

Tapton SCHOOL

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Tapton School

Remote Learning Policy

January 2023

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LAST REVIEW/UPDATE: September 2022

LEVEL OF CHANGE: Minor

NEXT REVIEW: January 2024

Remote Learning

At Tapton we believe all students have the right to quality first teaching and the best place for this to happen is in our classrooms in school and delivered by our subject specialists. The daily routine of coming into school is vital as we seek to build resilience, good habits for life-long learning and success and foster positive relationships with peers and adults. These are all essential for maintaining positive health and wellbeing. We have a duty of care to all students to protect them from harm and we know that seeing them in person is the best way to do this.

We recognise that for a small minority of students who are experiencing mental health difficulties, and on the recommendation of their specialist healthcare professionals, a full-time timetable in school is not always appropriate and a part-time timetable may need to be arranged to support the best interests of the student. Learning in this circumstance will be asynchronous, meaning learning does not have to take place following the school timetable but can occur in a different order or timescale. This enables students to access work as and when they feel well enough and allows them to work at their own pace. The priority must be the treatment, recovery and wellbeing of the child and young person.

We do not believe live lessons using software such as Microsoft Teams is in the best interests of the student in this circumstance. Blended learning was necessitated by the Coronavirus pandemic. It is not the best vehicle for teaching and learning in the long term as the pace is set by the learning in the classroom and inevitably students at home can feel disconnected and isolated. Our experience is that this form of learning requires high levels of resilience and patience and can lead to an increase in stress and anxiety. We do not wish this to hinder the recovery of the child or young person by exacerbating their stress and anxiety.

If a child or young person is likely to be absent for a long period of time (we define long term absence as 10 days or more) for other reasons (such as recovery from an operation or an injury where attendance in school might inhibit recovery) school will commit to a fortnightly check-in with a member of the Inclusion team and provide a range of resources to support learning at home. These will be shared through Satchel One and/or email and may include the following:

- copies of text books,
- access to online platforms such as Kerboodle and MathsWatch
- revision guides
- classroom resources
- assemblies via the school Learning Platform
- communication via email of whole school messages such as the key stage bulletin

Parents should contact school to find out what support we can provide with laptops or other electronic devices. Parents are also able to communicate with school via our normal communication channels and will receive all of our usual communication and updates via email and MCAS. We also expect parents and carers to attend Progress Evenings and other Information Evenings. Clear communication is vital to the success of recovery and supports transition back into school. Ultimately our goal is for students to return to face to face learning in school with subject specialists and pastoral professionals.

We are guided by the Department for Education on Remote Education. They state that *'Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.'* The up to date non statutory guidance from the DfE can be found here: [Providing remote education: non statutory guidance for schools \(publishing.service.gov.uk\)](https://www.gov.uk/government/guidance/providing-remote-education-non-statutory-guidance-for-schools)