



Remote Learning policy 2021-2023

Date	February 2021
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Adopted by CVC LECC	11 March 2021
Review Date	February 2023

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1. Aims

The main aims of this policy are to:

- provide clarity about everyone's role to support pupils to continue to be educated from home if a pupil, or a group of pupils, must be educated remotely and cannot attend school
- support best classroom practice and its judicious adaptation to a remote learning context
- outline how our working practices maximise the impact of work set remotely on pupils' learning whilst at the same time being mindful of teacher workload
- provide one document that is shared between parents, teachers and pupils that explains clearly what everyone should expect when pupils must learn remotely

This policy applies to pupils who are learning remotely because they are:

- awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal
- part of a whole group bubble sent home because a member of that bubble has tested positive for Covid-19.
- part of a local, regional or national lockdown.

2. Educational Provision

2.1 Guiding Principles

The core principles that apply to all instances of pupils learning remotely are that:

- The learning environment on Teams should be a safe one and in-line with the Astrea Safeguarding policies and protocols. This means that all 'live' lessons will be recorded and all communication about remote learning will use the school's communication systems.
- Pupils will be provided with work that would be equivalent to 5 hours of classroom time each day (this 5-hour figure is from government guidance).
- We will base all remote learning on our existing rigorous, ambitious and well-sequenced curriculum.
- Resources used to deliver this curriculum will match the usual taught curriculum as closely as possible.
- Resources and approaches may vary from those used in the classroom if it would make concepts and ideas easier for pupils to access and engage with when working from home.
- The work for pupils will take the form of a range of methods, including 'live' teaching and work set on Teams for pupils to complete independently.
- The choice of how to deliver the curriculum will depend on the nature of the curricular demand at any point in a lesson sequence.
- 'Live' teaching will form part of that package of support where part of a year-group bubble, or the whole year group, are learning remotely.
- All work for pupils learning remotely can be found on Teams.
- Pupil work and engagement will be monitored so that pupils are accessing remote learning.
- Monitoring and feedback on remote learning will ensure that pupils make at least expected progress over time.

Within these broad principles, the educational provision may be different depending on how many pupils are learning remotely and for how long.

2.2 Access to remote learning materials

Materials for remote learning will always be shared on MS Teams. Work will be shared regularly so that pupils can easily access their lessons as soon as need them. Work will be set to reflect the pupils' timetable each week. Work will either be set weekly in advance or at the time the lesson would usually be on the timetable on Teams. In addition, 'live' lessons will be available where a significant number of the year group are learning remotely or is in a national lockdown.

2.3 Resources

The resources used across the school will vary due to the nature and demands of each individual subject. Teachers will select the best resources available to them. They may use the same resources as they would in school, or they may select resources that closely mirror the pupils' usual curriculum. Selection of different resources will not result in pupils missing out on their curricular entitlement. Some teachers may select resources because they perform the same curricular function but are more easily accessible to pupils working at home who may be having to work more independently. Where appropriate, subject areas have drawn upon high-quality external resources to supplement existing approaches e.g. Hegarty Maths, Oak Academy.

3. Working together to ensure curricular entitlement for all

3.1 Providing remote education for all

All remote teaching will take place during the normal working day. Staff directly involved in delivering the curriculum are required to be on school site, unless we are in a national lockdown. Teachers must be available for the normal hours of the timetable.

If a teacher is unable to work for any reason, they should report this using the normal absence procedure.

If a teacher is absent, parents/carers will be notified on ParentApp and, where possible, other subject colleagues will set work for pupils.

Teachers will set remote work which is in line with the principles and approach to resourcing outlined above for all children/groups who are not in school because they are learning remotely.

Teachers have the responsibility for setting and adapting work for all pupils with SEND or with an EHCP, in liaison with Teaching Assistants.

When setting work (rather than giving a 'live' lesson) details should be shared only on Teams and attention should be paid to writing a clear set of instructions that are as easy as possible to follow for all. The instructions should be very clear about what the pupils need to complete and (if relevant) hand in for the next lesson.

Teaching Assistants are responsible for:

Providing additional support for pupils who have an EHCP

Attending all 'live' lessons to take notes for the pupil(s) or to support via the chat function

Reviewing material shared by the teacher (PPTs, lesson plans) to be able to support pupils effectively

Adapting and identifying key components of non-live work set on Teams to support pupils effectively

Adapting work for these pupils, in liaison with the class teacher, according to the needs of the pupil(s) being supported e.g. via the chat function on Teams

3.2 Monitoring of remote learning: access and attendance

3.2.1 'Live' lesson attendance

Teachers are responsible for:

recording who attended a 'live' lesson on SIMS. Using the right-click menu, teachers should select 'achievement' for the pupils who are learning remotely and for each pupil should choose either option 1 or 2 from the list below:

- Attended live lesson (0 points)
- Did not attend live lesson (0 points)

Teachers can also award pupils with achievement points for their attendance and engagement with remote education by awarding SHINE points in the usual way.

Likewise, if teachers notice that a pupil is not engaging with resources set (for lessons which are not 'live'), they should log this under the right-click 'achievement' function so that issues with engagement can be followed up and support given where this is proving challenging for families.

- Engaged with remote learning (0 points)
- Did not engage with remote learning (0 points)

To support teachers with monitoring engagement with remote education, Teams automatically generates a list of participants to live lessons and shows which pupils have accessed any resources uploaded onto Teams. This can be downloaded if teachers wanted to refer to attendance lists in future.

3.2.2 Remote work set on Teams for pupils to complete independently

Teachers are responsible for:

Monitoring whether pupils who are learning remotely are accessing the work set for them to complete independently on Teams. To aid this, teachers should make sure that 'Insights' is added to each Team they teach. This shows 'at a glance' when a pupil has accessed the resources.

Monitoring engagement with work set on Teams on a weekly is checked weekly to see whether work set remotely has been accessed during that period on the pupils' timetable. This can be checked towards the end of each lesson, for example, if the lesson is from 9.05-10.05 teachers should check the Teams page, or via an external site e.g. Hegarty Maths, at 10.00, or by checking Insights for all groups at the same spot towards the end of the working week.

3.2.3 Monitoring of remote learning: participation and progress

Teachers are responsible for:

Drawing on existing, routine assessments and larger milestone assessments to monitor whether pupils have engaged with the material remotely. Whole-class feedback, or 'live' feedback using a graphics tablet or visualizer, or through routine knowledge testing will happen 'live'.

Raising concerns about the participation or progress of an individual child who is working remotely with the pastoral/welfare team where necessary and should inform their Head of Faculty. These monitoring systems should be completed at least weekly. Teachers might also find it useful to put a

reminder on Posts for pupils who may have been absent about where they can access the work if they have been absent.

Heads of Faculty are responsible for:

Monitoring the quality of on-line curricular provision and its delivery

Monitoring the progress of students via milestone assessments to support pupils learning so that students do not fall behind.

Senior Leaders are responsible for:

Monitoring and supporting the evaluation of the quality of the on-line provision

Monitoring and quality assuring the curriculum delivery and its on-line teaching

Monitoring student progress via central reporting procedures

Monitoring student, parent and staff voice to inform how on-line provision can be enhanced.

3.3 Gauging Progress and providing Meaningful Feedback on Remote Learning

Teachers are responsible for:

Make use of a weekly assessment to assess the core knowledge covered each week and provide an opportunity to review knowledge gained over time e.g. a short quiz that pupils can mark themselves or a brief summary paragraph.

During periods of remote learning pupils should not expect that every piece of work is 'marked'. Instead, teachers will review work online so they can address misconceptions in forthcoming lessons. Often, teachers may provide guidance which requires pupils to respond to feedback and take responsibility for improving their work themselves at home. This approach draws upon best practice nationally in terms of feedback that is most likely to contribute to pupil progress. Providing weekly 'whole class feedback'. This will identify common misconceptions and to allow pupils the opportunity to respond to or improve their work where necessary. This might involve modelling examples or asking pupils to evaluate or critique a model answer.

Milestone assessments will continue to be used to assess pupils' knowledge and understanding. Individual feedback will be provided on these tasks.

3.4. Supporting Pupils to Work From Home

The pastoral team are responsible for:

monitoring pupil access to and participation in remote learning through SIMS and use these data to co-ordinate support for pupils struggling to access remote learning materials. Pupils who are not accessing work on Teams will receive contact via email or telephone if patterns of non-engagement are identified.

The welfare team are responsible for:

contacting parents of vulnerable children on a weekly basis. This may involve asking about access to remote learning. If unable to contact a child or family this should be referred as a safeguarding concern.

See Appendix 1 (this is work in progress)

3.4.1 Pupils

Pupils learning remotely are responsible for:

- Being contactable during the school day and following their usual timetable
- Completing work to the deadline set by teachers to the best of their ability

- Seeking help from their class teacher via email or Posts on Teams if they need it
- Alerting teachers if they are not able to complete work e.g. for short-term absences
- Following the Acceptable Use Policy for all remote interactions on Teams. Failure to do so may restrict access to remote resources
- Completing the 'remote learning reflection' when they have finished their schoolwork at the end of each week of self-isolation or lockdown.

3.4.2 Parents/Carers

Parents/Carers with children learning remotely are responsible for:

- Ensuring that they have returned the Acceptable Use Policy
- Making the school aware if their child is sick or otherwise cannot complete work
- Seeking help from the school if they need to
- Helping ensure their child accesses and completes the work set on TEAMS to the best of their ability
- Making the school aware of any change in circumstances e.g. access to IT equipment that might impact a child's ability to access remote learning
- Being respectful when making any concerns known to staff.

4. Local Executive Consultative Committee (LECC)

The LECC members are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible;
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons;
- Monitoring the impact of our remote learning model on staff workload and wellbeing.
- Reviewing and ratification of this policy every two years, or sooner if the need arises.

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will only use Teams or other school communication systems for any form of communication of a professional nature.

5.2 Processing personal data

Staff may need to access personal data to communicate with parents. Staff should only use existing systems to do this e.g. SIMS. Staff should not keep or store any data separately.

For guidance on keeping devices secure please refer to our Acceptable Use Policy

6. Safeguarding

All usual safeguarding policies and procedures continue to apply. Staff should ensure that all safeguarding concerns are reported immediately to a Safeguarding Lead via My Concern. Please follow the guidance that you were given during the annual update training in September 2020. For further information, please see the Safeguarding and Child Protection Policy.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional. Communications must be logged on SIMS via the communications log. The policies below must be read by all staff providing remote learning or supporting childcare and access to remote learning in school.

- Safeguarding and child protection policy
- Acceptable use policy

When delivering 'live' lessons or attending virtual meetings, where clothing might be visible, all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

7. Wellbeing and communication with staff

Virtual briefings will be held twice weekly to enable continued communication with teams and across the school. The Principal is responsible for leading these whole school briefings.

Training videos and examples of good practice for staff with regard to the implementation of these remote learning protocols are available in the 'Training' folder in the 'Staff' area of Sharepoint. These videos include simple, clear instructions for how to use Teams and exemplification for what 'best practice' when setting, delivering and giving feedback remotely might look like.

8. Links with other policies

These remote learning protocols work in the context of our:

- Safeguarding policy and code of conduct
- Behaviour policy
- Data protection policy and Privacy Notices
- Acceptable Use Policy

This policy will be reviewed by the Senior Leadership Team in relation to national DfE guidance, as necessary, and presented to the CVC LECC every two years for review and ratification.