

Fair Ways Education

Remote Learning Policy

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Fair Ways Vision, Mission and Values

Our vision

To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

Making a difference through passionate care, support and education.

Our values

As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

P ROFESSIONAL ATTITUDE	A CCEPTING	R EFLECTIVE	T RANSPARENT
<ul style="list-style-type: none"> We do what we say we will We approach challenges with optimism and enthusiasm We don't judge, we notice We put the needs of the service before our own personal gains 	<ul style="list-style-type: none"> We don't give up on people We value all individuals and are willing to challenge them We embrace each other's differences as much as our similarities We accept responsibility for our actions 	<ul style="list-style-type: none"> We give feedback, we invite feedback, we listen to feedback We look inward before we look outward We learn as much from our mistakes as from our successes We listen to each other, learn from each other and grow together 	<ul style="list-style-type: none"> We are always willing to explain why We have the courage to be open and honest We earn trust through our transparency We live by our values even when no-one is watching

1 Scope

- 1.1 This policy is to ensure the ongoing education of Fair Ways and GLADE School young people under unusual circumstances.
- 1.2 This policy will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

2 Introduction

- 2.1 There may be reason for young people to have to be educated and supported using remote learning.
- 2.2 All learning will be conducted using Office 365 Teams apps or Zoom or Google Classroom. This will allow staff to keep in daily contact in a professional and confidential manner with all young people they teach.
- 2.3 Teachers and support staff will be able to schedule learning which is reflected of the young person's timetable and will not overwhelm them.
- 2.4 Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activities.
- 2.5 Staff and leaders are advised to follow the support and guidance offered by the Government including:

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

<https://www.gov.uk/government/publications/remote-education-good-practice>

3 Flexibility

- 3.1 Fair Ways understands any young person having to learn remotely from home is not ideal and will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all parties:

- Parents may be trying to work from home so access to technology as a family may be limited
- Not all young people will have access to technology
- Systems may not always function as they should

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

4 Expectation Management

4.1 Fair Ways believes that it is in the best interests of all young people that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines will be set.

4.2 It must be noted that the work young people engage in during their time at home will be part of all staff's planning and cannot be considered as optional.

4.3 Young people, families and school staff should consider the arrangements as set you in this document as highly recommended.

4.4 Teaching staff will:

- Ensure all young people receive clear expectations for each lesson;
- Share teaching and activities with their class through the Office 365 Teams apps or Google Classroom;
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Reply to messages, set work and give feedback on activities during the school hours 9.15 am – 3.15pm;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to a young person having to be educated remotely will affect families in a number of ways;
- Make it clear to each young person what they will need to do between lessons and how the work all fits together.

4.5 Children will:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;

- Work during their online lessons and independently between lessons.
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

4.6 Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with Office 365 Teams posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Office Team 365 apps;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

4.7 Any communication between staff and young people must be done in a formal way and any communication via personal emails or telephones is strictly forbidden.

5 Pastoral Support

5.1 Fair Ways is committed to providing exemplary pastoral support, and this will continue during any period of remote learning.

5.2 All usual channels of communication will be available including tutors, coordinators, admin and leadership teams.

Evaluation will take place on an annual basis.