



# Remote Learning Policy

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**Date Agreed by Full Governors:** \_\_\_\_\_

**Chair of Governors Signature:** \_\_\_\_\_

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## 1. Aims

The purposes of this policy are threefold:

- To outline procedures and practice for students in self-isolation, and are otherwise fit and healthy, to continue with their academic programme
- To outline procedures and practice for staff in self-isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on student work as part of a normal academic programme
- To outline procedures and practice for staff, pupils and their parents to continue with the academic programme if the School has to close due to advice from the Government and/or Public Health England or similar body.

## 2. Rationale

In the event of closure, the school is committed to providing continuity of education to its 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 of time, but a high proportion of students and teachers 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 a longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

As a school we will be using Show My Homework and Zoom (in the long term) as our main platform for setting work, sharing resources, uploading completed work (where applicable), delivering pre-recorded and live lessons (where applicable), and hosting Q&A meetings with classes (where applicable). We are confident that most of our students are already familiar with how to access and utilise this platform following school closure in March 2020. However, students and staff will be receiving further support on how to use Microsoft Teams at the request of staff who prefer to use Microsoft Teams. We hope that the following policy clearly outlines how the school, parents/carers and students will work together in partnership to ensure minimal disruption to the education of our young people during this time.

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 8:20am-3:20pm (depending on the year group they teach).

If staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. They must include cover work for their HOD

Teachers should plan lesson based on the school's curriculum intent of Head, Hand & Heart linked to the TEEP planning cycle of:

*Prepare for Learning*

*Agree Learning Outcomes*

*Present New Ideas*

*Construct New Meaning*

*Apply to Demonstrate Understanding*

*Review*

When providing remote learning, teachers are responsible for:

Setting up the zoom link for their classes by 8am on the day of the lesson and sending into their HOD/Cover for distribution where necessary.

Ensure that all work needed is accessible to the students through Show my homework.

Providing feedback on work:

Completed work should be uploaded by students to Show My Homework so that it can be checked, monitored and feedback given.

➤ Keeping in touch with pupils who aren't in school and their parents:

- Tutors are expected to make regular contact with their form class when directed by HOY or SLT if the school/bubble is sent into lockdown, staff should do this via email or phone call (phone call preferable).
- Staff are expected to answer calls or emails from staff and parents during their regular working hours if they are isolating at home.
- Any complaints or concerns shared by parents and pupils should be handled through the usual route – for any safeguarding concerns, please refer to the section below.
- Any behavioural issues should be dealt with in the usual way. Students should be given a warning and if they continue to misbehave, they should be removed from the Zoom meeting. All incidents should be placed on Behaviour Watch.

➤ Attending virtual meetings with staff, parents and pupils

- Dress code is business dress whilst on Zoom meetings
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If you are working in school, Students that are isolating should still be able to access your lesson via zoom.

## 2.1 .1 Whole School Lockdown

In the event of a national and school lockdown where the whole school is at home

Teachers and support teachers are expected to:

- Upload teaching materials/lessons to ShowMyHomework
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer any questions pupils may have via Zoom. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
- It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed.
- Set tasks on ShowMyHomework include lesson activities and resources, as well as any prep/homework that would normally be set.
- Mark and feedback using ShowMyHomework with the same regularity they would have done if in school.
- Make sure that all resources are available online including scanned pages of textbooks.

As much as possible, use the usual rewards and sanctions and verbal praise/warnings. Students should be given a warning and if they continue to misbehave, they should be removed from the Zoom meeting. All incidents should be placed on Behaviour Watch. Email parents and Heads of Year if there are ongoing concerns.

### Replicating the classroom remotely – Directly from DFE

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring students receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling students to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

Live classrooms enable important interaction between teachers and students through, for example, questioning, eliciting and reflective discussion.

These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between your usual working hours: Teaching Assistants - 8:30am to 3:30pm, Senior Support Staff including Higher Level Teaching Assistants - 8:30am to 4:30pm.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

**> Support students, who aren't on site, with their remote learning.**

- o If possible, liaise with teachers ahead of the lesson so they are prepared.
- o Differentiate work for students with additional learning needs, preferably before the lesson if possible.
- o Help them access the online learning

**> Attend virtual meetings with teachers, parents, and students, during which they should ensure the following:**

- o Wear appropriate clothing, as you would when working on site.
- o Chose a neutral and quiet background when on camera. Avoid background noise or inappropriate objects.

**> Be flexible when supporting pupils.**

- o If off site and supporting virtually, Teaching Assistants may be asked to support students in another bubble as transmission is not an issue.

The above responsibilities apply if a Teaching Assistant has been told to isolate due to a positive COVID-19 test and they are affected.

When Teaching Assistants are on site, they will continue to follow school policy and the 'Safe on Site' policy. They are to stay within their year group bubble and timetable unless told otherwise, this is to keep transmission between bubbles as limited as possible.

## 2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and getting feedback from students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations through the ICT technician.

## 2.5 IT staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work
- › Helping staff and parents with any technical issues they're experiencing
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Assisting students and parents with accessing the internet or devices.

## 2.6 Students and parents

Staff can expect students learning remotely to:

- › Be contactable during the school day – although consider they may not always be in front of a device the entire time
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.

Contact the pupil's tutor if there are any concerns. Make the school aware if their child is sick or otherwise can't complete work

- › Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- › Be respectful when making any complaints or concerns known to staff

## 2.7 Governing board

The governing board is 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

## 3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- › Issues in setting work – talk to the relevant subject lead or SENCO
- › Issues with behaviour – talk to the relevant head of year
- › Issues with IT – talk to L McLaughlin
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officer
- › Concerns about safeguarding – talk to the DSL

## **4. Data protection**

### **4.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will:

Access the data from your school laptop (no personal devices) and using the secure network

### **4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. 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.

### **4.3 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

## **5. Safeguarding**

Safeguarding This guidance document is supported by the Safeguarding policy in Conisborough College. Specific additions to note:

Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone.

Size of groups for home learning. We are aware of the increased level of risk around one-to-one video meetings with pupils, however, there are many reasons why they would be helpful and appropriate. One to-one sessions with students should follow the same guidance as one-to-one conversations in school (e.g. appropriate standards of dress as worn at school), the option for the teacher to video the teaching session should be used in this instance. Settings options in Zoom also allow background blurring if appropriate.

Staff registering for any software / platforms, must do so with their school email address. If staff become aware of any concerns during a Zoom lesson or contact from a parent, they must ensure that they follow normal procedures for Safeguarding and place their concerns onto CPOMs in the usual manner. (See Safeguarding policy)

## **6. Monitoring arrangements**

This policy will be reviewed Once per Year by Business Manager and Deputy Headteacher.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

## **8. Appendix**

Remote Desk Top Guide

TEEP Planning Cycle

Conisborough College Curriculum Intent

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Please be aware that there are a number of guides in the shared area in the TEEP folder including a folder for remote Learning

## Appendix B

### BTEC Specific Blended Learning Policy

#### Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

#### In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely. This is in line with the entire Conisborough blended learning policy whereby if students are having to work at home, teachers deliver online lessons according to the usual timetable (see section 2.1)
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner, in line with the entire Conisborough blended learning policy where students needing to work offsite have regular email and virtual face to face contact with their teachers in order that feedback can be given to aid progress.
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear. This will be monitored by Curriculum Leaders and Lead Verifier so that students are not disadvantaged in the event of home learning
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner. Staff at Conisborough use anti-plagiarism software to combat this issue and a stringent moderation system ensures that a number of staff see student assignments.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.
- In the event of students needing to work offsite Conisborough College realizes this may affect some aspects of some courses to a greater extent. For example, this may be where practical skills and/or interaction with individuals/equipment need to be demonstrated and assessed in person; where there are group work situations/units where collaboration with others is required; where there is a requirement for learners to be overseen in person by centre staff at a specific physical location, under controlled conditions, including observations of performance in SVQ/NVQ type competency-based qualifications and Pearson externally set and marked examinations and controlled tasks. In the event of any of the above situations arising we will contact the relevant exam boards and keep ourselves constantly updated with the advice offered.