Remote Learning Policy

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| Approved By: Lorraine Bowman |
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Remote Learning Policy

# Rationale

In the event of a school closure, or pupils being unable to attend school, we are committed to providing continuity of education to our students and will do so through a process of remote (online) learning.

Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period, but a high proportion of students and staff are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete school work at home. Another relevant instance would be where students are self-isolating at home but are not suffering with COVID related symptoms.

# Remote learning for individual students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student’s key worker.

The student’s subject staff will use the site-specific Virtual learning Environment (VLE) to make work available to the student. This will be done through either Century or Google Classroom. We can also offer physical work packs where necessary, and in the case of individual students this may be decided to be more effective.

If there are any issues with the compilation of work, staff should liaise with the head teacher.

# Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

1. Regular direct instruction from teaching staff and instructors, with the ability of students to ask questions online (via the site VLE)
2. The setting of work that students complete, written responses (if relevant) completed electronically or through physical work packs.
3. The assessment of specific assignments that are submitted to staff electronically and on which feedback is provided or through physical work packs.

Students and staff are expected to have access to the internet whilst at home whenever possible; the school recognises that many families may not have home printers and will therefore not require the printing of material. An audit of IT equipment in homes has been completed and where possible we will support our families to get online. A compromise is accepted whereby the pupil may be able to access the material through their phone but struggle to complete work in this way. In these cases written work based on the online tasks is acceptable.

The primary platforms the school will use to deliver continuity of education are:

* + Google classroom accessed via the relevant app or the menu on any google search page
	+ Microsoft Teams / One drive: accessed via the relevant app or desktop application, or via the following URL: https://teams.microsoft.com or [www.onedrive.com](http://www.onedrive.com/) (using work / school login details)
	+ Century: accessed online

Access to these platforms is via a student’s normal school login; if students have difficulty with logging in, they should contact the school.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and staff to participate in remote learning. For shorter closures, for example, staff may set work on the VLE for submission in person on once the school has reopened. For longer closures, staff would make more use of live sessions (see specific guidance below) and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

# The setting of tasks (using VLE)

Subject areas will provide work broadly in line with students’ timetables through the site’s VLE. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and staff to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

* Reading and noting new material from a common subject area textbook or electronic resource
* Working through subject-specific presentations or worksheets provided by the subject area
* Watching a relevant video resource and making notes on it
* Completing a listening exercise
* Written responses to prompt questions, essay plans etc.
* Completion of practice questions or past papers, particularly for those in examination years
* Working through relevant exercises offered by external providers

Staff will set tasks through the VLE but explanation and modelling will ensure that students know how to access all the online material.

# Live sessions

Academic subject areas *may* also arrange for teaching staff to deliver content in a ‘live’ manner (either by text or audio and/or visual means). There is no expectation of staff to carry out live sessions.

Microsoft Teams / One drive and Zoom are platforms that allows for resources to be shared, staff to provide exposition, and students to ask questions in ‘real-time’. Students will be provided with details for these sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to staff’s questions (and ask them) via the conversation functionality in teams and meet.

Staff who wish to use the audio/video functions must follow our protocols and inform the site Head that they will be doing so in advance of setting up sessions.

Sessions involving audio and video must include two members of staff. A password must be setup on the session, as must a waiting room. Pupils must not be allowed into the session unless the two members of staff are already present. Chat must be switched off unless specifically required. Any options to change participant name, background etc. must also be switched off. If staff are delivering from home no identifying features that would allow pupils to identify locations of staff homes must be shown on screen.

# Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, staff will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by staff and this would continue to be the case should the school employ remote learning.

Assessed work will be set using via the VLE, regardless of how students’ work is eventually submitted (e.g., by google classroom), with clear due dates given to students for completion, thereby helping students to organise their time. The VLE also allows students to submit work to the teacher before a task can be signed off. Students and staff should keep accurate records of all work completed, submitted and assessed.

Given the nature of the tasks, the type of feedback staff can provide may not have the same format as marking an exercise book. Staff are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

* Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
* Using the “Comments” function on online documents on google
* Providing feedback directly in the VLE
* Sending a direct email to students with specific feedback / targets

Additional functionality is available is in the VLE, if staff want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and staff are able to use assignments to give feedback within the VLE.

# Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school.

In the event of an extended school closure, staff will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses’ significant parts of the content, they will be able to view material posted online and the school will consider the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student’s overall workload (e.g., a student feels they are overwhelmed or falling behind), these should be directed to the student’s key worker.

Staff must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect students to have access to any specialist equipment that would usually be provided by the school.

The school is aware that internet access at home may be an issue, so staff will make no presumption of this, and support will be offered where we are able. An alternative to online learning will always be offered.

# Expectations of staff (and subject areas)

Staff should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, staff can request a school device. If there are IT related issues while remote working, staff can contact the school as a first port of call who can provide the details for Adept if these are required.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students’ work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

Staff are responsible for providing constructive feedback to their students in a timely manner.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes.

Subject areas are expected to:

* Plan and deliver ‘live sessions’ where appropriate
* Respond to reasonable amounts of communication from students, parents and staff
* Plan and set tasks for their students using the tasks functionality in the VLE
* Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

Staff should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher’s own number is kept anonymous). If contact is deemed excessive the line manager will be able to support.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available in the VLE, such as interactive websites and support activities, and point pupils and parents in that direction (Oak Academy).

To ensure staff can perform the minimum expectations outlined above; the school will provide a range of training opportunities that staff should access to before any planned school closure. Staff should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If staff require support with any aspects of remote learning, they are encouraged to consult their line managers or the deputy heads. The professional development pages in firefly are a useful source of training – simply search for the element required (such as ‘google classroom’).

Unless there are extenuating circumstances, staff will be expected to be contactable remotely by colleagues, students and parents. Staff also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

* Email using school email addresses only (both staff and student)
* Microsoft Teams
* Google classroom (docs/sheets etc.)

# Support for pupils with SEND, EAL and other specific learning enhancement needs

Staff should ensure that work is differentiated as required for all learners when setting online tasks.

Work set should be appropriate and accessible for all pupils.

Profiles are available for SEND pupils and advice can be sought from the SENCo.