance their knowledge in a fun creative way, enhancing their general IT and digital skills. It can be accessed via laptops, PC's, tablets and iPads. Purple Mash has a wide range of topics from ICT and Art, to Maths and English, curriculum maps, and a full assessment framework for the teachers.
- **BBC Bitesize** – Learning resources that provide quizzes, video and audio clips, lessons and revision by level, subject and topic
- **Twinkl** – is an online education publishing house which produces planning, assessment and teaching resources to support the curriculum. These resources can be shared using various platforms

We have a 'toolbox' of other online resources that are available to our students to assist with their learning.

7. IT Equipment

The IT equipment required may need to be very specialised to allow the student to access their learning remotely, or it might need to be very simple such as an iPad. It needs to be tailored to their individual needs. Many of our students will also need additional props and equipment to enable them to access learning. This may be visual symbols or concrete objects which support their access to learning. The access to these needs to be considered alongside their access to IT equipment by their MDT when planning their remote learning offer and weekly timetable of activities. Where required specialist hardware and furniture can be supplied for home use to support learning and maximise independent learning from Treloar's.

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Every student has access to an iPad managed centrally by Treloars, enabling resources and apps to be pushed out to them remotely, and some technical issues to be sorted out. Broken iPads are returned to Treloar's and fixed by our Apple Repair Technician. Whilst repairs are undertaken a replacement iPad is issued so that learning can still take place.

8. Other resources we may provide students with at home to enable them to access their learning and wider programmes remotely

The types of equipment we would provide the student in their family home will be bespoke to their needs. Below is a list of the kinds of additional equipment we may provide (however, this list is not exhaustive, but simply provides some examples):

- Resource packs with learning materials
- Social Stories
- Physical programmes
- Videos of how to complete your physical programmes
- Walkers
- Standing frames
- Motomedes
- Alternative seating
- Height adjustable tables
- Sensory equipment to aid relaxation and mental health and wellbeing

9. A suitable environment which includes a skilled adult

Parents/Carers are likely to need advice, guidance and support to undertake supporting their child/young person with their learning at home. This support could be provided and delivered by all members of the student's MDT and other professionals within Treloar's.

When planning remote learning activities for a student, the relevant member of the MDT needs to consider carefully the information and support they need to provide the student's parent/carer, who will be providing the learning facilitation in the student's home.

Parents/Carers will also need to be provided with advice and guidance on how to establish a suitable low distraction learning environment in their home (as much is practically possible) that meets the student's individual needs. MDTs will provide guidance on an individual student basis. However, parents/carers can also access our 'top tips' guidance on 'Facilitation of Learning' via our website.

10. Appropriate learning activities and personalised resources

All remote learning activities should be mapped to the student's EHCP outcomes and the curriculum being delivered in School and College (wherever possible and appropriate to do so).

Each learning activity must be appropriate for delivery in the home and its purpose must be clear to both the student and their parent/carer who may be supporting them with their learning.

It is important to clearly state on all remote learning activities what the specific learning intentions are and how they link meaningfully to the student's ILP/IEP core and subject targets, which are linked to their EHCP outcomes.

This allows:

- A focus for the home learning to be clear to all involved
- The parent/carer involved can focus on key meaningful targets (which in many cases they have been involved in setting)
- An opportunity to measure and record progress on achievement of these targets

11. Tracking student attendance at remote video sessions and engagement in remote learning activities

It is the responsibility of the Teacher/Tutor or relevant member of the MDT delivering the remote video session and/or setting remote learning activities to track the student's attendance or engagement in the remote learning activities. It is expected that the student will follow their timetable and actively participate in the learning activities. If there are any concerns about a student not attending remote learning sessions or engaging in remote learning activities this should be immediately raised with the rest of the student's MDT, to identify what further support and interventions we could put in place to enable the student to attend/engage. This must also be communicated to the Head of School or College and the Head of Safeguarding, so they can monitor the situation and intervene if required.

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The feedback provided will be dependent on the activity or task completed and the ability of the student. Feedback following a remote video session would be instant and verbal, whereas responding to completed work could be written and sent via email or Edmodo. At a Sensory and Interactive level feedback may be given through song or praise.

Students are also invited to attend their MDT meetings where the students' engagement in all aspects of their curriculum will be discussed. Any feedback provided will be recorded and targets updated as the student progresses.

12.Safeguarding consideration

It is important that all staff who interact with students, including online, continue to look out for signs a child or adult with care and support needs may be at risk. Any such concerns should be dealt with as per the Treloar' Safeguarding policy (SMT020), and where appropriate referrals should still be made to Social Care and as required the Police.

Where staff have a concern about a student, whether on-site or away from Treloar's, they should continue to follow the process outlined in the Treloar's Safeguarding Policy, and telephone the Treloar's safeguarding number on 07825 262 418. This will ensure that the concern is received and dealt with.

Staff are reminded of the need to report any concern immediately and without delay.

Online teaching and learning should follow the same principles as set out in the Treloar's – Safer Working Practice Guidelines (SMT056). The teacher/tutor or member of the MDT should make clear to any student/parent/carer which Treloar's staff will be interacting with the student, and which sites/online platforms will be used, so that expectations are clear and inappropriate contact can be identified more easily.

Communication should always be through Treloar staff accounts, not for example through staff personal email or social media accounts. This should also take place within school/college hours where possible, unless arrangements have been authorised by the Head of School or College in order to reflect the needs of a student, or to provide wider enrichment activities as part of the waking day curriculum. Where possible, remote video sessions should include two adults, both to allow for monitoring of any interactions and also to allow for one member of staff to 'leave' a discussion and get support if this is required whilst the other remains talking to or supporting a student (e.g. if they are in distress).

Further information is available at:

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>
<https://swgfl.org.uk/resources/safe-remote-learning/>

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12.1 Good Practice when using Video Calls

Please refer our 'Good practice when using Video Calls - guide for staff (Appendix 2), which clearly outlines the Do's and Don'ts when using this video conferencing tool to facilitate learning activities

12.2 Use of Web Cameras

Please refer to section 5 of our E-Safety policy (ICT004) for advice on using Webcams to facilitate learning activities. It is essential Web Cameras are switched off and disconnected/unplugged when not in use.

13. Quality Assurance and Monitoring Arrangements

13.1 Observations

Observations of our Remote Learning sessions using remote video will form part of the overall observation processes as detailed in policy no. SMT017 - Preparation for Teaching and Learning Observations, Staff Handbook. Sessions may be led by a teacher/tutor or the session may be led by or co-led with other members from the MDT e.g. Therapists, Lead SSAs/Technicians or PTCs. Observations may be undertaken where any delivery of teaching and learning occurs.

13.2 Formal and development observations

Both formal and developmental observations will be agreed by the observer with the teacher/tutor or lead for the session. It is expected that the observer will be introduced to the students and that they will use the camera and audio options available so that that they can be seen and heard. There may be instances or reasons why the observer will not activate these options, but that will be agreed with the teacher/tutor or lead for the session in advance.

The aims of observations are to:

- Further enhance the quality of the student experience
- Facilitate the identification and sharing of best practice
- Support staff in the development of new and improved strategies to meet students' needs

Observers may observe a full learning session or stay for an agreed time.

The frequency of both formal and developmental observations will be determined by the need to undertake remote learning sessions for a student or group of students over a more prolonged period, therefore remote observations will be undertaken 'as and when needed'.

Observers will complete a formal Observation Feedback Form or a Developmental Observation Form depending upon the agreed focus. Forms can be found in the appendices of SMT017. The outcomes will be shared with the teacher/tutor or session lead, following the observation as outlined in our Observation Policies (SMT017 and SMT023).

13.3 Audits

There will be regular audits of the use of online learning platforms and other resources issued by teacher/tutors and other members of the MDT. The outcomes of these audits will be collated and shared with managers to ensure the quality of our provision remains outstanding, and to facilitate the sharing of best practice. The frequency of audits will be determined by the need to undertake sustained remote learning activities.

13.4 Reports

Reports on the usage of the following online platforms/software will be generated as outlined in the Quality Calendar:

- Education City
- Purple Mash
- SchoolWorks
- Book Creator
- Firefly

This is to support teachers/tutors, MDTs and manager's ability to monitor student progress during a period of remote learning. Where a student is not making expected progress the process outlined in policy no. SMT018 - Tracking and Monitoring Student Progress will be followed.

13 Implications of Policy/Procedure

14. 1 Training Requirements

Teachers, Therapists and other members of the MDT have regular access to:

- Training webinars run by the software companies
- Internal workshops (group and one to one) run by our ILT Manager or run by internal Champions of a particular piece of software or App who will share knowledge and expertise.
- Advice, guidance and help are available to support staff weekdays, from the Tech Hub team
- They are encouraged to become Apple Certified Teachers to extend their use of iPads for teaching and Learning.
- Sharing of best practice activities on INSET days and twilight sessions

Good Practice Guides are available on Treloar's SharePoint with examples of remote learning activities which have worked well, which have been created by our MDTs.

There are also guides available on the Ofsted website for staff to access:

https://www.gov.uk/government/publications/remote-education-good-practice?utm_source=21%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

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14. 2 Communication Requirements

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| How will the Policy/procedure be communicated: | SharePoint Via Heads of Department Team Meetings | |
| Who will ensure the above communication is carried out:: | Head of Quality Heads of Department | |
| Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner | No | |

a. Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at jo.cox@treloar.org.uk

b. Other Implementation Requirements

- Not applicable

15. Monitoring and Review

- See Quality Assurance and Monitoring Arrangements section for details.
- Will review the this policy on a yearly basis initially

16. Links to other related policies, procedures or documents (internal)

- ICT004 - E safety Policy
- SMT017 - Preparation for Teaching and Learning Observation Staff Handbook
- SMT020 - Safeguarding Policy
- SMT056 - Safer Working Practice Guidelines
- SMT023 – Other observation process to monitor and improve the student experience
- SMT018 Tracking and Monitoring Student Progress

17. Further sources of information (external)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>
<https://swgfl.org.uk/resources/safe-remote-learning/>
https://www.gov.uk/government/publications/remote-education-good-practice?utm_source=21%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19
<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>
<https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education>

18. References

- Not applicable

19. Definitions

- Not applicable

20. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

| Page/para | Brief description of the change(s) | Change made | Date |
|-----------|------------------------------------|-------------|------|
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| | New Policy | | |
| Throughout | Minor typo amendments and addition applicability to students who are isolating prior to planned surgery or hospital admission | Jo Cox | 19th August 2021 |
| Appendix 2 | Changes to Appendix 2 'setting up a Zoom meeting' | J Simmons | 11.21 |
| | Change to preferred remote video platform to include Teams and removed specific platforms we would be using to allow for us to select the most appropriate platform for the student group at the time | Ben Bastin | August 23 |

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Appendix 1 – Individual Student Remote/Blended Learning Timetable

School Timetable Remote/Blended Learning for Week commencing:

Tutor group/Form Group:

Students Name:

| Times | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------|---------------|----------------|------------------|-----------------|---------------|
| Lesson One 9.00 to 9.45 | | | | | |
| Lesson Two 9.45 to 10.30 | | | | | |
| Break 10.30 to 11.15 | | | | | |
| Lesson Three 11.15 – 12.45 | | | | | |
| Lunch 12.45 to 14.00 | | | | | |
| Lesson Five 14.00 to 16.00 | | | | | |

In each box the teacher/tutor needs to stipulate the:

- Suggested learning activity/topic
- How that will be delivered e.g. remote delivered lesson by teacher, co-led therapy remote delivered session, work sent home to complete, work to complete on an online platform etc. (so we can see the amount of remote face to face activities and the other types of resources be used so we can audit the quality of these)
- Who is providing the lead on that learning session – e.g. who is delivering, and/or who is providing the resources
- All timetables to include MDT meetings (to allow students to be part of those as normal, wherever possible)
- All timetables to include some social interaction time for the class (as appropriate for their needs) – that can just be about catching up
- State when remote 1:1 therapy sessions, peripatetic music lessons or counselling sessions will take place
- State when check ins from MDT may take place – phone calls and emails

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Appendix 2 - Staff Guide: Good Practice when Using Video Conferencing



Good practice when using Video Conferencing

These guidelines are to support staff to ensure that they and all members of the group are safeguarded and should be read in conjunction with Treloar's existing policies.

| Do | Don't |
|---|---|
| <p>Sign up to Teams/Zoom using your Treloar email. If working remotely use your home PC/Laptop to set up meetings</p> <p>Use your Treloar iPad which has the Teams App loaded. (Be aware that sharing of the screen and annotations are not as effective using the iPad)</p> | <p>Do not sign up to Teams/Zoom through the remote server</p> |
| <p>When emailing parents/students for Teams/Zoom meetings do blind copy all email addresses. If you don't do this then all students/parents will be able to see private email addresses. (Do be mindful of the General Data Protection Regulations)</p> | <p>Do not include members of your family or your children in video conference meetings</p> <p>Do not include anything too personal, think carefully about where you position yourself and the background visual and noise</p> |
| <p>Think about the length of time of each session, between 40 minutes and one hour seems reasonable but be guided by your students' needs</p> | <p>Don't multi-task - it is very obvious. Try not to tap pens, type etc.</p> |
| <p>Test your audio before the session</p> | <p>Don't have too many applications open as this can affect the quality of the session</p> |
| <p>Plan your session in advance. Ask yourself what you want to achieve or communicate. Have clear learning intentions or clear aims set out at the beginning and set expectations</p> <p>For video conference sessions At the beginning of a session please tell the student;:</p> <ul style="list-style-type: none"> • what they are going to do • what they are going to learn and include • why they are learning it. <p>For example you might say something like 'today</p> | <p>To ensure that sessions or meetings are safe do not change passwords issued by Teams/Zoom.</p> |

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| <p>you are going to learn about... this is important because ...this will help you to ...'</p> <p>Or if appropriate this could in the form of a question to the student. 'Do you know why this is important?' or 'Do you know why you need to learn this?'</p> <p>Ideally we would also link this to previous learning for example 'Do you remember you learned this last week'.</p> <p>Learning outcomes can also be shown visually e.g. by sharing a visual schedule of the lesson</p> <p>At the end of the session go back to the learning intention and summarise the student's learning linking this to their achievement.</p> | |
| <p>Think about what you want others to see and what they are actually seeing. Remember that parents/carers/others may be present when your lesson, session or meetings take place even if you cannot see them, they can see and hear.</p> <p>Consider the background you are using and try to make this as plain and neutral as possible.</p> <p>There are options to choose backgrounds when using video conferencing , but be mindful that this can sometimes seem to distort your image and make it difficult to see you clearly</p> <p>Virtual backgrounds can be used for different activities. You could have symbols and pictures on screen at the same time as you. This can be really engaging for some students. There is a wealth of teaching resources on using a virtual background and examples of activities. This video was helpful https://www.youtube.com/watch?v=QQw-2Vp8edU .</p> | <p>Do not have two mobile devices in the same area joining the same session as the feedback is terrible. This is particularly important to be aware of if we are remote learning on a house with several students.</p> <p>Don't have too many distractions in the background, just keep it plain!</p> |
| <p>When supporting students in residential houses find a private place for this to take place and be mindful of the background</p> | <p>Do not use corridors or other public spaces when supporting students to access remote learning</p> |
| <p>When sharing your screen – select to show only the web page / document /presentation you want to show to avoid sharing your entire desktop. This avoids students/others seeing things you don't want them to see.</p> | <p>Generally, do not select Share Your Desktop. Open up any relevant documents before the call and share only those during the meeting. When sharing your screen, you have a lot of options, select only the application you need</p> |

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| | rather than desktop, as you are more likely to make a mistake and share private/confidential information. |
| For sharing Music/sound – if the students don't need to see the video – on share screen use the advanced settings and set for sharing computer audio – the sound will be better quality on the student's end | Avoid 1:1 video conference meetings with students unless agreed with the Head of College or School, or Head of Therapy. |
| Use a 'video conference in progress sign for students' rooms on the Residential Houses, to avoid the potential of personal information being shared by accident if the member of staff is not aware they are chatting on video conference | |
| Wear appropriate clothing | |
| Use appropriate language | |
| Make use of mute buttons (mute all is an option) for the microphone and the video to control noise and distraction. It is much easier to concentrate and hear if only one person is talking. Reinforce rules for speaking and listening. Have students agree to a 'video conference rules' about when to speak and being respectful to listen to others. Encourage parents/ carers to support these rules. | |
| Clear instruction is very important. If teaching or explaining an activity, slow down, be clear and specific even more so than when you are teaching in the classroom. Remember: students might not be able to ask questions and you might not be able to spot if someone does not understand. | |
| If you intend to use resources in the session make sure that all students have received them and can access them during the session. Make sure you test any applications you are going to use before the session – they will inevitably go wrong if you don't and you'll lose engagement very quickly. | Do not leave your resources to the last minute and try to send them over when in the call – this will waste a lot of the time. |
| Ideally use resources student are likely to have at home: model using things your students are | |

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| | |
|---|---|
| likely to have access to (e.g. pasta instead of Numicon) | |
| Be yourself: use calm, open body language. Smile, especially at the beginning, students will be happy to see your face, hear your voice and feel like you're talking to them on a normal day. | Do not be rushed, this is an opportunity for the student to see you and do an enjoyable activity with you. If you rush, it might seem that you are not interested and you won't get the most out of the session. |
| Encourage contributions using the chat buttons sending a question or statement to everyone or privately to one person where appropriate. | |
| Use the whiteboard and annotation tools to improve engagement | |
| Use the breakout rooms to enable students to work in smaller groups supported by an SSA or to complete individual activities and tasks Consider if/when building use of break out rooms into your planning and sessions will enable student learning and engagement | |
| If you have core SSA staff timetabled to support Teams/Zoom sessions, be clear on how their support will be used and needed, and communicate this to them (in advance where possible) | |
| If you chose to record the session then you must explain this to the student (s) and parents/carers involved. These can then be watched back by absent students, so they are still able to be part of the session, and are good for checking the quality of sessions being delivered. It is also really good practice to watch it back yourself to self-reflect and improve, similar to self-evaluating classroom practice. | |
| Senior Members of staff/Managers must be able to join any virtual lesson at any point. If an additional member of staff joins the session introduce them or allow them to introduce themselves and explain why they are joining the session (they are here to see how they can help us make these sessions even better) | |

Zoom have issued a comprehensive set of guidelines to support their video conferencing

'Comprehensive Guide to Educating Through Zoom April 2020'

<https://zoom.us/docs/doc/Comprehensive%20Guide%20to%20Educating%20Through%20Zoom.pdf>

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Video conference **Activities Ideas**

Sing- along

- Display the lyrics of songs using screen share, or share music views that include the lyrics.

Scattergories

Version 1: Select a category and let the students take it in turn to answer

Version 2: Using screen share, show the students an image / instructions. For example:

Words must start with the letter T

1. Animal
2. Shop name
3. Sweet
4. TV show
5. Job

The students then come up with their answers and share. You can apply points to this version: 1 pt. if someone else says the same answer 2pts if no one else gets the same answers. Students could prepare this in advance

Secret Sound

Turn off your camera and leave your microphone on. Make a noise i.e. open a can, play an instrument – can the students guess what it is? You could even use sound clip from the internet

Show and Tell

Send out a message/instructions ahead of time asking the students to pick an item or an image to share with the class. Ask them to tell the group why they choose it.

Bingo

Send out a bingo card before the chat. It could review a review like time or addition. You are the bingo caller, enjoy and game and have some fun

Hangman and Pictionary

Use the whiteboard function and play. You could give the management of the screen to the students so they can draw or pick the word.

Would you rather

You could provide the students with cards or ask them to come up with their own questions to share

What am I?

Each student chooses something to describe i.e. an animal and have to provide 3-5 clues about the animal for the other students to guess

Quizzes

Version 1: You are the quiz master and prepare suitable questions. A picture/music round can be played using screen share

Version 2: Ask the students to prepare 5 questions about a subject of their choice and they all take turns being the Quiz Master

How to Schedule a Meeting with Zoom



Schedule


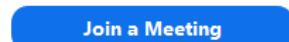
1. Open the Zoom app and sign in.
2. Click on the Schedule icon.
3. This will open the scheduler window. This is where you choose the settings for the meeting.

The screenshot shows the Zoom meeting scheduler interface with the following settings and callouts:

- Topic:** My Meeting (Callout 4: Pick a name for you meeting, you can add a description)
- Add Description:** (Empty text box)
- When:** 11/12/2021 (Callout 5: Select a start date and time)
- Duration:** 1 hr 0 min (Callout 6: Estimate how long the meeting with take)
- Time Zone:** (GMT+0:00) London (Callout 7: This should be set automatically)
- Recurring meeting:** (Callout 8: If this is ticked the meeting will repeat. You can choose how often the meeting should occur)
- Meeting ID:** Generate Automatically (Callout 9: Leave this – Zoom will generate the meeting ID)
- Template:** None (Callout 10: You must set a password for your meeting, or use the one generated by Zoom)
- Security:**
 - Passcode: 65hyuh (Callout 10: You must set a password for your meeting, or use the one generated by Zoom)
 - Only users who have the invite link or passcode can join the meeting
 - Waiting Room (Callout 11: Tick the waiting room so that you can control who joins the meeting)
 - Only users admitted by the host can join the meeting
- Video:**
 - Host: on off (Callout 12: This changes whether the video is turned on automatically on joining the meeting.)
 - Participant: on off
- Options:** Show
- Buttons:** Save, Cancel

How to Join a Meeting with Zoom

1. Open the Zoom app.
2. Click Join a Meeting if you want to join without signing in or sign in and then click



Join.

Join

3. Enter the meeting ID number and your display name.

Join a Meeting

Do not connect to audio

Turn off my video

4. Select if you would like to connect audio and/or video and click Join.

For more advanced instructions see [here](#).

Basic Meeting Controls

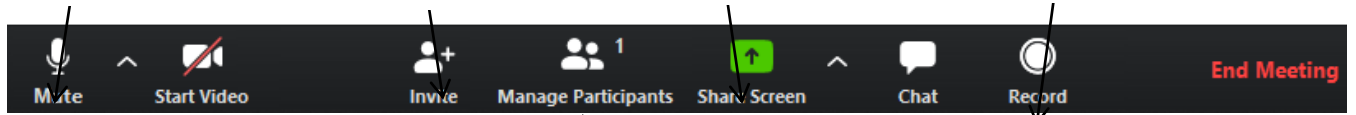
The bar at the bottom of the screen has several useful buttons for managing your call.

Mute or un-mute
your microphone

Invite people to
your meeting

Allow other people to see what is
on your screen

Record this meeting



Host only: End Meeting
for just you or everyone.
If you are not the host
this will be **Leave
Meeting**.

For more advanced instructions see [here](#).

Appendix 3

Treloar School and College Students completing evidence towards their qualifications in a remote learning context

We recognise that there are times when student work and learning needs to take place in a context that is different to their usual learning environment at Treloar's. This has particularly been the case during the Covid pandemic, which has necessitated periods of remote learning either due to the need to isolate or due to an extremely clinically vulnerable/vulnerable health status. This has had a specific impact on those students engaging in nationally recognised accreditations.

What is important is that:

- the impact for students is minimised as far as is possible
- a plan for learning is agreed
- the outcomes of this learning are recognised and celebrated
- these are used to inform the next steps of learning

Teachers and MDTs may agree with the student and family that it is best for a student to focus on non-accredited learning during periods of remote learning. The decision needs to be made on a case by case basis, and with the student need and context in mind.

In instances where it is agreed that a student should engage in accredited learning in a remote learning context, Awarding Bodies have recognised this Covid context as a very specific one that requires some exceptional ways of working. The critical factor is that the teacher must be able to confidently verify - based on their professional judgement - that the evidence of learning presented is the student's own work. Teachers must check with the relevant individual awarding body, via the exams officer, if they have identified a need for a student to complete evidence for an accreditation in a remote learning environment. This will ensure clarity on a method of gaining evidence from students that is compliant with the individual awarding body regulations.

Teachers at Treloar's will enable students to engage in accredited learning in a remote learning context using whichever option is deemed to be most appropriate to the student and their context. A specific learning activity will be identified by the teacher and linked to accredited criteria. This will be explained to the student and their support, including the evidence of learning needed.

The evidence can be assessed and verified by their teacher by:

- Ensuring the student learning takes place during a teacher led zoom call
- Planning a teacher discussion with the student following the learning activity
- Ensuring the student is supported by a Treloar support assistant, under the direction of the teacher

Appendix 4

Remote/Blended Learning Offer Checklist

Student:

Tutor:

Reason for remote offer:

- When a student is recuperating at home following surgery, hospital admission or illness, the remote learning will commence as soon they are well enough to engage in some learning activities;
- As part of a phased introduction to Treloar's where it is felt that this would support the student's introduction to the School or College;
- A student's placement has been agreed (they have a funded placement), but Treloar's is not yet in a position to offer a start date;
- If there is a need for a student to self-isolate at home due to a personal, local or national infectious outbreak, but is not unwell, remote learning will commence from their first full day of absence;
- As part of our Business Continuity Plan e.g. Snow Closure.

| Action | Who is Responsible | Completed |
|---|--|-----------|
| Ensure School and College are aware of student absence and this has been communicated to all MDT members – within 24 hours | PTC | |
| Ensure students risk assessment is updated to show they are not onsite and learning at home – within 24 hours | PTC to ensure Residential Manager or HOC/HOS action this | |
| Read and follow Remote and Blended Learning Policy SMT068 | MDT | |
| Identify key MDT members if not already allocated (for new students only) - PTC – ask Maria Sherwood - Heads of Therapy - Residential House - Other specialists: | Tutor | |
| Check that staff working from home have appropriate equipment and software. Ensuring working from home risk assessments have been completed for staff | MDT → HODs | |
| Make initial contact with the student's family - within 24 hours Introduction – who's who and discuss what might be possible. Find out what adult support the student has at home - Care support - Learning support Find out what equipment they have at home - Is any specialist equipment or technology required to be delivered? - Liaise with Assistive Technology Is there a suitable environment for learning at home? - If not, can we help, e.g. with furniture? What is their daily routine at home? What times they are available for learning? | Tutor / PTC/OT | |
| Ensure all medication and personal care supplies have gone home with the student – within 24 hours | Residential Team Leader | |

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| If required arrange an MDT meeting to update from initial contact. - Establish who is responsible for what and draw up a plan. - If appropriate arrange for MDT members to contact the family. | PTC | |
| Devise a personalised weekly timetable with input from other MDT members. See SMT068 Appendix 1 – within 48 hours of student being off | Tutor | |
| Share weekly timetable with the student and their parents/carers – within 48 hours of student being off | Tutor | |
| Save Weekly Remote Learning timetables in student’s individual file in the Y drive – notify Head of School or College and Head of Quality when initial timetable has been produced. | Tutor | |
| Ensure Student Video Conference agreement is in place (should be saved in students Y Drive) | Tutor | |
| Record all communication between Treloar’s and home on Event Log in Databridge or in External communication in Caresys | MDT | |
| Arrange any home visits/assessments, as appropriate | MDT | |
| Where Treloar staff are supporting remote learning in the student’s home please follow SMT0065: Working with Students off-site in their home. Ensure appropriate additional risk assessment is in place for this additional support | MDT | |
| Ensure attendance records are completed correctly linked based on type of attendance being remote: | | |

Equality Impact Assessment (EIA) - Stage 1

| | | | | | |
|---|--|------------------------|--|---|---|
| Name of Policy / Function/Decision | SMT068 Remote and Blended Learning Policy | | | | |
| Name of Assessor / Author /Lead | Head of Quality | | | | |
| Start Date | September 2020 | | | | |
| This EIA is being undertaken because it is: | <ul style="list-style-type: none"> • A result of new policy | | | | |
| Screening | | | | | |
| Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people? | | | | | Y |
| Is it a major policy with a significant effect on how our core business is delivered? | | | | | N |
| Does it involve a significant commitment of resources? | | | | | N |
| Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT) | | | | | N |
| If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI Co-ordinator or Head of Quality for further support. | | | | | |
| Has the screening identified the policy as having relevance to the any of the following groups? | | | | | |
| Age | N | Disability | Y – need to ensure offer is sufficiently differentiated to meet the individual needs of students | Sexual Orientation | N |
| Race | N | Sex/Gender | N | Religion or Belief | N |
| Gender Reassignment | N | Pregnancy or Maternity | N | Marriage or civil partnership | N |
| Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision? | | | | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | |
| Are all opportunities to promote equality taken within the policy/procedure/decision? | | | | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | |
| Have we stated how we will monitor the implementation and impact of this policy/decision? | | | | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | |
| Date of Screening | | | | 27 th October 020 | |

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| | |
|---|---|
| Approval by EDI | Head of Quality |
| Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |