



Remote Learning Policy Lime Academy Hornbeam

Date: **September 2021**

Review date: **October 2022**

Remote Learning Policy

Purpose

Due to unprecedented times as a result of the COVID-19 pandemic, the majority of Schools/Academies in the UK have had periods of closure and/or have reduced numbers in order to maintain a safe learning environment however, Lime Academy Hornbeam has remained open.

Meeting the needs of our pupils, while keeping everyone safe continues to be our main objective.

As a result of the potential reduction in numbers of pupils attending Lime Academy Hornbeam and other settings due to self-isolation, of staff and pupils, we are developing a system of remote learning. This is to enable every pupil to have the opportunity to continue with education during these unusual times.

This system of remote learning could also be used for the settings general duty to meet the learning needs of pupils with medical conditions, offering a long term, supportive solution to ensuring access to high quality education- it also allows our teachers who have to self-isolate or shield to continue to support our pupils when they are well and able to do so.

This policy is produced in consultation with local special schools' heads, the Local Authority (under their 15 day duty – Supporting pupils with Medical needs) and the Trust. As a result, this policy is shared between the local area special School/Academies including SEMH & AP, and the Local Authority

1.1. The purpose of this remote learning policy is to:

- Ensure a shared understanding of what remote learning is
- Ensure consistency in the approach to remote learning
- Set out expectations for all members of the Lime Academy Hornbeam community with regards to remote learning.
- Provide appropriate guidelines for GDPR
- Reduce disruption to pupil's education and the delivery of the curriculum, so that every pupil has access to high quality learning resources, including the post 15 day medical needs provision.
- Ensure that safeguarding measures are continued during remote learning, including robust understanding of E-Safety
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to support emotional, social and health wellbeing during periods of remote learning.
- Ensure parent and carers are fully aware of the support available to maintain educational outcomes during periods of non-attendance at school

Remote Learning will be available;

- When a pupil self isolates for 10 days, and is well
- When a bubble is asked to self-isolate
- When the school is partially or fully closed to pupils
- When a child has to shield due to being Extremely Clinically Vulnerable (ECV)

Families can expect to be sent a link to the remote learning platform with simple instructions of how to use and which colour route to take.

Application of the policy

Roles and Responsibilities

- 2.1. The **Headteacher and Senior Leadership Team (SLT)** are responsible for:
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
 - Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
 - Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
 - Overseeing that the Academy has the resources necessary to action the procedures in this policy.
 - Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
 - Arranging any additional training staff may require to support pupils during the period of remote learning.
 - Conducting reviews on a weekly basis of the remote learning arrangements to ensure delivery of pupils' education.
- 2.2. The **Health and Safety Lead** is responsible for:
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes.
 - Putting procedures and systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning linked to safeguarding.
 - Ensuring that pupils identified as being at risk are provided with necessary information and instruction, or parents and carers advise.
 - Managing the effectiveness of health and safety measures using the local reporting systems for recording incidents.
- 2.3. The **Data Protection Officer** is responsible for:
- Overseeing that all School/Academy-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
 - Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR in relation to remote and on line requirements.
 - Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- 2.4. The **DSL** is responsible for:
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
 - Liaising with the Trust ICT support to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
 - Identifying vulnerable pupils who may be at risk if they are learning remotely.
 - Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the Headteacher and other organisations to make alternate arrangements for pupils that might include contacts for those who are at a high risk, in cooperation with social care.
 - Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are planned with parents and carers.
 - Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.5. **The Trust ICT Service** is responsible for:

- Ensuring that all Academy-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required.
- Working with the Teaching and Learning Lead, teaching staff to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff or can support parents and carers supporting education at home.

2.6. **Staff members** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Health and Safety Lead and follow guidance.
- Reporting any safeguarding incidents to the DSL.
- Taking part in any training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on Academy-owned equipment used for remote learning to an ICT Technician.

2.7. **Parents and Carers** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at times scheduled by the Academy.
- Reporting any technical issues to the Lime Academy Hornbeam as soon as possible.
- Ensuring that their child has access to remote learning material during the times set out.
- Reporting any absence before the session has begun.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the set rules by Lime Academy Hornbeam.

2.8. **Teachers** are responsible for:

- Teachers must be available between 8:30 am- 3:30 pm at their school specific times. 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 absence procedure.
- Setting work/learning activities appropriate to the needs of pupils.
- Allocated pupils they need to provide work for, including if they may need to cover for other classes.
- The amount of work/activities they need to provide to meet the needs of pupils.
- How they should coordinate with other Teachers to ensure consistency.
- Providing feedback on work / Activities.
- Handling of any complaints and making sure they are passed on to the relevant complaints policy.
- Attend virtual meetings.
- Wear appropriate clothing.
- Ensure your background online setting does not show your home or premises to maintain professional role.
- To liaise with teaching assistants with regards to appropriate resources or next steps in learning.

- 2.9. **Teaching assistants** (when directed by SLT) are responsible for:
- Teaching assistants must be available between 8.30 – 3.30 pm. 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 absence procedure.
 - Wear appropriate clothing.
 - Ensure your background online setting does not show your home or premises to maintain professional role.
 - To liaise with teachers with regards to any questions about teaching and learning.
- 2.10. **Senior leaders/Allocated persons** are responsible for:-
- Alongside any teaching responsibilities, senior leaders are responsible for:
 - Coordinating the remote learning approach across Lime Academy Hornbeam
 - Monitoring the effectiveness of remote learning –through Teaching and Learning reviews, regular meetings with teachers and leaders, reviewing work / activities set and/or reaching out for feedback from pupils and parents
 - Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Who to contact

- 3.1 If staff have any questions or concerns, they should contact the following individuals:
- **Issues in setting work:** Billy Hawes (Brookfield House) & Gosia Klosek (William Morris)
 - **Issues with behaviour:** Billy Hawes (Brookfield House) & Gosia Klosek (William Morris)
 - **Issues with IT:** Denise Daultry Assistant School Business Manager
 - **Issues with their own workload or wellbeing:** Line Manager
 - **Concerns about data protection:** Lorraine Drewe, School Business Manager
 - **Concerns about safeguarding (DSLs):** Sunita Bhamra, (Brookfield House & William Morris)
Ben Hawes, Gosia Klosek, George Lambrou, (William Morris)
Billy Hawes, Laura Blatter (Brookfield House)
Katrina Muir (Both Sites)
Samantha Bagshaw (Brookfield House)

Data Protection

- 4.1 This section of the policy will be enacted in conjunction with the Lime Trust Data Protection Policy.
- 4.2 Staff members will be responsible for adhering to GDPR principles when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 4.3 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 4.4 Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 4.5 Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

- 4.6 All contact details will be stored in line with the Data Protection Policy. Please note:
- Any breach of confidentiality of any type will be dealt with in accordance with the Trust **GDPR Policy** for dealing with breaches under ICO guidelines.
 - Any intentional breach of confidentiality will be dealt with in accordance with the Trust's **Data Protection Policy**.

Online Safety

5.1 This section of the policy will be enacted in conjunction with Lime Academy Hornbeam's **Child Protection and Safeguarding Policy**.

- 5.2 All staff and pupils using video communication (where this is deemed appropriate) must:
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in Lime Academy Hornbeam.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible if the offer is live delivery.

5.1 Lime Academy Hornbeam will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with further complex needs or in situations of crisis. This will be decided and approved by the SLT, in collaboration with the teacher and may include an observer at both ends of the live feed, a TA for example.

5.2 We will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

5.3 We will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be discussed with parents.

5.4 We will ensure that all owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

5.5 We will communicate to parents via letter, email or telephone about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure. Our pupils will need support when using technology at home.

- 5.1 During the period of remote learning, Lime Academy Hornbeam will maintain regular contact with parents and carers to:
- Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Expect parents to regularly check controls on devices and internet filters can block malicious websites.
 - Direct parents to useful resources to help them keep their children safe online.

5.9 We will not be responsible for providing access to the internet off the premises and will not be responsible

for providing online safety software, e.g. anti-virus software, on devices not owned by Lime Academy Hornbeam or the Trust.

Monitoring

6.1 Staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision during a teaching and learning review.

Resources

Learning materials

7.1 For the purpose of providing remote learning, we may make use of:

- Work booklets
- Online learning portals, including a shared portal hosted by the LA. For this purpose, instruction will be given about the colour block area which should be accessed for learning activities. Other websites may also be used.
- Other Educational websites including EFL (or similar) where appropriate
- Practical activities which can be supported or delivered at home
- Recorded webinars or similar
- Pre-recorded video or audio lessons
- Live lessons where a suitable presence in the classroom is required (learning robots)
- Sensory resources
- Activities based upon the advice of a speech and language, OT or physiotherapist

7.2 Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Where further changes are made to EHCP provision this will be recorded in Form M or similar in discussion with parents and carers.

7.3 Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, we will ensure pupils can catch up on these areas of the curriculum when they return in discussion with parents and carers.

7.4 Teaching staff will liaise with the SLT/Teaching, Learning Leads and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

7.5 Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

7.6 Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless we agree to provide or loan equipment, e.g. laptops when and if these are available

7.7 Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

7.1 Teaching staff will oversee progression for the duration of the remote learning period and will review and provide feedback.

7.2 The arrangements for any 'live' classes, e.g. webinars, will be communicated via email in advance, telephone no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

7.3 The ICT service staff member is not responsible for providing technical support for equipment that is not owned by Lime Academy Hornbeam or the Lime Trust.

Safeguarding

8.1 This section of the policy will be enacted in conjunction with our **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working.

8.2 The **Headteacher and DSL** will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

8.3 The **DSL** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

8.4 Phone calls made to vulnerable pupils will be made using Lime Academy Hornbeam phones where possible. Where this is not possible; hide personal number (via use of 141 prefix) if working from home, for example in the case of remote working when bubble closure

8.5 The **DSL** will arrange for regular contact with vulnerable pupils **once per week** at minimum, with additional contact, including home visits, arranged where required and with the agreements of parents/carers.

8.6 All contact with vulnerable pupils will be recorded in line with the safeguarding procedures in the setting and suitably stored on the MyConcern system in line with the data protection policy.

8.7 The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

8.8 All home visits must:

- Have at least one suitably trained individual present.
- Be suitably recorded on MyConcern, so that the DSLs has access to them.
- Actively involve the pupil and parents/carer.

8.9 Vulnerable pupils/families will be provided with a means of contacting the **DSL** or any other relevant member of staff – this arrangement will be set up by the **DSL** prior to the period of remote learning.

8.10 The **DSL** will review safeguarding cases or referrals and meet (in person or remotely) with the relevant members of staff **once per week** to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

8.11 All members of staff will report any safeguarding concerns to the **DSL** immediately.

8.12 Pupils and their parents will be encouraged to contact the **DSL** if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The Lime Academy Hornbeam will also signpost families to the practical support that is available for reporting these concerns.

Monitoring arrangements

9.1 This policy will be reviewed on an **annual basis** by the **Headteacher**.

9.2 Any changes to this policy will be communicated to all members of staff and other stakeholders.

Further closure

- 10.1 If further closures or measures are announced, the policy will be reviewed and changed in accordance with government guidance for educational settings.
- 10.2 All staff will be informed before any changes occur.
- 10.3 All parents and guardians will be informed before any changes occur.

Conclusion

By introducing Remote Learning to our Teaching and Learning practices, we aim to encourage an inclusive approach to education which achieves better outcomes for our pupils at Lime Academy Hornbeam.

Lime Academy Hornbeam Remote Learning – Brookfield House Campus

Remote learning expectations for when the whole class is at home:

If the whole or majority of the class are at home for any period of time, we must enable them to access their daily learning remotely. We use Evidence for Learning (EFL Activity Channel - <https://www.evidenceforlearning.net/eflactivitychannel/>) as the platform to provide parents/ carers and their children, with a range of stimulating and challenging activities. This must include:

- A weekly timetable that shares the topic/theme/book of the week and highlights the activities/ subjects
- A daily e-mail to parents (cc SLT) outlining the day's lessons, directing them onto the EFL Activity page. This is to be sent by 10am
- A daily greeting video from the class teacher to introduce the day – live or a video recording
- Daily home learning activities for the following subject areas: My Communication/ Literacy, My Thinking/Cognition and Sensory Play (learning through play) via EFL
- Any additional digital resources i.e. IXL, Lexia, PurpleMash tasks, HelpKidzLearn should be included in the weekly timetable
- The family must receive a regular (weekly) welfare call to check that they are accessing the learning and if they need any support

For each EFL activity, it must include:

- A brief description about the activity
- Up to 3 videos or photos, e.g. modelling activities for parents, carer and the learner
- Written instructions and notes about the activity using this template:

Topic:

Areas of Learning:

Learning Objectives:

Resources:

Instructions / Steps:

- Web-links (e.g. links to websites that support or form part of the activity resource – e.g. YouTube, your school's favourite online resources etc.)
- PDF resources (e.g. worksheets, cut-outs, etc.) that can be downloaded and printed by families, carers or the learner

Remote learning expectations for when a small group of students in your class are doing learning at home:

If one or a small group of your students are at home isolating or for other reasons (not related to sickness) for any period of time, we must enable them to access their daily learning remotely. We use Evidence for Learning (EFL Activity Channel) as the platform to provide parents/ carers and their children, with a range of stimulating and challenging activities. This must include:

- A weekly timetable that shares the topic/theme/book of the week and highlights the activities/ subjects.
- A weekly email (cc SLT) to parents outlining the activities for the week, directing them onto EFL Activity page for activities and onto online learning resources for Sensory Play activities.
- A short daily greeting video from the class teacher to introduce the day i.e. it can be a recording of the teacher leading circle time.
- A pack of home learning activities, via EFL Activity Channel, covering 5 days of worth of activities for the following subject areas: My Communication/ Literacy, My Thinking/ Cognition.
- Any additional digital resources i.e. IXL, Lexia, PurpleMash tasks, HelpKidzLearn should be included in the weekly timetable.
- The family must receive a regular (weekly) welfare call to check that they are accessing the learning and if they need any support.

For each EFL activity, it must include:

- A brief description about the activity
- Up to 3 videos or photos, e.g. modelling activities for parents, carer and the learner
- Written instructions and notes about the activity using this template:

Topic:
Areas of Learning:
Learning Objectives:
Resources:
Instructions / Steps:

- Web-links (e.g. links to websites that support or form part of the activity resource – e.g. YouTube, your school’s favourite online resources etc.)
- PDF resources (e.g. worksheets, cut-outs, etc.) that can be downloaded and printed by families, carers or the learner

Examples:

An example of an Activity posted on EFL activity channel.



Lime Academy Hornbeam

Evidence Documents Tags Frameworks **Activities** Insights Assessment Books

Sensory Story - Harvest

It's Harvest Day at Brookfield House today! Let's celebrate together with this harvest sensory story.

[At Home](#) [Physical Development](#) [My Thinking](#) [My Creativity](#) [My Body](#)

Fri Oct 16 2020



Topic: Our World
Areas of Learning: My Communication and Literacy, Me and My Community
Learning objectives: To remain engaged for a story. To be familiar with harvest.

Resources:

- Story video
- Youtube song (link provided)
- PDF of the story for parents to retell the story
- Sensory items: water spray, yellow fabrics/ blanket/ paper, peas, a harvest bowl

Instructions/ Steps:

1. Engage your child for story time with a harvest song
2. Watch the sensory story led by teacher.
3. Re-enact the story using your own props.

Extended activities:

- More activities and questions available at the end of the story on the pdf

Don't forget to take some photos of your story time and share with your teacher!

Activity Links

- [Harvest samba song](#)
- [Harvest dance song](#)

Activity PDFs

- [Harvest story and extended activities](#)

An example of a weekly timetable:

Remote Learning Timetable Week of 19.10.2020

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<p>Morning Greetings</p>  <p>hello</p>				<p>Back to school!</p>  <p>school</p>
Communication & Literacy	 <p>winter</p>	 <p>spring</p>	 <p>summer</p>	 <p>autumn</p>	
Sensory Play	<p>Bubble Wrap Painting</p>  <p>arts & crafts</p>	<p>DIY Salt dough</p>  <p>arts & crafts</p>	<p>Cooking</p>  <p>cooking</p>	<p>Pumpkin decoration</p>  <p>arts & crafts</p>	
Movement break	<p>Story Massage</p>  <p>massage</p>	<p>Yoga</p>  <p>yoga</p>	<p>Story Massage</p>  <p>massage</p>	<p>Yoga</p>  <p>yoga</p>	
Cognition	<p>Colours:</p>  <p>blue</p>	<p>Colours:</p>  <p>green</p>	<p>Colours:</p>  <p>yellow</p>	<p>Colours:</p>  <p>orange</p>	

An example of an e-mail sent to parents to inform them of the weekly activity.

Remote Learning 19.10.2020 >



Carmen Lau <carmen.lau@hornbeamacademytrust.com>

Mon, 19 Oct, 09:52 ☆ ↶ ⋮

to Mielie, Angela, Beth, bcc: shaziahafiz, bcc: Tartavaselena, bcc: shazia, bcc: sonia_yasir123, bcc: Salim, bcc: allamakram, bcc: michael.jemmeson, bcc: maureencuddy, bcc: vorn

Dear Parent,

For our remote lessons this week, we will be focusing on The Seasons as part of our wider topic of Our World. Please find attached a timetable of our activities this week.

- Our morning greetings to you (learning to sign Makaton together)
- Let's learn about Winter
- What is Blue?
- Story Massage
- Sensory play: Let's make bubble wrap painting!

Please access these remote lessons through the Parent Portal on Evidence for Learning. You will need your website link and password. Don't forget to take photos and videos of your amazing home learning and upload them onto EFL!

If you are struggling to get access to EFL, please contact the school office or email me directly. Please do let me know if you are not able to access these remote lessons for any reasons and I will sort alternative remote learning for your child.

Many thanks,

Carmen Lau

Progress Lead Teacher

Tel: 020 8527 2464 (Brookfield House Campus)

Lime Academy Hornbeam
Putting Children First

Lime Academy Hornbeam, Brookfield House Campus, Alders Avenue, Woodford Green IG8 9PY.

www.limeacademyhornbeam.london

The Lime Trust, T/A Lime Academy Hornbeam, is a company limited by guarantee and exempt charity. CN: 09297519 RO: 70-72 New Road, London E4 8ET.

CONFIDENTIALITY NOTICE: The information contained in this e-mail is intended only for the individual, persons or entity to whom it is addressed. It may contain privileged and confidential information and, if you are not the intended recipient, you must not read, copy or distribute it, nor take any action in reliance upon it. If you have received this e-mail in error, please inform the sender as soon as possible and delete the e-mail from your computer.



You can use bcc to blind copy in parents' email addresses so it is confidential.
Remember to cc SLT in your emails.

Lime Academy Hornbeam Remote Learning – William Morris Campus

Remote learning expectations for when the whole class is at home:

If the whole or majority of the class are at home for any period of time, we must enable them to access their daily learning remotely. Depending on the pupils' abilities to access a computer we use two different platforms: **Google classroom** for pupils who are able to use and have access to a computer with internet connection and **Evidence for Learning** for pupils who need adult support to access online learning. EFL can be accessed using a smart phone. The pupils who don't have access to a computer or a smart phone will access their learning through hard copies homework learning packs mailed to their home address.

Online learning using Google Classroom and Google Meets

- Each class will have their virtual class on Google classroom.
- The teachers will use Google Meets to stream online lessons following the agreed timetable.
- Pupils and staff will access the Google classroom using their school email address.
- Pupils should retain structure to their working day starting with log-in on their Google classroom account at 9.00.
- The teacher will post a weekly timetable that shares the topic/theme/book of the week and highlights the activities/ subjects.
- Check Google classroom to see the posts/resources for each subject
- Daily assignments on Maths and English lessons
- Weekly assignments on Wellbeing, Cooking, Art and Humanities
- The pupils will have logins to Pupils google Drive resources where they can access further resources on Wellbeing, Cooking, Art and Humanities.
- Complete all set work and, if requested, to hand in work on Google classroom
- Use designated 'Google classroom feedback forum to communicate with their teachers and ask questions if they do not understand/require help. Alternatively, they may need to email the teacher as appropriate/if they are having difficulties.
- The teacher can post assignments using online learning platforms such as Lexia, BKSB and IXL.
- Pupils have their own logins on these online platforms so the teachers can track the progress.
- Parents and carers are expected to encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.
- Contact the pupil's tutor if there are any concerns.

Online learning using Evidence for learning

For pupils who are not able to use a computer independently and need adult support to access the online learning, we use Evidence for Learning (EFL Activity Channel - <https://www.evidenceforlearning.net/eflactivitychannel/>) as the platform to provide parents/ carers and their children, with a range of stimulating and challenging activities.

- A weekly timetable that shares the topic/theme/book of the week and highlights the activities/ subjects.
- A daily e-mail to parents (cc SLT) outlining the day's lessons, directing them onto EFL Activity page. This is to be sent by 10am.
- A daily greeting video from the class teacher to introduce the day – live or a video recording.
- Daily home learning activities for the following subject areas: My Communication/ Literacy, My Thinking/Cognition and Sensory Play (learning through play) via EFL.
- Any additional digital resources i.e. IXL, Lexia, PurpleMash tasks, HelpKidzLearn should be included in the weekly timetable.
- The family must receive a regular (weekly) welfare call to check that they are accessing the learning and if they need any support.

For each EFL activity, it must include:

- A brief description about the activity
- Up to 3 videos or photos, e.g. modelling activities for parents, carer and the learner
- Written instructions and notes about the activity using this template:

Topic:

Areas of Learning:

Learning Objectives:

Resources:

Instructions / Steps:

- Web-links (e.g. links to websites that support or form part of the activity resource – e.g. YouTube, your school's favourite online resources etc.)
- PDF resources (e.g. worksheets, cut-outs, etc.) that can be downloaded and printed by families, carers or the learner

Delivering BTEC during Coronavirus (COVID-19)

Distance Learning and Blended Learning approaches during the COVID-19 period at Hornbeam Academy Trust Centre

BTEC courses are delivered in a very practical way at Lime Academy Hornbeam and we aim to be able to deliver them in person at school.

However, during an extended lockdown/self-isolation period of more than three weeks we would use a blended learning approach ('a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience').

We do not deliver any courses via distance learning.

All our courses have extended allocated time for the delivery, at least 100% more on top of the guided hours, to ensure that where students miss lessons due to self-isolation, they will still have the required amount of time at school to complete their coursework.

During a period of extended lockdown (more than 3 weeks), our pupils will access the BTEC coursework in the same way they access the rest of their online lessons - please see Appendix 2 Lime Academy Hornbeam Remote Learning – William Morris Campus.

- All BTEC tutors will post the pupils' assignments on Google Classroom and will deliver the lessons using Google Meets. The students will upload their completed work into their virtual class accounts.
- All pupils will have access to BTEC resources posted on the Pupils Google Drive.
- Many of our BTEC practical activities can be completed at home (cooking, PE, Art) and our students have already practised these during the first lockdown.
- Any work completed for a BTEC coursework will be timetabled, monitored and conducted via Google Meets.

Quality Management, Internal and External Verification

All our courses information and the whole Internal Verification (I.V.) process is saved on our BTEC Google Drive, so the information can be accessed at any time by the Assessors, Internal Verifiers and External Verifiers.

Once the students have the coursework completed, the coursework will be saved into our Google Drive so that they can be assessed by our external verifiers when they request a sample.