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 Remote Learning and Contact with Families Policy

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Signed LAB:

Signed TGT:

During the Covid-19 pandemic we anticipate both groups of students and individuals being absent from school for periods of time. The guidance below is applicable to any length of time that a student is absent from school. In order to ensure that we remain in regular contact with those families affected, and to provide ongoing learning opportunities for our students, teaching staff should follow the guidance below.

**In the eventuality of a whole-class isolation**

In this case, teachers will contact families at least twice a week. They should make contact at the beginning of the week to give help, guidance and support where necessary, particularly relating to the home learning that has been agreed. Towards the end of the week, a follow-up call should be made to check in on how things are at home. Some families may benefit from having more regular contact or support. This should be established during the first phone call home so that further measures can be put in place.

Regarding home learning, the school has agreed on two approaches. Teachers should choose one of these approaches, not both:

1. Class teams will provide activity packs which relate to the learning that is taking place in the classroom on a weekly basis. Thought will need to be given as to how these can be differentiated for different learners by their families in the home setting.
2. Class teams will outline activities which are directly linked to individual student’s EHCP targets on a weekly basis. Again, thought will need to be given as to how these can be met in the home setting (without recourse to gathering lots of resources, for example). In these cases, differentiation will be detailed alongside the EHCP outcome.

The home learning that teachers set should be enough to complete across 2-3 hours per day. This could involve activities that can be repeated each day given that this will enable some students to consolidate their learning.

New activity packs will be provided on a weekly basis. However, if the teacher opts for the EHCP targets approach, they may not need to provide new targets to work towards from week to week. In all cases, this should be discussed with the family and the agreements reached within these conversations should be recorded in the logs and acted upon.

Home learning arrangements should be agreed with your class’s SLT Link. Examples of both of these kinds of home learning are attached to this document.

**In the eventuality of individuals isolating**

In this case, teachers should make contact with the families as soon as possible to establish a plan for while the student is at home. As above, teachers should contact families at least twice a week and decide which kind of learning will suit the student best while they are isolating (see points 1 and 2 above). Learning should be reviewed on a weekly basis and adjusted to suit the needs of the student and family. Again, some families may require additional contact. If so, this should be established during the first phone call, after which further plans can be put in place.

As above, home learning arrangements should be agreed with your class’s SLT Link.

**Phone logs**

During both whole-class and individual isolations, it is essential that we keep rigorous phone records of our contact with families. These include the date, time and content of the conversation. Examples of phone logs are attached to this document. At the end of each week, updated phone logs should be submitted to the headteacher. If you are isolating along with your class then we will supply teachers with mobile phones that they will be able to use outside of school.