Remote Learning Policy

Review Date	Reviewer	Approved by	Adopted	Implementation
	J Barker	A Bartlett	July 2022	September 2022
September 2024	Headteacher	Executive Head	July 2024	September 2024
September 2026				

Revision History

Issue Number	Date	Revisions
1	July 2022	New policy
2	July 2024	No amendments

	Contents	Page No.
1.	Overview	4
2.	Key Principles	4
3.	Roles and Responsibilities	5
4.	Links to Other Policies	8
5.	Online Lessons	8
6.	Engagement and Feedback	9
7.	Other Considerations	10
8.	Data Protection	11

1. Overview:

- In the event of a full school closure that means pupils have to be taught remotely (whilst this list is not exhaustive, this could include severe weather conditions, pandemic, power failure), the school is committed to providing continuity of education.
- Where there is a situation requiring some or all pupils to remain at home, we are prepared to offer immediate remote education.
- Remote education may also need to be an ongoing component in the delivery of the school curriculum for some individual pupils, for example those with complex health needs.
- We need to ensure that any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Remote learning also offers opportunities to access staff expertise from across our Trust to deliver specialist sessions to complement the main curriculum, for example interventions and revision sessions.

2. Key principles:

- Remote education will begin the next school day for any pupil who is expected to work from home because of self-isolation.
- All remote education will be provided via the Microsoft Teams platform.
- Remote education, where required, will be of high quality and aligned as closely as possible with in-school provision and curriculum content.
- Pupils will access and be taught our intended curriculum. This is well-planned and well-sequenced so that knowledge and skills are built incrementally, and pupils have opportunities to retrieve and recall previously taught content.
- Pupils will have 5 hours of meaningful and ambitious lessons each day and will follow their in-school timetable.
- Microsoft Teams will be used consistently across the school with all year groups to deliver live lessons, set assignments, allow interaction between teachers and pupils, and provide opportunities for assessment and feedback. Staff, pupils, and parents will continue to receive training in the use of Teams.
- We will continue to equip as many pupils as possible with laptop and Wi-Fi resources. Where pupils do not have suitable online access, they will be provided with printed resources.
- Those pupils with SEND who may struggle to access the remote learning curriculum will be provided with appropriate support and resources to ensure they can engage with remote learning.
- Teachers will use questions and other suitable tasks to help gauge how well pupils are progressing through the curriculum. This information will be used to adjust the pace or difficulty of what is being taught, or to revisit explanations to ensure pupils' understanding.

- Regular feedback will be provided to pupils, in line with school policy. This will include both whole class and individual feedback.

3. Roles and Responsibilities
Headteacher & Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring engagement with remote learning and ensuring any issues are identified and addressed promptly.
- Ensuring that appropriate safeguarding procedures are followed.
- Ensuring that the needs of SEND learners are met.
- Ensuring that pupils continue to receive their entitlement to PSHE.
- Ensuring that pupils' positive efforts are recognised and rewarded.
- Monitoring the effectiveness of remote learning.

Teachers

When providing remote learning, teachers must be available during their usual working hours, and deliver their usual timetabled lesson times. If they are unable to work for any reason, for example due to sickness, they should report using the normal absence procedure.

When providing remote learning, teachers are responsible for delivering lessons for each of their timetabled classes which should:

- Follow the agreed curriculum plan.
- Be scheduled as a Teams 'meeting' within the relevant Teams channel for each class.
- Include all necessary resources as document uploads to the Teams channel, or as links to external sources as relevant.
- Include appropriate teacher input and explanation, through live teaching, with appropriate opportunities for pupils to practice new skills or demonstrate new knowledge.
- Include SMART Connect and Consolidate tasks (retrieval practice) at the beginning and end of the lesson.
- Include questioning episodes or other opportunities for pupils to participate in the lesson, for example using the 'Chat' or 'Hands Up' functions.
- Last the length of the normal timetabled lesson (either 1 or 2 hours).

Lessons should be recorded for safeguarding purposes and so that they are available for pupils who are absent or need to catch up. Recordings are automatically saved in the Teams channel for that group.

Teachers will be asked to complete an attendance register at the start of each lesson.

Teachers should expect pupils to submit evidence of their work at the end of each lesson.

Where it is not possible for the member of staff to deliver the lesson live, for example in the case of a planned leave of absence, pre-recorded video or carefully selected resources must be provided as an alternative.

Teachers should ensure that appropriate printed work packs are available for each unit of work, so that these can be quickly distributed to pupils who require them (this will apply to those pupils with no internet access or appropriate device). Teachers should also be prepared to provide adapted resources to support SEND learners as required.

Teachers are expected to provide feedback to pupils in line with school policy. Key pieces of assessed work should be set and submitted as Teams 'Assignments' or via Class Notebook, to allow teachers to view pupils' work and provide appropriate feedback. Note that if an individual pupil / small group is self-isolating, the teacher will be teaching the rest of the class in school, and it will not be possible for teachers to respond in 'real time' to queries from remote learners. In this scenario, queries should be dealt with at the end of the school day.

Teachers are expected to provide feedback to line managers and senior leaders in relation to pupil engagement, so that this can be monitored effectively, and any issues identified and followed up promptly. Whilst teachers are expected to respond to routine pupil queries about work during lesson time, they are not expected to respond to queries from pupils outside of working hours. Parental queries will be handled by senior staff.

Classroom based support staff

When assisting with remote learning, classroom-based support staff must be available during their usual working hours. If they are unable to work for any reason during this time, for example due to sickness, they should report using the normal absence procedure.

When assisting with remote learning, classroom-based support staff are responsible for:

- Supporting SEND pupils who would usually receive in-class support with their remote learning (for example, by attending live lessons on Teams and providing live support to the pupil).

- Supporting pupils who would usually receive 1:1 or small group intervention (for example, by providing live Teams intervention sessions or producing resources to support pupils in practicing their literacy / numeracy skills at home).
- Supporting families by making phone calls home or emailing parents to discuss progress and address any issues or concerns.

Non classroom-based support staff

When supporting the school in a situation where some or all pupils are learning remotely, non-classroom-based support staff must be available during their usual working hours. If they are unable to work during this time, for example due to sickness, they should report using the normal absence procedure.

The responsibilities of non-classroom-based support staff will vary considerably depending on their role. They may be asked to:

- Support safeguarding procedures by making phone calls home to check on the welfare of pupils.
- Support attendance procedures by updating registers and following up non-attendance to lessons.
- Support remote learning procedures by preparing or distributing printed work packs.
- Collect data to support in the monitoring of pupil engagement or return of work.
- Prepare communications with parents e.g., letters, marketing materials.

This list is not exhaustive. Support staff will be guided by their line managers.

IT Staff

IT Staff are responsible for:

- Fixing issues with systems used to set and collect work (Teams, Office 365).
- Helping staff and pupils with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

Pupils and parents

Staff can expect pupils learning remotely to:

Follow the pupil Code of Conduct for remote learning available on the school website.

Staff can expect parents with children who are learning remotely to support their child's education by:

- planning each day with their child so they establish a routine and have clear expectations about the importance of engaging in their subjects and learning.
- ensuring they have a clear and quiet place to study and engage in their learning with no distractions, e.g., television / games console.
- checking that they have the necessary materials, e.g., a pen and paper to make notes.
- making sure children have the planned break / lunch time they would in school.
- checking that pupils have completed the necessary work for that day (and whether they have homework to do also).
- supporting the school and keeping in contact so we can help if there are any issues/questions.

We also aim to keep in touch with parents via regular newsletters and updates via email, text message and social media.

4. Links to other policies

This policy should be read alongside the following Trust and Academy policies and procedures:

- Acceptable Use
- Attendance
- Behaviour
- Data Protection
- Staff Code of Conduct
- Safeguarding

5. Online lessons

Live teaching (online lessons) will be the main source for delivering learning; this provides pupils with curriculum continuity and the opportunity to be able to ask questions and speak to their subject teachers. It is the aim to give all pupils access to a full timetable, where practicable.

Remote teaching will replicate effective classroom teaching as far as possible, including:

- providing frequent, clear explanations of new content.
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Providing modelling, scaffolded practice and opportunities to apply new knowledge.
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate.

- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Breaking content and tasks into smaller chunks to aid concentration.

We recognise that different approaches suit different types of content and different pupils. In some cases, other methods of delivery may be used such recorded demonstrations for practical activities.

Where printed resources are required, for example key texts or revision guides for exam preparation, these will be safely distributed to pupils to use at home.

6. Engagement and Feedback

Registers will be taken each lesson each day, and where pupils are absent parents will be contacted by our pastoral support team.

We will similarly monitor pupils' work rate / engagement in lessons every week and communicate with parents where we are concerned about a pupil's level of engagement. This communication will usually come from the Headteacher. Mrs Harris is the senior leader responsible for remote education.

Feedback can take many forms and may not always mean extensive written comments for individual children. 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:

- Teachers will use questioning and other suitable tools to help gauge how well pupils are learning and progressing through content in the curriculum. Every lesson begins with retrieval practice of previously learned information. This information will be used to adjust the pace or challenge (or intervene) of what is being taught, or to revisit explanations to ensure pupils' full understanding.
- Regular quizzes / recall activities will be set and checked via self-assessment, where pupils will be expected to check what they have completed and act upon any feedback from their class teacher.
- Regular and meaningful feedback will be provided to pupils, in line with school policy. This will include both whole-class and individual feedback. Pupils will be given opportune times to act upon feedback so that misconceptions / errors are rectified quickly.
- Key assessed pieces of work will be submitted and assessed using Teams Assignments.
- During lessons, pupils will be asked questions and expected to respond to their teachers. Responses will be verbal, using the chat facility or via the 'hands up' function in Teams. Such characteristics of teaching are important so pupils feel engaged and valued and teachers can check on pupils' understanding and tackle misconceptions quickly.

- Peer interactions can provide motivation and improve learning outcomes (as well as building social skills): these will be enabled through chat groups in Teams where appropriate.

7. Other considerations:
Pupils requiring additional support

We recognise that some pupils, for example those 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 pupils in the following ways:

- Class teachers will ensure remote learning is accessible for SEND learners by clearly identifying learning objectives, chunking the tasks set, providing scaffolded tasks, model answers and suggested time limits. This is done across all subjects and year groups.
- Where relevant, support staff will attend Teams lessons to provide 1:1 or small group support to SEND pupils.
- Where appropriate, support staff will make welfare calls to check the work is accessible and offer further support.
- Alternative work is sent home to SEND learners who do not have a device / internet to access online lessons. This can be in the form of paper-based work or alternative tasks to make the content more accessible for them. Support will also be given in terms of establishing a routine and realistic work expectations.
- Any concerns can be raised through the SENDCO.

Pupils who do not have digital or online access at home

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Pupils who do not have suitable online access will be provided with printed resources until they have access to a suitable device (please note that Teams live lessons can be easily accessed via a smartphone and devices such as Xbox / PlayStation and Internet enabled TV).
- We will make every effort to ensure all pupils have appropriate access to a suitable device and / or internet connection through the appropriate DfE schemes. Pupils who are in key exam year groups, or who are disadvantaged or vulnerable are prioritised under these schemes.
- For the small minority of pupils who are completing their work via printed work packs, staff will make regular contact with pupils and parents to discuss progress. Work should be returned to school for teachers to assess.

- Support in using Teams will be provided for pupils and parents on the 'Virtual School' area of the school website, and through our dedicated ICT support service.

Safeguarding checks:

Use of Teams means that pupils are automatically 'registered' when they log in, so staff can monitor which pupils are attending online lessons.

In the event of an individual or group of pupils being taught remotely for a longer period of time, we will implement appropriate safeguarding checks. These include:

- Regular phone calls home to check on the welfare of pupils under social care overseen by DSL
- Weekly phone calls home to check on the welfare of SEND pupils
- Registration via lessons in Teams. Failure to attend will result in follow up phone calls by pastoral staff and the attendance team.

In all the above cases, failure to achieve contact with pupils will result in referral to other agencies (EWS / CYPS).

Online meetings and lessons

Teaching staff and support staff will be required to attend online meetings (on Teams) during the working day if they are working from home or if the school is subject to a closure. Staff may also be asked to attend online meetings with parents or professionals from other agencies depending on their role.

Teaching staff will additionally be delivering lessons on Teams with pupils if they are working from home or if the school is subject to closure.

The following protocols should be observed by all staff attending online meetings:

- Dress code – staff should observe the school dress code. Smart casual attire is appropriate. Regulations relating to revealing / otherwise inappropriate clothing should be carefully observed.
- Background – staff should position themselves in front of a plain / neutral background and ensure there is nothing personal or inappropriate in the background. Alternative backgrounds can be chosen in Teams meetings. Background noise should be eliminated as far as possible; where this is not possible, staff should select the 'mute' function whilst they are not talking in the meeting.

8. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will access the data, using a secure server in Trust's IT network.

When accessing personal data staff should use devices provided where possible. Staff may use personal devices (such as computers, tablets, and phones) to access school data and work remotely.   Personal data (such as pupil information) should not be copied and/or stored on personal devices. For the benefit of clarity this refers to the use of personal devices to access data stored within the Trust secure network, such access is low risk as the data remains on the secure network (if data is transferred outside of the secure network, it becomes uncontrolled and at risk).

Processing personal data

All personal data must be processed and stored in line with the Data Protection Act 2018 and the Trust's Data Protection policy.

Staff members may need to collect and/or share personal data such as names, school email addresses, assessment outcomes, attendance data as part of the remote learning system. If this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

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 – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers, and special characters (e.g., asterisk or currency symbol).
- 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.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.