Ark Alexandra Academy

Remote Learning Policy

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**:

 Whist the risk of a Covid 19 remains there is the possibility that individual children, 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 and are issued with a chrome book to access their curriculum remotely.

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. 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 enables 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. As an academy we issue a chrome book to every student to ensure that there is an equity of access.

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 able return/submit completed tasks through these platforms. All live lessons are delivered through MS Teams.

Remote learning for students studying at 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 students learning from home

- Students/Parents informed (Ark guidelines)
- Finance lead on FSM vouchers
- 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

Due to a range of factors which affect each household's capacity to carryout Remote Learning, there is 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.

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 positive LFT**

   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. **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 should complete work set on Show My Homework

3. **In the case of several members of staff being absent due to covid**

If a large number of staff are off 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 /set work according to their normal timetable and expectations of remote learning.

4. **Partial lockdown of schools**

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

5. **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	The role of the Senior Leadership Team is to: • develop, monitor and evaluate the whole school strategy for blended and remote learning; • communicate with, and provide support to, departments, staff, students and parents, to ensure effective implementation of blended and remote learning; • provide opportunities for appropriate CPD training to ensure that staff are able to deliver blended and remote learning effectively; • ensure accountability of the blended and remote learning process, through departmental self evaluation. The role of the Subject Leader is to: • 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; • monitor and evaluate the provision of blended and remote learning through departmental self evaluation; • disseminate excellent practice amongst colleagues, both formally and informally; The role of the Head of Year and Directors of Progress is to: • to monitor student attendance and engagement • Make and oversee pastoral calls • Support their tutors to deliver tutor sessions and deliver assemblies
Teachers	The role of the teacher is to: • continue to strive to deliver consistently excellent lessons in accordance with the Teaching & Learning policy;

	- engage with CPD training to ensure proficiency in delivering effective blended and remote learning; - collaborate with colleagues to design and develop high-quality blended and remote learning experiences for students, in accordance with departmental plans; - 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; - communicate with, and provide timely feedback to, students in line with their Department assessment maps; - carefully monitor students' work completion and deadline compliance; - communicate with students and parents, as appropriate, as per the Behaviour Policy, to ensure engagement and progress with the blended and remote learning experience. - Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development; - Reply to messages, set work and give feedback on activities during the normal teaching hours 8.40 am – 3.15 pm on weekdays.
Learning Support Staff	The role of learning support staff is to: ● provide support and assistance to departments and teachers, in accordance with the Additional Learning Needs Policy; ● assist with implementation of students' Individual Development Plans so that their needs are fully catered for through blended and remote learning.
Students	Students should: - When learning remotely under tier 2, 3 lockdown to log into each of their lessons on MS Teams according to their timetable - dedicate appropriate time to remote learning, in order to complete the tasks set by the due date; - check Google Classroom/Show My Homework for information on tasks, assignments and resources daily, throughout the school week; - identify a comfortable and quiet space to study/learn; - engage in all learning set; - submit all tasks and assignments in accordance with provided timelines and/or due dates; - appreciate that when working at home, teachers are delivering lessons every day at school.
Parents	• Support their child's learning to the best of their ability; • Encourage their child to log in to MS Teams/ Show My Homework to follow their timetable and complete the work

	• Know they can continue to contact their student's form tutor • Check their child's completed work each day and encourage the progress that is being made; • 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.

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

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 and our Safeguarding Lead, Ms Rachael Britt or DSL Mr Atkinson, 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

Appendix 1: Summary information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education during a national lockdown.

For details of what to expect when individual pupils are self-isolating see our remote learning policy.

The remote curriculum: what is taught to pupils at home

Students will follow broadly the same curriculum as they would be taught in school. Please find details of what the curriculum includes for this term in the subject areas, which can be found on our remote learning page.

In the same location you can find the specific expectations of remote learning for each subject.

Homework

KS3 – Students are not set additional work beyond the work set in the remote lessons. The exception is in MFL, English and RE, where as part of the curriculum they will be set knowledge quizzes on Show My Homework.

KS4 – Students are set additional knowledge quizzes and revision activities.   They can also use the time at the end of a day to complete any work set. Students are expected to do 2 hours of homework a day

KS5 – Students are set work according to the assessment maps for each subject. Students can expect up to 3 hours of homework a week per A level.

How will you assess my child's work and progress?

Students receive feedback in their lesson verbally and in writing from the teacher.

Identified pieces of extended writing and assessments receive more detailed feedback according to departmental assessment policies. Students can expect to receive detailed feedback on a piece of work at least once a half term.

Remote teaching and study time each day

Students will follow their school timetable

How long can I expect work set by the school to take my child each day?

Key Stage 3	25 lessons of 45 minutes / week
Key Stage 4	25 lessons of 45 minutes / week
Key Stage 5	15 lessons of 45 – 1 hour long / week

Accessing remote education

How will my child access any online remote education you are providing?

> - Microsoft Teams – All subjects
>
> - Class notebook (onenote) – All subjects
>
> - Show My Homework – All subjects
>
> - Hegarty Maths - Maths
>
> - Google Classroom (KS4/5 BTEC subject)

If my child does not have digital or online access at home, how will you support them to access remote education?

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:

> - Ark Central has introduced an academic intervention strategy where we will supply students with a Chromebook for the home learning (over 400+ have been issued to date)
>
> - Ark Central has allocated access to internet where required by providing dongles.
>
> - For some students we secured Vodafone SIM cards which will provide 30GB of data for 90 days (we secured 50)
>
> - Vulnerable students are invited to community classrooms (including those who may not have access to devices. 30 of our allocated devices are to be utilised within the community classrooms.
>
> - Departments can and do also provide 'paper' copies if required
>
> - The Academy is applying to the Hastings Opportunity fund – in order to purchase online copies of texts , resources.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

> All subjects use:
>
> Live teaching (online lessons) via MS Teams and recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
>
> Maths also set work on Hegarty Maths
>
> English to supplement their live lessons send home a copy of the Mastery booklets for the students to complete

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect students to engage in every lesson as per their normal academy timetable. This includes form time. Students should be punctual and log into their lessons equipped with paper, pen and pencil and ready to learn. As parents and carers we would kindly ask that you speak to your students about their learning and encourage them to complete the tasks set to the best of their abilities. We would encourage you to contact your child's form tutor or teacher if your child is having difficulties accessing the work.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

As an academy we will check students are engaging in all lessons and track and monitor attendance of every lesson. The work that the students complete in lessons is also monitored and assessed in line with our assessment policy. Teachers and Heads of Year may contact parents if there are concerns via text notification, e-mail and/or phone calls.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

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:

- Regular check ins over the phone or through MS teams with a key adult

- Remote interventions to support students with additional needs

- TA support in virtual classes

- 1-1 and small group tutoring

- Support for students with SEMH needs through –

    - Remote Place2talk

    - Emotional literacy support sessions

    - Referrals to 1-1 therapeutic input