

## **Remote Learning policy**

**Formulated by:** Juliet Horton, Vice Principal

**Review:** Every 2 years or monthly during a pandemic and subject to changes in statutory guidelines or legislation

### **A. Purpose and Introduction Background:**

Whilst the risk of a Covid 19 remains there is the possibility that individual children, a year group bubble, or the whole school, will need to self-isolate or there will be a local lockdown. Therefore, the school has put in place a plan for Remote Learning so that all students can continue with their education. All our students have access to a MS Teams account and Show My homework so they can access remote learning from home.

The Health and Well-Being of our pupils and families will also be a focus with activities and communications designed to address these needs. The school website also has a dedicated area for Remote Learning. On these pages will be important information regarding Remote Learning during absence from school. If a student does not have access to a computer/laptop and/or the internet, the school will do all it can to support students and will provide paper packs of learning. It is important parents have made the school aware of any barriers to accessing Remote Learning The policy provides guidance on the approach taken by staff, students and parents in case of a local or national lockdown arrangement or a breakout of COVID-19 within the school community.

The aim of this policy is to consider the practical implementation of remote learning across a number of eventualities in order to ensure students, teachers, parents and other stakeholders are clear about expectations and responsibilities.

This policy draws on recommendations made in the NASWT report on remote blended learning

<https://www.nasuwt.org.uk/advice/in-the-classroom/remote-and-blended-learning.html>

The Education Endowment Foundation (EEF) research evidence on supporting students to learn remotely

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

The government guidelines to secondary schools on planning for tier 2 local restrictions

<https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions>

The government guidance on schools

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>)

The government has specified minimum expectations for remote provision;

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching students would receive in school
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- gauge how well students are progressing through the curriculum using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure students' understanding
- <https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions>

## **B. Purpose**

This remote learning policy is intended to provide clarity to stakeholders on the different ways in which our school will:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide clarity around safeguarding and data protection in a remote learning context

As a school we are committed to providing continuity of education to our pupils and will always aim to provide all our pupils with equal opportunities to participate in learning from home.

## **C. Principles**

- The well-being of staff and students underpins the approach to remote and learning
- Staff workload remains manageable

- Remote learning enable students to master new knowledge and skills
- Learning is engaging, exciting and challenging both in school and at home, which results in ambitious, capable learners, committed to lifelong learning
- Learning is a seamless and efficient blend of in-school and at-home learning

## **D. Research Evidence**

There is an emerging body of research into “blended learning”, a style of education in which students learn via on-line platforms and electronic media and more traditional face to face methods. This new approach to teaching and learning has grown exponentially due to wide spread school closure. The evidence of what works is clear and strengthening. The EEF have identified the following key areas to consider for successful blended learning provision.

### **1. Teaching quality is more important than how teaching is delivered**

Providing that the established principles for introducing new knowledge are adhered to (explanation, scaffolding, feedback) then there is no difference between the effectiveness of a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching, real time remote lessons or pre-recorded material. What matters most is that each learning sequence builds on prior understanding.

### **Ensuring access to technology is key, particularly amongst disadvantaged students**

Lack of access to appropriate technology is a barrier to effective participation in remote learning. We need to be aware of students who may have less access than others and require extra provision/ support.

### **Peer interaction provides motivation and improves learning outcomes**

Peer marking, modelling and sharing of work, as well as live discussion and the use of shared forum functions for collaborative learning are all useful strategies to motivate and help progress whilst engaging learners.

### **Supporting students to work independently can improve learning outcomes**

Using metacognitive approaches to encourage reflection and promote deliberate practice helps learners engage more effectively but also reminds them of key learning and thinking skills.

### **Different approaches to remote learning suit different types of content and students**

Teachers will be supported to reflect on different approaches to remote learning and what will be most effective to deliver their subject content through ongoing CPD and coaching.

## **D. Defining Remote Provision**

Remote learning refers to the provision of work, teacher support, as well as assessment and feedback from teachers to pupils in the event that lessons cannot be delivered 'face to face' as normal.

The School's platform for sharing online resources are MS Teams, Show My Homework, Hegarty Maths and Google Classroom. Students are to be able to return/submit completed tasks through these platforms. All live lessons are delivered through MS Teams.

### **Remote learning for a year group bubble / or bubbles are learning from home**

Each student is expected to log into the MS Teams lesson according to their normal timetable and a register is taken. The format of the lesson as per the EEF research can take a number of formats including real time teaching, pre-recorded teaching, set work to be completed individually etc. All lessons are recorded and can be accessed at a later time if needed by the student. Teachers expect to deliver lessons according to their school timetable.

### **Pastoral support of remote learning for a year group bubble / or bubbles learning from home**

- Students/Parents informed (Ark guidelines)
- Kevin Alleman/Emma Dalley lead on FSM vouchers
- Directors of Progress (DoP)/Head of Year (HoY) compile list of students who have no access to IT and would require work to be sent home. Year Curriculum Lead prepares work packs
- Team of staff identified to make the pastoral calls to vulnerable students, monitored by HoY
- Virtual tutor sessions to be held each morning inc. weekly assembly
- DoP to monitor lesson engagement and quiz submission
- DoP to work with assigned admin to ensure work packs distributed to correct students

## **E. Managing expectations**

It is in the best interests of students to continue to provide structured support through Remote Learning. Due to a range of factors which affect each household's capacity to carry out Remote Learning, there is a degree of flexibility regarding submission of work and/or feedback. It is important that parents strive to achieve the targets set for their children and seek support from the school if required. Students and parents should consider the arrangements as set out in this document as highly recommended.

## Possible Challenges around Remote Learning

- Ensuring all students have access to an appropriate electronic device and internet access
- Working parents
- Shared devices with other family members
- Childcare - Parent confidence in home schooling
- Time
- Resources such as paper, ink and stationery
- School environment and setting
- Teachers who have home circumstances which make it challenging to provide remote learning.

## **F. Who should you contact**

If staff have any questions or concerns about Remote Learning, they should contact the following people:

- Setting or saving of work – Line Manager
- Problems with IT – Log ticket with Ark IT
- Concerns with their own workload or wellbeing – Contact line manager
- Concerns about Data Protection – Ed Clarke
- Safeguarding concerns – Contact DSL immediately.

## **G. Specific approaches for different scenarios where remote learning may be required**

### **1. Teacher absence due to self or family isolation whilst awaiting a COVID-19 test result**

Staff member is expected to teach the lesson on MS Teams providing they are well and not caring for a dependent within the household who is unwell. COVID return to work procedures to be followed. They will continue to assess work online. These expectations take immediate effect after the teacher goes into isolation and continue for the duration of the time they are physically absent from school, providing they are well. If they are unwell and/or unable to work, cover would be set by their Head of Department (HOD).

## **2. Pupil absence due to self or family isolation whilst awaiting a COVID-19 test result**

Parents must inform the school that COVID-19 symptoms are the reason for their absence and follow NHS111 guidance as to who needs isolate and book a test. The attendance officer sends a work pack home to the students. Teachers continue to set homework on Show My Homework. Students receive feedback from their teachers on work in line with departmental assessment policy.

## **3. Students who are absent because they are unwell**

Students who are unwell need to focus on getting better and the School will help them to catch on any work they have missed when they return fit and well. However, students who are absent for Covid-related issues, and are well enough a work pack will be sent home and homework is set on Show My Homework

## **4. Long term pupil absence due to shielding or COVID related concerns regarding either themselves or a member of their family.**

In this eventuality provision is negotiated on a case by case basis, but includes an individual timetable, remote work set on-line and weekly MS Teams call from their form tutor / Head of Year.

## **5. Track and trace case within a year group bubble**

If a year group bubble is required to isolate then their lessons are delivered according to their normal timetable and expectations of remote learning.

If a group of students are sent home from a year group bubble. Work is set according to the students' normal timetable to complete at home on SMHW.

## **6. Track and trace case involving several members of staff**

If a large number of staff are required to isolate at one time the school may need to move to opening on a rota system to different year groups. Those year groups not in school are taught according to their normal timetable and expectations of remote learning. During isolation, staff not in school provide remote learning for their classes (if they remain well). There will be regular check ins.

## **7. Partial lockdown of schools (possible under tier 2 guidance)**

All vulnerable children and children of critical workers continue to be taught on site. A weekly rota is put place with the emphasis on keeping year group bubbles separate. Years 8, 10 and Sixth Form are taught in school during week 1, following their normal timetable, whilst Years 7, 9 and 11 are learning remotely from home. In week 2, Years 7, 9 and 11 will be taught in school and Years 8, 10 and Sixth Form will learn from home following their normal timetable on MS Teams

## 8. Whole school closure (possible under a tier 3 guidance or national lockdown)

The School delivers remote learning according to the normal school timetable.

Full time provision will remain in place for vulnerable children and the children of critical workers.

*In the instances of partial or complete closure of school buildings the specific DfE guidance for the locality is followed.*

### H. Responsibilities:

Individual	Responsibilities
Leadership	<p>The role of the Senior Leadership Team is to:</p> <ul style="list-style-type: none"> <li>• develop, monitor and evaluate the whole school strategy for blended and remote learning;</li> <li>• communicate with, and provide support to, departments, staff, students and parents, to ensure effective implementation of blended and remote learning;</li> <li>• provide opportunities for appropriate CPD training to ensure that staff are able to deliver blended and remote learning effectively;</li> <li>• ensure accountability of the blended and remote learning process, through departmental self evaluation.</li> </ul> <p>The role of the Subject Leader is to:</p> <ul style="list-style-type: none"> <li>• lead and support the department in the design and development of high-quality blended and remote learning experiences for students, by ensuring that departmental plans are fit for purpose and audience;</li> <li>• monitor and evaluate the provision of blended and remote learning through departmental self evaluation;</li> <li>• disseminate excellent practice amongst colleagues, both formally and informally;</li> </ul> <p>The role of the Head of Year and Directors of Progress is to:</p> <ul style="list-style-type: none"> <li>• Compile a list and oversee the allocation of work packs to students with no IT access/barriers to virtual learning</li> <li>• to monitor student attendance and engagement</li> <li>• Make and oversee pastoral calls</li> <li>• Support their tutors to deliver tutor sessions and deliver assemblies</li> </ul>
Teachers	The role of the teacher is to:

	<ul style="list-style-type: none"> <li>• continue to strive to deliver consistently excellent lessons in accordance with the Teaching &amp; Learning policy;</li> <li>• engage with CPD training to ensure proficiency in delivering effective blended and remote learning;</li> <li>• collaborate with colleagues to design and develop high-quality blended and remote learning experiences for students, in accordance with departmental plans;</li> <li>• plan and deliver blended and remote learning experiences for all students, including those with additional learning needs, taking into account Individual Development Plans and ensuring that students’ needs are fully catered for;</li> <li>• communicate with, and provide timely feedback to, students in line with their Department assessment maps;</li> <li>• carefully monitor students’ work completion and deadline compliance;</li> <li>• communicate with students and parents, as appropriate, as per the Behaviour Policy, to ensure engagement and progress with the blended and remote learning experience.</li> <li>• Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development;</li> <li>• Reply to messages, set work and give feedback on activities during the normal teaching hours 8.40 am – 4.05 / 3.15 pm on weekdays.</li> </ul>
<p>Learning Support Staff</p>	<p>The role of learning support staff is to:</p> <ul style="list-style-type: none"> <li>• provide support and assistance to departments and teachers, in accordance with the Additional Learning Needs Policy;</li> <li>• assist with implementation of students’ Individual Development Plans so that their needs are fully catered for through blended and remote learning.</li> </ul>
<p>Students</p>	<p>Students should:</p> <ul style="list-style-type: none"> <li>• When learning remotely under tier 2, 3 lockdown to log into each of their lessons on MS Teams according to their timetable</li> <li>• dedicate appropriate time to remote learning, in order to complete the tasks set by the due date;</li> <li>• check Google Classroom/Show My Homework for information on tasks, assignments and resources daily, throughout the school week;</li> <li>• identify a comfortable and quiet space to study/learn;</li> <li>• engage in all learning set;</li> <li>• submit all tasks and assignments in accordance with provided timelines and/or due dates;</li> <li>• appreciate that when working at home, teachers are delivering lessons every day at school.</li> </ul>
<p>Parents</p>	<ul style="list-style-type: none"> <li>• Support their child’s learning to the best of their ability;</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage their child to log in to MS Teams/ Show My Homework to follow their timetable and complete the work</li> <li>• Know they can continue to contact their student’s form tutor</li> <li>• Check their child’s completed work each day and encourage the progress that is being made;</li> <li>• Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.</li> </ul>
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## **I. Marking, feedback and assessment**

During remote learning Teachers are expected to feedback on students work according to their Department assessment map:

- Multiple choice quizzes are to be self-marked
- Deep marks to be submitted by the student electronically and given written feedback by the teacher.
- Other work submitted by the student will be acknowledged by a comment on the effort by the teacher.
- Live feedback during real time live lessons

## **J. Student Engagement during remote learning**

- We expect all students to engage with remote teaching and learning and exceptional levels of engagement can be celebrated by departments in already established ways. Clear deadlines should be set to give students an explicit understanding of what is required, by when.
- However, we recognise that students may be having difficulty in adapting to the new way of working or are struggling with barriers to learning, e.g. lack of space to work at home; unreliable broadband or limited ICT provision; etc. Therefore, it is important to try and establish what these barriers are and how we might help to remove them. Established lines of referral (Class Teacher – Progress Leader - HoY - SLT) should be used as necessary. Communication with parents at home are an important way of addressing these issues.
- If a pupil fails to engage in live lessons appropriately usual procedures within the Behaviour Policy are followed.

## **K. Data Protection**

### *Accessing personal data*

When accessing personal data for remote learning purposes, all staff members will ensure that they are using an Ark Schools device rather than a personal device, if you have been provided with one.

### *Processing personal data*

Staff members may need to collect and/or share personal data such as email addresses for parents and pupils as part of your schools' approach to setting up and accessing remote learning. As long as this processing is necessary for the school's official functions, individuals won't 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing your work device among family or friends if they can access your school systems Ark Schools devices will have updates installed automatically and security policies will be maintained. If you are using your own device you must install anti-virus software and ensure that operating systems are update (by always installing the latest updates).

## **L. Safeguarding**

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's Online Safety Lead Jerome Scafe as normal. Parents can do this by emailing [info@arkalexandra.org](mailto:info@arkalexandra.org)

The following websites offer useful support:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

- Internet Matters - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

If parents have any safeguarding concerns that need discussing, they can contact us on [info@arkalexandra.org](mailto:info@arkalexandra.org) and our Safeguarding Lead, Mrs Charlotte Willis, will get in touch.

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

Links to other policies (available on the website):

Safeguarding / Child Protection Policy / Acceptable Use Agreements / Data Protection / GDPR Policy