



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 29

## **HOME (REMOTE) LEARNING POLICY**

### **I. INTRODUCTION**

As stated in ‘The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction – Explanatory Note’ (DfE, September 2020):

“The Coronavirus (COVID-19) pandemic is an unprecedented challenge for our school system, and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus.”

The Direction “makes clear that schools have a legal duty to provide remote education for state-funded, school age children unable to attend school due to coronavirus (COVID-19). [...] The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of school remain those set out in the guidance for full opening published in July 2020.”

The Direction comes “into force on 22<sup>nd</sup> October 2020 and will have effect until the end of the current school year, unless it is revoked by a further Direction.”

### **2. AIMS**

- 2.1 To provide a continuous access to the Curriculum, to enable pupils to learn and continue to make progress at an appropriate pace, when they are not in school, due to Coronavirus (COVID-19).
- 2.2 To ensure consistency in the approach to remote learning for pupils who aren’t in school, due to Coronavirus (COVID-19).
- 2.3 To set out expectations for all members of the school community with regards to Home (Remote) Learning.
- 2.4 To provide appropriate guidelines for data protection (in line with GDPR regulations) and confidentiality.

- 2.5 To provide appropriate guidelines for Safeguarding and online safety.
- 2.6 To ensure pupils' Health and Safety and mental health and wellbeing when participating in Home (Remote) Learning.

### 3. DEFINITION OF HOME (REMOTE) LEARNING

Home (Remote) Learning refers to the delivery of the Abbey Court Curriculum in a remote (usually home) environment, when pupils are unable to remain in school due to coronavirus (Covid-19).

Home (Remote) learning will consist of personalised learning activities/experiences/work provided for pupils to continue their access to the Abbey Court School Curriculum, and to enable pupils to learn and make progress at an appropriate pace, mitigating any widening of the attainment gap for the disadvantaged. Adjustments will be made to ensure that the learning activities are appropriate to be delivered in an environment which is not school, and delivered by non-education professionals (e.g. parents/carers).

### 4. OVERVIEW

#### 4.1 Home (Remote) Learning for all pupils in case of local or national restrictions requiring all pupils to remain at home:

In the event of local or national restrictions requiring pupils to remain at home being put into place, the school office will send details of how to access the Home (Remote) Learning to every parent/carer via ParentMail (or this will be posted home, for parents who are not subscribed to ParentMail), and the Home Learning will be uploaded to the school website, in the section on 'Home Learning', in a sub-section for each class (posted home for pupils and their parents/carers who are unable to access the website).

Teachers will provide a weekly plan for their class, supplemented by identified Oak National Academy resources, to support pupils' individual learning needs. Teachers will ensure all resources are personalised for individual pupils where appropriate. The weekly plan will include learning activities in each of the 'Areas of Learning':

- Communication and Language
- Reading
- Numeracy
- Independent Living (PSHE content included)
- Creative Arts
- Physical Development
- Early Development Learning (PMLD content only)

Oak National Academy materials will be used to supplement Home (Remote) Learning work, which include a range of subjects that align with the Abbey Court Curriculum and are already differentiated into three cohorts to mirror those used within planning at Abbey Court: 'Early Development Learning' (for pupils who are working at P4 level or below), 'Building

Understanding' (for pupils with Profound and Multiple Learning Difficulties working above at P5 level or above, and pupils with Severe Learning Difficulties), 'Applying Learning' for pupils with Severe Learning Difficulties and those who have been identified as Higher Achieving). The Oak National Academy materials include online lessons for parents/carers to access, in addition to online/printable lesson plans and resources.

Additional activities, related to the class's Topic (Primary) or key Schemes of Work (Secondary), will be provided, to ensure coverage of the Abbey Court Curriculum. Teachers will also develop videos of stories/poems for their class, to be shared on the school website, and these will relate to specific Reading activities. An IEP target will be identified for the pupil to focus on (small step approach) each week. The senior member of staff responsible for Home Learning will quality assure the Home Learning work before it is shared with parents/carers, either by being posted home via the school office or uploaded onto the school website.

Teachers will telephone (from a school/work phone only) parents/carers on a weekly basis, to ensure frequent contact between the teacher/parents and carers/pupil, provide support, gain feedback/assessment information and inform their planning of further Home Learning work for the pupil, in addition to monitoring the effectiveness of the Home Learning. Parents/carers can provide evidence of the pupils' learning by either posting this back to the school office or sending electronically via the school's Home Learning email address, to be passed on to the individual teacher.

An up –to-date record of which pupils and families do not have device or internet access will be maintained, with pupils who do not have sufficient remote facilities identified. For these pupils, Home Learning will be printed (using the Oak Academy resources where appropriate, supplemented by Abbey Court School resources planned specifically to meet the individual pupil's needs) and posted home, via the school office, to ensure equitable access to the Home (Remote) Learning. Additionally, the senior member of staff responsible for Home (Remote) Learning will liaise with the IT Network Manager and other staff/external agencies/parents and carers as appropriate, to consider how school technology resources could be used to support identified pupils without sufficient remote facilities; this will include equipment obtained under the DfE's 'Get help with technology' programme.

#### 4.2 Home (Remote) Learning for individual pupils unable to attend school due to self-isolation or issues related to Coronavirus (Covid-19):

In the event of individual pupils being unable to attend school due to self-isolation or issues related to Coronavirus (COVID-19), the senior member of staff responsible for Home (remote) Learning will email the teacher and Key Stage Leader to inform them that this is the case and that Home Learning work needs to be set for the pupil. Parents will be informed via telephone call from the class teacher. Individual teachers will set weekly, personalised work for the individual pupils in their class who are unable to access school. This should mirror the work teachers are planning for class (in line with school curriculum planning), and be designed to meet the individual pupil's needs/ability, to ensure effective differentiation. An IEP target will be identified for the pupil to focus on (small step approach) each week. A Reading learning activity will be included each week to be worked on at home, with a story/poem to

share with an adult included. A template has been designed (Appendix 2) for teachers to use for this planning. Key Stage Leaders will quality assure the home learning work before it is sent home, via the school office.

Teachers will telephone (from a school/work phone only) parents/carers on a weekly basis, to ensure frequent contact between the teacher/parents and carers/pupil, provide support, gain feedback/assessment information and inform their planning of further Home Learning work for the pupil, in addition to monitoring the effectiveness of the Home Learning. Parents/carers can provide evidence of the pupils' learning by either posting this back to the school office or sending electronically via the school's Home Learning email address, to be passed on to the individual teacher.

## 5. ROLES AND RESPONSIBILITIES

### 5.1 Teachers

Setting work:

- Teachers will be expected to plan and assess Home (Remote) Learning during their PPA Time and specifically allocated Staff/Department Meetings (as on Staff/Department Meeting Timetables).
- In the event of teachers having to 'work from home', teachers must be available during their agreed working hours (please refer to the Abbey Court School Working from Home Policy). If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure (please refer to the Abbey Court School Absence Management Policy).
- In the event of local and national restrictions requiring all/whole groups of pupils to remain at home and teachers having to 'work from home', time will be allocated for the teachers of these pupils to plan and assess Home Learning as part of their 'Working from Home' set tasks, as directed by the senior member of staff responsible for this.
- Teachers are responsible for providing differentiated, personalised learning for the pupils in their class who are unable to attend school for any reason due to coronavirus (unless the pupil is 'sick', in which case the pupil is not expected to complete Home Learning work).
- Teachers need to provide work on a weekly basis, and the work set should be equivalent to the amount of work that the pupils would be expected to complete on a 'normal week in school (at least four or more hours of work each day). The agreed templates should be used to set Home (Remote) Learning on, to ensure consistency across the school and to ensure this is clear for parents/carers to follow (please see Appendices 1 and 2).
- In the event where individual pupils are unable to attend school due to having to self-isolate or other issues related to coronavirus, planned Home Learning should be emailed by teachers to their Key Stage Leader by the Wednesday of each week, for this to be quality assured prior to being sent home by post on the Friday of each

week, in preparation for the pupil to work on this at home from Monday the following week.

- In the event where whole groups/all pupils are unable to attend school due to local or national restrictions requiring pupils to remain at home, planned Home Learning should be emailed by teachers to the senior member of staff responsible for Home (Remote) Learning by the Wednesday of each week, for this to be quality assured prior to being shared with parents either by being uploaded onto the school website or being sent home by post on the Friday of each week (for those pupils identified as requiring this), in preparation for the pupil to work on this at home from Monday the following week.
- Teachers should liaise with the Subject Leaders/Key Stage Leaders to ensure consistency and meeting high standards/subject requirements in their Home (Remote) Learning planning.

Providing feedback on work:

- Parents/carers will be encouraged to provide evidence of the pupils' learning by either posting this back to the school office or sending electronically via the school's Home Learning email address, to be passed on to the individual teacher.
- Teachers to provide feedback on pupils' completed work through weekly telephone calls to parents/carers.
- Teachers must not email parents/carers from their personal email address or personal work email address; any email communication must be via the school office email account, or the school's Home Learning email account, which is managed by the senior member of staff responsible for Home (Remote) Learning.
- Teachers to continue to assess work, where possible as circumstances allow, following the Abbey Court School PARR Policy.

Keeping in touch with pupils who aren't in school and their parents, for any reasons due to Coronavirus (COVID-19):

- Teachers will telephone (from a school/work phone only, during the hours of the usual school day) parents/carers on a weekly basis, to ensure frequent contact between the teacher/parents and carers/pupil, provide support, gain feedback/assessment information and inform their planning of further Home Learning work for the pupil, in addition to monitoring the effectiveness of the Home Learning.
- Notes of the telephone conversations should be recorded by the teacher using the school proforma for this, and passed onto the Leadership Team.
- Any concerns or complaints shared by parents/pupils should be passed on immediately to the Leadership Team (for Safeguarding concerns, these should be reported to the DSL following the school's usual Safeguarding procedures/protocols – please refer to the Abbey Court School Safeguarding Policy).
- Teachers should not email parents/carers from their personal email address or personal work email address; any email communication should be via the school office email account.

5.2 Subject Leaders:

Alongside their teaching responsibilities, subject leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate home learning.
- Supporting teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subjects, by reviewing the work set/uploaded onto the school website, and providing feedback to individual teachers where necessary.
- Alerting teachers to resources they can use to teach their subject remotely, and sharing of good practice/support materials.

### 5.3 Key Stage Leaders:

Alongside their teaching responsibilities, key stage leaders are responsible for:

- Considering whether any aspects of the curriculum in their key stage/department need to change to accommodate home learning.
- Supporting teachers in their key stage who are teaching remotely to make sure all work set is appropriate and consistent, including being age and stage of development appropriate, and effectively differentiated to meet the individual learning needs of each pupil.
- Monitoring the remote work set by teachers in their key stage, by reviewing the work set/uploaded onto the school website, and providing feedback to individual teachers where necessary.
- Alerting teachers to resources they can use to teach remotely, and sharing of good practice/support materials.
- Quality assuring Home (Remote) Learning work before it is sent home to parents via the school office, in the event of individual pupils not being able to attend school due to having to self-isolate or issues related to coronavirus. This includes checking for Health and Safety and online safety issues (Safeguarding).

### 5.4 Senior Leaders:

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. The senior leader will designated responsibility for Home (Remote) Learning is Jacqueline Rudden (Deputy Headteacher).
- Ensuring all statutory requirements for Home (Remote) Learning set by the DfE/Government guidance, are fully adhered to, with updates made to the Home (Remote) Learning Policy where necessary.
- Quality assuring Home (Remote) Learning work before it is sent home to parents via the school office/being uploaded onto the school website, in the event of whole groups/all pupils not being able to attend school due to local and national restrictions requiring pupils to remain at home. This includes checking for Health and Safety and online safety issues (Safeguarding).

- Monitoring the effectiveness of remote learning – through quality assurance, reviewing the work set, requesting feedback from pupils/parents/teachers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Supporting/directing other staff to ensure the smooth and effective delivery of the Home (Remote) Learning package e.g. IT Network Manager, office staff.
- An up –to-date record of which pupils and families do not have device or internet access will be maintained, with pupils who do not have sufficient remote facilities identified. The senior member of staff responsible for Home (Remote) Learning will liaise with the IT Network Manager and other staff/external agencies/parents and carers as appropriate, to consider how school technology resources could be used to support identified pupils without sufficient remote facilities; this will include equipment obtained under the DfE’s ‘Get help with technology’ programme.

#### 5.5 Designated Safeguarding Lead (DSL):

- The DSL is responsible for ensuring the safeguarding of all pupils. Please refer to the Abbey Court School Safeguarding Policy and KCSIE 2020 (with additional reference to Annex C).

#### 5.6 IT Network Manager:

The IT Network Manager is responsible for:

- Maintaining and uploading the Home (Remote) Learning work on the school website, as directed by the senior leader responsible for Home (Remote) Learning and Leadership Group.
- Fixing any issues with the IT systems used to set and collect work.
- Delivering training/providing training resources to staff on technology used to support Home (Remote) Learning.
- Helping staff with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices (remotely, either by telephone call made on work phone/in school premises, or via the school office email account).
- The IT Network Manager will liaise with the senior leader responsible for Home (remote) Learning to consider how school technology resources could be used to support identified pupils without sufficient remote facilities; this will include equipment obtained under the DfE’s ‘Get help with technology’ programme. The IT Network Manager will be responsible for preparing to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property, and to clearly identify any equipment obtained under the DfE’s ‘Get help with technology’ programme and be ready to redistribute this for a similar purpose.

#### 5.7 Pupils and Parents

Parents/carers with children learning remotely will be encouraged to:

- Support their child to complete any Home (Remote) Learning set.
- Risk assess any Home (Remote) Learning activities (including the use of any suggested resources) to ensure that these are safe/appropriate for their child's individual needs, taking into account their child's medical needs, behaviour, parents/carers' capacity to supervise adequately and other factors within the home environment.
- Provide feedback to teachers regarding their child's home learning, during the weekly telephone call with teachers (or via school office or Home learning email address).
- Share evidence of their child's home learning through the school's Home Learning email address, or by post to the school office.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

## 5.8 Governors

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## 6. CURRICULUM PLANNING

6.1 All pupils will have access to Home (Remote) Learning, which is aligned with the Abbey Court School Curriculum.

6.2 Home (Remote) Learning will have cross-curricular links, with a 'holistic' approach incorporated into the planning.

6.3 All pupils will have Home (Remote) Learning work planned under the following 'Areas of Learning':

- Communication and Language
- Reading
- Numeracy
- Independent Living (PSHE content included)
- Creative Arts
- Physical Development
- Early Development Learning (PMLD content only)

6.4 Additional activities, related to the class's Topic for the term (Primary) or key Schemes of Work (Secondary), will be provided, to ensure remote delivery/coverage of the 'normal planned' Abbey Court Curriculum, as outlined in the Abbey Court School Curriculum Coverage Plans (long term planning) and Schemes of Work (medium term planning), as overseen by the Curriculum Leader, Subject Leaders and Key Stage Leaders.

[Reference to 'Remote education good practice' Guidance (Dfe, October 2020)]

## 7. ASSESSMENT

- 7.1 Assessment procedures are described in detail in the Abbey Court PARR Policy, and should continue to be followed (as far as circumstances allow).
- 7.2 Teachers will gain weekly feedback/assessment information and inform their planning of further Home Learning work for the pupil, through their weekly telephone call to parents/carers. Furthermore, parents/carers will be encouraged to provide evidence of the pupils' learning by either posting this back to the school office or sending electronically via the school's Home Learning email address, to be passed on to the individual teacher. Parents/carers will be able to provide feedback at any time.
- 7.3 Teachers to provide feedback on pupils' completed work through weekly telephone calls to parents/carers.

## 8. SEN AND DIFFERENTIATION

In the 'Guidance for full opening: schools' (DfE, July 2020, updated October 2020), in the section on 'Remote Learning expectations', the guidance for special educational needs states:

"For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remoted education alongside their peers.

Where a pupil has provision specified within their EHC Plan, it remains the duty of the local authority and any health bodies to secure the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provisions can be delivered should be informed by relevant considerations including, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach."

'Guidance for full opening: schools' (DfE, July 2020, updated October 2020)

Specific guidance for supporting pupils with special educational needs and disabilities (SEND) is outlined in the document: 'Remote education good practice' Guidance (Dfe, October 2020): "Pupils in the early stages of their formal education are likely to have particular needs which cannot be easily addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances."

Additionally, the guidance states: “For many pupils with SEND, the teaching envisaged by this guidance would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers and schools are likely to know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, in some cases, the suggestions in this guidance may also be useful for pupils with SEND and so should be considered on their merit.”

‘Remote education good practice’ Guidance (Dfe, October 2020)

In accordance with the DfE guidance, Abbey Court School’s Home (Remote) Learning will be differentiated into three ability cohorts, as on the Oak National Academy online resources, to mirror those used within planning at Abbey Court: ‘Early Development Learning’ (for pupils who are working at P4 level or below), ‘Building Understanding’ (for pupils with Profound and Multiple Learning Difficulties working above at P5 level or above, and pupils with Severe Learning Difficulties), ‘Applying Learning’ for pupils with Severe Learning Difficulties and those who have been identified as Higher Achieving). The Abbey Court Home Learning work will be supplemented by Oak National Academy materials/resources to support pupils’ individual learning needs. Teachers will ensure all resources are personalised for individual pupils where appropriate, to ensure effective differentiation. The inclusion of an identified IEP target for the pupil to focus on (small step approach) each week will also ensure personalised, differentiated Home Learning.

## 9. EQUAL OPPORTUNITIES

- 9.1 All pupils will have access to Home (Remote) Learning, in accordance with Abbey Court School equal opportunities policy and the ‘Guidance for full opening: schools’ (DfE, July 2020, updated October 2020) and ‘The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction – Explanatory Note’ (DfE, September 2020). This means that all pupils will be supported to continue to access a high quality curriculum and learning activities to enable them to continue their education, in the event of them having to self-isolate or if there are local and national restrictions requiring pupils to remain at home.
- 9.2 An up –to-date record of which pupils and families do not have device or internet access will be maintained, with pupils who do not have sufficient remote facilities identified. For these pupils, Home Learning will be printed (using Abbey Court School planned activities/resources, supplemented by Oak National Academy resources where appropriate, adapted specifically to meet the individual pupil’s needs) and posted home, via the school office, to ensure equitable access to the Home (Remote) Learning. Additionally, the senior member of staff responsible for Home (Remote) Learning will liaise with the IT Network Manager and other staff/external agencies/parents and carers as appropriate, to consider how school technology resources could be used to support identified pupils without sufficient remote facilities; this will include equipment obtained under the DfE’s ‘Get help with technology’ programme.

## 10. DATA PROTECTION and CONFIDENTIALITY

10.1 If the employee's job involves dealing with confidential or sensitive information, the line manager will wish to take steps to ensure that all documentation is held securely and that the risk of any potential breach of confidentiality is reduced to a minimum particularly given the strict requirements under the General Data Protection Regulation (GDPR) around personal data security. If there are children in the home, for example, appropriate measures will need to be put in place to prevent them from accessing filing cabinets or the employee's computer. The employee should give assurances that family members (or others who live in the home) will not have access to the laptop/Surface Pro to be used for the employee's work. Any confidential documentation belonging to the organisation should be kept securely. Under the GDPR, a breach of personal data is likely to give rise to notification obligations. Line managers should seek further advice from the HR department about their duties under the GDPR if they become aware of a breach.

Please refer to the GDPR Policy, Confidentiality Policy, Working from Home Policy, Safeguarding Policy, ICT Policy, Acceptable Internet Use Statement (Appendix to the ICT Policy) and Social Networking Policy.

10.2 Keeping devices secure:

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected, using a strong password (with a combination of upper and lower-case letters, numbers and special characters. This password should not be shared with anyone.
- Ensuring that the hard drive is encrypted.
- Making sure the device locks if inactive for a period of time.
- Not leaving the device unattended when open/on.
- Not sharing the device among family friends.
- Keeping operating systems up to date – always install the latest updates.

## 11. SAFEGUARDING and ONLINE SAFETY

11.1 Please refer to the Abbey Court School Safeguarding Policy, with additional reference to Appendix 6.

Any Safeguarding concerns should be reported to the DSL following the school's usual Safeguarding procedures/protocols.

11.2 Teachers will telephone (from a school/work phone only, during the hours of the usual school day) parents/carers on a weekly basis, to ensure frequent contact between the teacher/parents and carers/pupil, and provide support. Teachers should not use their personal telephones to call parents/carers. Any concerns or complaints shared by parents/pupils should be passed on immediately to the Leadership Team (or DSL, for Safeguarding concerns).

- 11.3 Teachers should not email parents/carers from their personal email address or personal work email address; any email communication should be via the school office email account.
- 11.4 The statutory guidance, 'Keeping Children Safe in Education, 2020' (KCSIE), provides schools and colleges with information on what they should be doing to protect their pupils online. Please refer to this document, with additional reference to Annex C.

As stated in the 'Guidance for full opening: schools' (DfE, July 2020, updated October 2020), further support on delivering online remote education safely can be accessed from:

- 'Safe remote learning', published by SWGfL
  - 'Online safety and safeguarding', published by LGfL
  - The National Cyber Security Centre
  - Annex C of 'Keeping Children Safe in Education, 2020'
- 11.5.1 The Abbey Court School website provides information and guidance for parents on keeping children safe online, which can be found at:  
<https://www.abbeycourt.medway.sch.uk/2144/useful-guidance-for-online-safety> and  
<https://0e58658be539ee7325a0-220f04f871df648cf4a4d93a111e3366.ssl.cf3.rackcdn.com/abbeycourt/uploads/document/E-safety-document.pdf?ts=1588170375856>

## 12. HEALTH AND SAFETY

- 12.1 All Home (Remote) Learning will be planned and risk assessed by the staff responsible for planning, in accordance to the school's Health and Safety protocols (please refer to the Abbey Court School Health and Safety Policies), and will take into account that these are being delivered by parents/carers in the home environment, rather than by trained education professionals within the school environment, and adjusted accordingly.
- 12.2 It is an expectation that parents/carers will risk assess any Home (Remote) Learning activities (including the use of any suggested resources) to ensure that these are safe/appropriate for their child's individual needs, taking into account their child's medical needs, behaviour, parents/carers' capacity to supervise adequately and other factors within the home environment.

## 13. MENTAL HEALTH AND WELLBEING

- 13.1 The Abbey Court School website provides information for parents/carers on how to support their child with their mental health and wellbeing at home. This can be found at:  
<https://www.abbeycourt.medway.sch.uk/2155/supporting-mental-health-and-well-being-at-home>  
Links to where parents/carers can access further support regarding this are also included on the website.

- 13.2 Teachers will plan specific Home (remote) Learning activities in order to support the mental health and wellbeing of those pupils unable to access school; for example activities including the use of exercise, yoga, music, outdoor activities in the natural environment and personal reflection to help the pupils to feel peaceful and calm, in addition to learning about different coping strategies to support wellbeing.
- 13.3 If any parents/carers have concerns regarding their child's mental health and wellbeing whilst being remotely educated due to Coronavirus (Covid-19), parents should contact the pupil's teacher or a senior member of staff, either by telephone call or email to the school office, to discuss further.
- 13.4 Teachers with any concerns regarding pupils' (and parents/carers') mental health and wellbeing should refer these to a senior member of staff (for any Safeguarding concerns, these should be referred to the school's DSL – please refer to the Safeguarding Policy, with additional reference to Appendix 6).
- 13.4 Mental health and wellbeing support for school staff is outlined in the Abbey Court School Staff Work Related Stress Policy, Staff Wellbeing Policy and Working from Home Policy – please refer to these documents.
- 13.5 If any members of staff have concerns regarding their own mental health and wellbeing, they should follow the procedures in the policies named above, and contact their line manager/senior member of staff for further support.

#### 14. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health and citizenship education (PSHCE). We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development with an emphasis on British values.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, e.g. when pupils listen to music from different cultures, this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC exemplar. Opportunities for SMSC learning are planned for in Home (Remote) Learning activities.

#### 15. RIGHTS RESPECTING SCHOOL

Abbey Court School is a Gold Rights Respecting School and puts the 54 articles of the Unicef children's charter at the heart of all school policy.

This policy reflects that we believe that as a school we must do everything possible to ensure that through their learning, our pupils grow to be as healthy as possible, learn at school (or at home, if they are unable to access school), receive protection, have their views listened to and be treated fairly. Also, that they understand that they have rights and that trusted adults are duty bearers who help to ensure that they are honoured.

In particular, Articles 28 and 29 of the UN Convention on the Rights of the Child focus on a child's right to an education and on the quality and content of education. Abbey Court School is committed to ensuring that all pupils are able to access a high quality education, through delivery of the Curriculum at school or remotely, through Home (Remote) Learning.

## 16. EVALUATION AND REVIEW

The Home (Remote) Learning Policy will be reviewed, by the senior member of staff responsible for Home (Remote) Learning and the Leadership Group, in light of:

- Changes to the Government/DfE guidance;
- OFSTED requirements;
- Monitoring its effectiveness in the light of its implementation.

## 17. LINKS TO OTHER POLICIES

- Confidentiality Policy
- Safeguarding Policy
- Working from Home Policy
- PARR Policy
- ICT Policy
- Acceptable Internet Use Statement (Appendix to the ICT Policy)
- Social Networking Policy
- Health and Safety Policy
- Work Related Stress Policy
- Staff Wellbeing Policy
- Home-school agreement

### **Appendices**

Appendix 1: Template for Home Learning for pupils unable to attend school due to local and/or national restrictions which mean that pupils have to remain at home, due to coronavirus (COVID-19).

Appendix 2: Template for Home Learning for pupils unable to attend school due to having to self-isolate or issues related to coronavirus (COVID-19).

Policy produced in October 2020 (JR)

Appendix I

Home Learning - for week beginning

Year Group:

Class:

Health and Safety Considerations:

Please note that all suggested home learning activities, use of resources and any created products, should only be undertaken with the full supervision and support from an adult.

Parents/carers should decide which suggested activities/resources are appropriate/safe for their child.

Sign of the Week:

*We love to see photos of you completing your home learning!  
Please can parents/carers share these with us (including photos of  
any work completed), by emailing them to:  
[homelearning@abbeycourt.medway.sch.uk](mailto:homelearning@abbeycourt.medway.sch.uk)  
If you are unable to use email to do this, you can post these to the  
school office.*

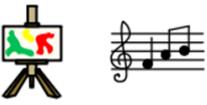
## Area of Learning: **Communication and Language**

	Overview of lesson/s and link to video or presentation	Resources you will need to prepare before you start	Additional resources you might like to use	Additional learning activities to support the lesson/s
Early Development (PMLD learners)				
Building understanding (SLD learners)				
Applying learning (HA learners)				

## Area of Learning: **Numeracy**

	Overview of lesson/s and link to video or presentation	Resources you will need to prepare before you start	Additional resources you might like to use	Additional learning activities to support the lesson/s
Early Development (PMLD learners)				

Building understanding (SLD learners)				
Applying learning (HA learners)				

<b>Area of Learning: Creative Arts</b>				
	Overview of lesson/s and link to video or presentation	Resources you will need to prepare before you start	Additional resources you might like to use	Additional learning activities to support the lesson/s
Early Development (PMLD learners)				
Building understanding (SLD learners)				
Applying learning (HA learners)				

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**Area of Learning: Independent Living (Personal Development)**

	Overview of lesson/s and link to video or presentation	Resources you will need to prepare before you start	Additional resources you might like to use	Additional learning activities to support the lesson/s
Early Development (PMLD learners)				
Building understanding (SLD learners)				
Applying learning (HA learners)				

**Area of Learning: Physical Development**

	Overview of lesson/s and link to video or presentation	Resources you will need to prepare before you start	Additional resources you might like to use	Additional learning activities to support the lesson/s
Early Development (PMLD learners)				
Building understanding (SLD learners)				
Applying learning (HA learners)				

<b>Area of Learning: Early Development Learning</b>				
	Overview of lesson/s and link to video or presentation	Resources you will need to prepare before you start	Additional resources you might like to use	Additional learning activities to support the lesson/s
Early Development (PMLD learners)				

## Topic Learning Activities

Our topic for the term is:

**Subject links:**

	Overview of lesson/s and link to video or presentation	Resources you will need to prepare before you start	Additional resources you might like to use	Additional learning activities to support the lesson/s
Early Development (PMLD learners)				
Building understanding (SLD learners)				
Applying learning (HA learners)				

## Topic Learning Activities

Our topic for the term is:

**Subject links:**

	Overview of lesson/s and link to video or presentation	Resources you will need to prepare before you start	Additional resources you might like to use	Additional learning activities to support the lesson/s
Early Development (PMLD learners)				

Building understanding (SLD learners)				
Applying learning (HA learners)				

## Reading Challenge for the Week

Our text this week is:

	Overview of lesson/s and link to video or presentation	Resources you will need to prepare before you start	Additional resources you might like to use	Additional learning activities to support the lesson/s
Early Development (PMLD learners)				
Building understanding (SLD learners)				
Applying learning (HA learners)				



## **Home Learning**

**Health and Safety Considerations:**

**Please note that all suggested home learning activities, use of resources and any created products, should only be undertaken with the full supervision and support from an adult. Parents/carers should decide which suggested activities/resources are appropriate/safe for their child.**

*We love to see photos of you completing your home learning!  
Please can parents/carers share these with us (including photos of any work completed), by emailing them to: [homelearning@abbeycourt.medway.sch.uk](mailto:homelearning@abbeycourt.medway.sch.uk)  
If you are unable to use email to do this, you can post these to the school office.*

**IEP target to focus on this week:**

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**Ways in which you could do this:**



**Reading for this week, including online stories you can share:**



(If you would like to borrow reading resources from school, please let us know and we will be happy to arrange this.)

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**Activities to support story or text:**

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**Something fun:**



**(this will include the practice of key skills for your child)**

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**Subject/Topic Learning: (linked to class learning)**