



Remote Learning Policy

Rationale

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

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 that is not related to Covid-19.

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 exclusion from school, or 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.

At the time of writing, the school has not experienced an example of an extended school closure and so this policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness, for example.

Policy on Setting work, Assessment and Quality Assurance

- Teachers are responsible for setting appropriate work and providing constructive feedback to their students in a timely manner.
- Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with the Deputy Head Teacher to ensure consistency. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Subject Leaders should liaise with the Deputy Head Teacher to access the 'Remote Head Teacher' function within Teams.

Subject areas are expected to:

- Plan and deliver 'live sessions' where appropriate in consultation with the Subject Leader, and Deputy Head Teacher
- Respond to reasonable amounts of communication from students, parents and teachers
- Plan and set tasks for their students using the tasks functionality in Microsoft Teams
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work) Teachers should be available to contact parents if needed, by SIMS intouch or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.
- If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available in Microsoft Teams, such as interactive websites and support activities, and point pupils and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions and drop ins. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or Mr T Robinson for additional support.

The 'Teachers Team' page in Microsoft Teams is an useful source of training – the guidance from October 2020 training can be found here.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents during normal working hours.

Teachers should expect to come into school to work on site, even in the event of a school closure where students are off site.

Teachers also should ensure their communication with students does not encourage unhelpful work habits.

All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice.

For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels, and not through personal accounts or other websites.

In order to best support for pupils with SEND, Protected Characteristics, EAL and other specific learning enhancement needs; teachers should ensure that work is differentiated as required for all learners when setting online tasks.

Profiles are available for SEND pupils; these can be found in the child's SIMS account.

Pastoral care during a school closure: In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors should endeavour to check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to SLT, particularly if there are concerns or a lack of communication.

Safeguarding during a school closure: In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. More advice on safeguarding and pastoral issues is available in the guidance for teacher's document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Mr N Pritchard or Deputy Designated Safeguarding Lead, Mr T Robinson.

Cura is still operational for logging concerns regarding Safeguarding issues.

School Closure or Bubble Closure

In the event of a whole or partial closure, student's lessons will move onto Microsoft Teams where they will have access to their teacher and the work set.

All students have a log in and have been allocated to the correct 'team' for each subject and class they attend.

Teachers will work from school, where possible, and will be on hand to deliver lessons during the normal school timetable. They will set work electronically either by submitting instructions onto the class page, or by being on a live call with the class that all learners can log into. The 'chat' function will be enabled by the teacher at the start of the tasks being set so that learners are able to contact the teacher directly to ask questions.

Work is submitted for marking on the individual student workbooks. Teachers will be able to see the work that has been submitted and can mark this electronically.

Individual Student isolating

If an individual student is in isolation whilst awaiting a test result, or the test result for a family member the processes for remote learning are slightly different.

Teacher's will again set work via Microsoft Teams, however, this will be the powerpoint and any instructions and worksheets from the lesson. They will enable the chat function for questions to be asked, but may not be able to respond during the lesson time as they will be teaching the remaining students in class.

Work is submitted for marking on the individual student workbooks. Teachers will be able to see the work that has been submitted and can mark this electronically.

Draft Copy Deceber 2020