



Dacorum Education  
Support Centre

# Remote Learning Policy

DESC values the mental health and wellbeing of every member of its community.

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, to feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other strengths and differences.

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## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for learners who aren't in centre
- Set out expectations for all members of the centre community with regards to remote learning
- Provide appropriate guidelines for data protection

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 8:30 and 3:30

If they 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 centre absence procedure

When providing remote learning, teachers are responsible for:

- Planning, teaching and delivering a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject. Delivery of this might include, live remote lessons or face to face in centre
- Using a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the centre's curriculum expectations
- Facilitating access to high quality remote education resources
- Selecting the online tools that will be consistently used across the centre in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- Providing printed resources, such as textbooks and workbooks, for learners who do not have suitable online access
- Offering feedback in line with DESC expectations
- Keep a register of the learners who attend lessons remotely, and follow up with those who don't attend virtual learning
- Set assignments so that learners have meaningful and ambitious work each day in a number of different subjects
- Set work that is of equivalent length to the core teaching learners would receive in centre, and as a minimum:
  - KS1: 3 hours a day, on average, across the centre cohort
  - KS2: 4 hours a day,
  - KS3 and 4: 5 hours a day
- Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- Gauging how well learners are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- Adjusting the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure learners' understanding

- Professional standards apply when working remotely, for example dress code, mobile phone use during a lesson and professional conduct

## **2.7 Learners and parents**

### **Expectations for learners**

- All learners should be ready to begin online learning at the start of their lesson
- They should be up and dressed appropriately, sitting at a workspace or a safe location known and approved by their parent or guardian with a fully charged device
- All microphones (and cameras as requested) should be turned on for all live sections of lessons
- As with the centre day, phones and devices should be turned off and put away
- Learners should complete all work set by their teachers

### **Expectations for Parents**

- Ensure that learners are dressed appropriately, sitting at a workspace or a safe location known and approved by their parent or guardian with a fully charged device
- Make sure that distractions are kept to a minimum
- Alert DESC staff if their child is sick or otherwise can't complete work
- Seek help from DESC if they need it, and maintain contact with link tutors via the weekly phone call

## **3. Attendance**

Attendance is the responsibility of the staff who are online with the learners due within their lesson online. The procedure that we follow is:

- Check the status of the learner - online/ offline?
- Use the @ + name to chat with each learner - if you get a response mark as present
- After 2 attempts with no response call the learner through Teams
- After 2 unsuccessful attempts and 15 minutes, a phone call will be made home
- The attendance log will be printed off three times a day, and given to the admin team to log attendance

This links also to the attendance flow chart which can be found in appendix b

## **4. Data protection**

### **4.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will:

- Access data through CC4 anywhere
- Not use memory sticks or devices to store data
- Where possible, use DESC devices such as laptops and iPads provided by DESC

### **4.2 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
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

## **5. Safeguarding**

Safeguarding will remain a **top priority** for all staff, learners and parents, even particularly periods of remote learning:

- All staff will protect themselves by using DESC designated means of communication only. This will include correspondence via Centre email and/or Centre systems (e.g. MS Teams). Learners can call staff on MS Teams during learning hours, all other correspondence should be directed to the main DESC switch board for staff to return calls
- Staff will not give parents or learners their mobile number or personal email address
- Staff can invite learners into live lessons through MS Teams lessons although this will only happen within centre hours of the remote timetable

The addendum to the Child Protection policy can be found here [Microsoft Word - Child Protection Policy in the Event of Extended Closure \(COVID - 19\).docx \(desc.herts.sch.uk\)](#)

## **6. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-centre agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix A.

### **DESC Remote Learning Guide**

Please find below an outline of remote learning at DESC. We are fully committed to ensuring that all learners have access to high quality education. We have a comprehensive Remote Teaching and Learning Policy which supports our teachers to deliver high quality Teaching and Learning when learners are working remotely. Our policy is based on the most recent best practice research findings as published by the Department for Education in October 2020.

We expect all our learners to be online accessing and engaging with all lessons, in line with their individual timetables. It is really important that learners see remote education as part of their educational experience - the independent study skills learners are developing through this way of learning will be extremely beneficial once they are back in the classroom.

#### **Wellbeing**

These are new times for many. There may be extended periods of time where face to face contact will not take place and this may well be an issue for some of our young people. Learners will still have access to their teachers and link tutors through TEAMS and phone calls.

#### **What will lessons look like**

- All learners will access a meeting for each lesson using Microsoft TEAMS, supported by other platforms such as MyMaths or Oak National Academy, and work packs which may be sent home
- Each lesson will begin with a live, cameras on session, where the register will be taken and the lesson explained
- Lessons will end with a live, cameras on session summing up the learning and discussing next steps
- During the lesson, learners will be working independently or collaboratively in virtual pairs or groups on tasks set by their teachers
- Staff will be available on the call or through the chat function to answer questions and support individual learners during the lesson.
- Lessons have been specially adapted by our teachers to facilitate remote learning and learners will get regular feedback on their work in line with DESC expectations.

#### **Expectations for learners**

- All learners should be ready to begin online learning at the start of their lesson
- They should be up and dressed appropriately, sitting at a workspace or a safe location known and approved by their parent or guardian with a fully charged device
- All cameras (and microphones as requested) should be turned on for all live sections of lessons
- As with the centre day, phones and devices should be turned off and put away
- Learners should complete all work set by their teachers

#### **Safeguarding:**

Safeguarding will remain a **top priority** for staff, learners and parents, particularly during periods of remote learning:

- All staff will protect themselves by using DESC designated means of communication only. This will include correspondence via Centre email and/or Centre systems (e.g. MS Teams). Learners can call staff on MS Teams during learning hours, all other correspondence should be directed to the main DESC switch board for staff to return calls
- Staff will not give parents or learners their personal mobile number or personal email address
- Staff can invite learners into live lessons through MS Teams, although this will only happen within centre hours of the remote timetable

Appendix B.

**Online Learning Attendance Contact Flow Chart**

When contacting learners for attendance in virtual lessons, please follow the steps below. This is to be used alongside the Safeguarding Contact Flow Chart and Stages 4 and 5 involve the same actions.

**Any serious Safeguarding concerns please add to CPOMS immediately.**



## Stage 1

- **Learner/Parent contact - actions added to CPOMS**

- Staff in charge of lesson send a private message to absent learner via Teams
- Attempt to voice call absent learner via Teams
- Phone call made to parent of absent learner
- Link Tutor to raise attendance issues in usual contact

## Stage 2

- **If NO attendance/contact for 3 consecutive days**

- Stage 1 process to be followed each lesson
- Link Tutor to raise attendance issues in usual contact
- Link Tutor to refer to Safeguarding Contact flow chart if no contact is made
- Safeguarding Team also try to make contact (via text message)

## Stage 3

- **If NO attendance/contact for 5 consecutive days**

- Stage 1 process to be followed each lesson
- Attendance Officer to e.mail parents directly and a letter is sent
- Text message sent by Safeguarding Team warning of further action to be taken
- Home visit (if required)

## Stage 4

- **If NO attendance/contact for 7 consecutive days**

- Safeguarding Team to contact the Police for a Welfare check
- Link Tutors/Identified Staff to continue trying to make contact

## Stage 5

- **If NO attendance/contact for 10 consecutive days**

- CME application administered
- Referral to CS made by Safeguarding Team
- Link Tutors/Identified staff to continue trying to make contact



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# **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to learners and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual learners are self-isolating, please see the final section.

## **The remote curriculum: what is taught to learners at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### **What should my child expect from immediate remote education in the first day or two of learners being sent home?**

In the first instance, work packs will be sent home which can be worked on independently

We will endeavour to provide remote lessons within 24 hours of learners working remotely, this often depends on device and internet access. As a centre, we will do our best to accommodate where possible. You will be contacted by the learners Link Tutor to discuss next steps.

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in centre?**

At DESC, we broadly teach the same curriculum remotely as we do in centre wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, learners may be accessing group work where it previously might have been paired, the lesson length might be different, or the teacher might have changed. Practical lessons will look different because of the nature of the subjects and the practicalities of this.

Staff will plan and teach a well-sequenced curriculum so that knowledge and skills are built on, with a good level of clarity about what is intended to be taught and practised in each subject. Delivery of this might include live or pre-recorded remote lessons.

## **Remote teaching and study time each day**

### **How long can I expect work set by the centre to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take learners broadly the following number of hours each day:

Primary centre-aged learners	The number of hours that we offer will reflect, where possible, the hours that are usually offered within The Haven provision.
Secondary centre-aged learners not working towards formal qualifications this year	5 hours a day
Secondary centre-aged learners working towards formal qualifications this year	5 hours a day

## **Accessing remote education**

### **How will my child access any online remote education you are providing?**

For live lessons, we use MSTeams, but we also use other websites to support this. This can be accessed from a range of devices. If you are having trouble logging on, or don't have a device, then please contact DESC to discuss options.

## **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some learners may not have suitable online access at home. We will work with you to find a solution to this. For example, there may be situations where we can lend devices to learners, for information, please speak to a member of DESC staff. Any printed materials needed will be posted or delivered to your home address.

DESC can also offer technical advice and support as required.

## **How will my child be taught remotely?**

We use a combination of the following approaches to teach learners remotely:

- Live teaching (online lessons), using MSTeams
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books learners have at home, or which we could lend learners
- Websites supporting the teaching of specific subjects or areas, including video clips or sequences, e.g. BBC bitesize, MyMaths etc
- Project work and/or internet research activities, which we will full explain and support you with

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

- All learners should be ready to begin online learning at the start of their lesson
- They should be up and dressed appropriately, sitting at a workspace or a safe location known and approved by their parent or guardian with a fully charged device
- All Microphones (and cameras as requested) should be turned on for all live sections of lessons
- As with the centre day, phones and devices should be turned off and put away
- Learners should complete all work set by staff
- Chat facilities can be used to ask and answer questions during a lesson, but are not a social space.

## **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

For every sessions, teachers will:

- Check the status of the learner - online/ offline?
- Use the @ + name to chat with each learner - if you get a response mark as present
- After 2 attempts with no response call the learner through Teams
- After 2 unsuccessful attempts and 15 minutes, a phone call will be made home

Engagement will be discussed at regular review meetings and weekly phone calls from link tutors.

## **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual learners. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

### **Additional support for learners with particular needs**

## **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

- Much of our feedback will be instant, verbal feedback during the session with the learner
- We may use recorded feedback which the learner can access via MSTeams
- At least one piece of written feedback per subject will be completed per week

We recognise that some learners, for example some learners with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those learners in an appropriate way.

## **Remote education for self-isolating learners**

Where individual learners need to self-isolate but the majority of their peer group remains in centre, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching learners both at home and in centre.

## **If my child is not in centre because they are self-isolating, how will their remote education differ from the approaches described above?**

DESC COVID OFFER	Tier One	Tier Two & Three	Tier Four & Five
<b>New referrals for all disciplines actioned and allocated</b>	All face to face sessions will need to be conducted in a well ventilated room, adhering to social distancing, using masks, face shields and sanitiser	All face to face sessions will need to be conducted in a well ventilated room, adhering to social distancing, using masks, face shields and sanitiser.	All sessions delivered virtually
<b>Outreach</b>	<p><b>Outreach</b> will take place as normal with all reasonable adjustments in place.</p> <p>Virtual sessions could take place if necessary.</p> <p>Meetings can take place in person, but it might be more productive to meet virtually.</p>	<p><b>Outreach</b> will be more blended, with Outreach staff being able to visit one setting a day.</p> <p>National and local data will be key in guiding us as to whether we can visit more than one bubble within a centre.</p> <p>It would be favourable to meet virtually where possible.</p>	<p><b>Outreach</b> sessions will be remote</p> <p>All <b>centres meetings</b>, EHM,CIN attended virtually</p>

<b>Therapeutic Services</b>	<b>Counselling</b> sessions for children and young people will be delivered face to face	<b>Counselling</b> sessions for children and young people will be delivered face to face	<b>Counselling</b> sessions for children and young people will be delivered remotely via Teams
	<b>Adult counselling</b> will be delivered virtually	<b>Adult counselling</b> will be delivered virtually	<b>Adult counselling</b> will be delivered virtually
	<b>Mental Health Worker</b> will take place as normal with all reasonable adjustments in place. This includes social distancing, the use of masks, face shields, sanitiser etc.	<b>Mental Health Worker</b> cases assessed (using assessment scoring system 1-5) and all scores of 4/5 high priority will be seen face to face. All 3/2/1 medium to low will be seen remotely.	<b>Mental Health Worker</b> cases will be delivered virtually
	<b>Parenting Practitioner</b> cases will be delivered in a blended needs led way with a combination of virtual and face to face	<b>Parenting Practitioner</b> cases will be delivered virtually	<b>Parenting Practitioner</b> cases will be delivered virtually

Appendix D

DESC Covid offer

<b>DESC Outreach</b>		
<b>What we offer</b>	<b>How to access</b>	<b>Cost or Core</b>
<b>Advice and strategies</b> – support for staff in centre	Contact Emma McKenna, Assistant Head directly at <a href="mailto:emckenna@desc.herts.sch.uk">emckenna@desc.herts.sch.uk</a> for new referrals. For existing, open cases, contact the allocated caseworker for the learner.	Core Offer
<b>Attendance at meetings</b> - (TAF, CIN, Team around the class/centre etc)	Contact Emma McKenna, Assistant Head directly at <a href="mailto:emckenna@desc.herts.sch.uk">emckenna@desc.herts.sch.uk</a> . For existing, open cases, contact the allocated caseworker for the learner	Core Offer
<b>1:1 support for learners</b> – Virtually, blended or face to face as appropriate.	Contact Emma McKenna, Assistant Head directly at <a href="mailto:emckenna@desc.herts.sch.uk">emckenna@desc.herts.sch.uk</a> . Service Request Form (SR) to DESC marked Outreach for new referrals	Core Offer
<b>TA training and support</b> – For those working either 1:1 or closely with learners with individual needs	Contact Emma McKenna, Assistant Head directly at <a href="mailto:emckenna@desc.herts.sch.uk">emckenna@desc.herts.sch.uk</a> . For existing, open cases, contact the allocated caseworker for the learner	Core Offer

<b>Group work</b> – for topics that lend themselves to virtual delivery during tier 4/5 and	Contact Emma McKenna, Assistant Head directly at <a href="mailto:emckenna@desc.herts.sch.uk">emckenna@desc.herts.sch.uk</a> . For existing, open cases, contact the allocated caseworker for the learner	Core Offer
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<b>DESC</b>		
<b>Therapeutic Services</b>		
What we offer	How to access	Cost or Core
<b>Counselling parents/carers</b> of open Outreach cases	Via the Outreach worker, who will make a referral into Therapeutic Services	Core offer
<b>Counselling children/young people</b>	Service Request Form (SR) to DESC marked Counselling Service	£50 per session minimum of 6 no maximum
<b>CBT children/young people</b>	Service Request Form (SR) to DESC marked CBT	Block of 10 sessions @ £65 per session
<b>Mental Health Worker</b> intervention	Service Request Form (SR) to DESC marked Mental Health Worker – this service is for mental health concerns, high level of risk	Core Offer
<b>Parenting Practitioner</b> intervention for open Outreach cases	Via the Outreach worker, who will make a referral into Therapeutic Services	Core Offer
<b>Mindfulness</b>	Individual or group of children/young people	Individual pupil - per session £25.00 Group - per 30 min session £55.00 Block of 12 group sessions £475
<b>Drawing &amp; Talking</b> intervention	Send a Service Request Form (SR) to DESC marked CBT	Block of 12 @£25 per session
<b>Group Supervision</b>	This will be offered to all Head teachers and MHL/SENcos (starting February)	DSPL funded
<b>Individual Supervision</b> Sessions for senior staff	Contact Nicola Saunders, Therapeutic Services Manager directly <a href="mailto:nsaunders@desc.herts.sch.uk">nsaunders@desc.herts.sch.uk</a>	£100 one to one 60 minute session



<b>DESC Training Services</b>		
What we offer	How to access	Cost or Core
<b>Mindfulness</b>	Introduction to Paws b for staff	90 mins £175.00
<b>TA training</b>	Contact Emma McKenna, Assistant Head directly at emckenna@desc.herts.sch.uk	Core offer
<b>Bespoke training</b> - according to centre need.	Contact Emma McKenna, Assistant Head directly at emckenna@desc.herts.sch.uk	Core offer