REMOTE LEARNING POLICY

APPLICABILITY: Academic Staff

AUTHOR: Assistant Head (Academic)

REGULATORY REQUIREMENTS: 32k

Introduction

The purpose of this policy is to ensure that the College has a robust and effective mechanism to provide remote learning due to the disruption caused by Coronavirus. This is in line with the Coronavirus Act 2020; Provision of Remote Education (England) Temporary Continuity Direction on the 30th of December 2020.

We are aware that remote learning is where pupils are not physically present in a traditional classroom environment with information being relayed through technology.

We acknowledge that since March 2020 there has been great innovation in remote learning with a wide range of approaches being used enabling pupils to continue to learn and progress; and preventing any widening of the attainment gap.

We have the capacity to offer immediate remote learning to any class, group or small number of pupils who are unable to attend because of self-isolating or a local lock-down.

We have in place a contingency plan for remote education which:

i.   uses a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that is linked to the school's curriculum;
ii.   gives access to high quality remote education resources;
iii.   selects the online tools that will be consistently used across the school to allow interaction, assessment and feedback and make sure staff are trained in their use;
iv.   provides printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
v.   recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support so we will work with families to deliver a broad and ambitious curriculum;

This policy has due regard for all relevant legislation and statutory guidance, including but not limited to:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Data Protection Act 2018

1. Aims

This remote learning policy for staff aims to:

i.   Ensure consistency in the approach for pupils who are not in school
ii. Set out expectations for all members of the school community with regards to remote learning
iii. Provide appropriate guidelines for data protection.
iv. Ensure all pupils have the provision required to work to the best of their ability and to support emotional, social and health wellbeing during periods of remote learning.

2. Teaching and Learning

The Quality of learning is at the heart of our policy and should always take precedence over the method or delivery platform. During periods of school closure or partial school closure, our aim is to provide as full an education as is possible. This will include, but not be limited to:

i.   Lessons to be delivered following the normal school timetable
ii. Normal prep timetables to be followed
iii. Normal expectations apply for the submission of work
iv. Assessments and feedback to follow the school policy.

We use a single, interactive platform for our remote education provision (Microsoft Teams) which creates virtual classes enabling a single point of access for all lessons and resources. This allows teachers to host both live and recorded explanations and lessons.

The effectiveness of remote learning is determined by many of the same factors as determine the effectiveness of live classroom teaching. These factors include, but are not limited to:

i.   ensuring pupils receive clear explanations;
ii. supporting growth in confidence with new material through scaffolded practice;
iii. application of new knowledge or skills;
iv. enabling pupils to receive feedback on how to progress.

We work hard to maintain a normal school day and aspects of school life online as we believe it will be beneficial to pupils and support them in the management of their work and time.

We believe that it is very important to continue to teach all or most of the planned curriculum. However, practical subjects such as science and music can prove challenging. Regarding physical education, we encourage pupils to take regular physical exercise to maintain fitness.

3. Roles and Responsibilities

a) Senior Leadership Team

Last Review Date: 7 July 2023
Next Review Date: 5 July 2024

Alongside any teaching responsibilities, the Senior Leadership Team are also responsible for:

i.   Co-ordinating the remote learning approach across the school:
ii.   Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and communicating with key stakeholder groups regarding the effectiveness of the provision.
iii.   Monitoring the security of remote learning systems, including data protection and safeguarding considerations

b) Subject Leaders

Alongside their teaching responsibilities, Subject Leaders are also responsible for:

i.   Ensuring that the curriculum provision is adequate for the implementation of remote learning;
ii.   Adapting the curriculum to accommodate remote learning;
iii.   Monitoring the provision within their subject area to ensure that the work set is of an appropriate level and of a high quality;
iv.   Liaising with Senior Leadership and other Subject Leaders to ensure that remote learning is of an appropriate and consistent standard.

c) Teachers

When providing remote learning, teaching staff will be available during their normal working conditions as set out in their contract of employment. If they 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 standard absence procedure. Teachers are responsible for:

i.   Setting appropriate work for in-school groups;
ii.   Teaching a well-planned and sequenced curriculum;
iii.   Monitoring pupil engagement and participation;
iv.   Enabling access to high quality resources;
v.   Ensuring that all pupils can access the curriculum, including those with an identified SEND need.
vi.   Enabling high quality feedback systems are integrated into the planning and delivery of lessons.

d) Teaching Assistants

When assisting with remote learning, teaching assistants will be available during their normal working conditions as set out in their contract of employment. If they 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 standard absence procedure. Teaching assistants are responsible for:

i.   Supporting pupils in their learning in line with their normal timetabled allocation;
ii.   Communicating and giving relevant feedback to both pupil and teachers;
iii.   Working as directed by the relevant member of staff or Head of Academic Support.

e) ICT Staff

ICT staff are responsible for:

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

4. Staff Code of Conduct:

When teaching online, staff:

i.   Should create a positive and safe online classroom environment where all pupils are respected and valued and teach all pupils to:
ii.   look out for any signs of abuse and neglect;
iii.   report their concerns of abuse and neglect;
iv.   report all suspected safeguarding concerns and disclosures to the Designated Safeguarding Lead through CPOMS and to:

1. ensure all communications with pupils and parents is on a professional level;
2. report any form of abuse or online bullying;
3. be vigilant against online radicalisation;
4. ensure pupils behave in a respectful, considerate, and kind manner when online;
5. ensure pupils listen and take direction;
6. ensure that if a pupil demonstrates unacceptable or inappropriate behaviour then the school behaviour systems will be followed;
7. ensure pupils participate actively in lessons and complete tasks to the best of their ability;
8. ensure encouragement is provided to all pupils;
9. ensure that safeguarding protocols are followed;
10. monitor pupils' punctuality to lessons.

5. Pupil Code of Conduct:

When engaging in remote learning, pupils will:

i.   Be given information in how to use Microsoft Teams for remote learning;
ii.   be asked to provide feedback on the effectiveness of remote learning;
iii.   be aware of and comply with standards of behaviour as outlined in the behaviour policy;
iv.   listen carefully to all instructions given by the teacher;
v.   ask for further help if they do not understand;
vi.   treat others, their work and equipment with respect;

vii.   produce work to the best of their ability;
viii.   complete all tasks and assignments on their own unless it is a collaborative group task;
ix.   complete all self-study tasks on time;
x.   participate in discussions concerning progress and attainment;
xi.   submit prep in a timely manner.

6. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to always create a culture of vigilance and we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to always feel safe. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

7. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

8. Monitoring the Implementation and Effectiveness of this Policy

The practical application of this policy will be reviewed annually or when the need arises by the senior leadership team and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Last Review Date: 7 July 2023
Next Review Date: 5 July 2024