

REMOTE LEARNING POLICY

2020-2021



The Rudheath Senior Academy

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1. AIMS

- 1.1 This policy is to ensure continuity of education for The Rudheath Senior Academy's (RSA) students during any period where remote learning is essential.
- 1.2 This remote learning policy for staff aims to:
 - 1.2.1 Ensure consistency in the approach to remote learning for pupils who are not in school for a minimum of 5 hours per day.
 - 1.2.2 Set out expectations for all members of the school community with regards to remote learning.

Provide appropriate guidelines for data protection.

2. CURRICULUM

- 2.1 The key aim of remote delivery at RSA is to offer a high-quality curriculum so that students know more and remember more.
- 2.2 The remote education curriculum is aligned to the classroom curriculum, which is thoughtfully sequenced to ensure students obtain the building blocks they need to move on to the next steps.
- 2.3 The intricate nature of each subject is recognised. Heads of Faculty plan and design their curriculum based on what is right for their subject, the local context and draw upon evidence-based research to ensure meaningful approaches are in place for learning, assessment and feedback.
- 2.4 Heads of Faculty regularly review progress and engagement and adapt their curriculum so there is a focus on ensuring the basics are in place.
- 2.5 A consistent approach to learning is in place across all subjects; staff are trained in cognitive science and apply agreed strategies to embed new content into long term memory.

3. AGREED WHOLE SCHOOL APPROACHES FOR LEARNING

- 3.1 Curriculum plans showing sequencing of knowledge and skill.
- 3.2 Clear Intent, Implementation, and Impact statements for each subject.
- 3.3 Infographic learning journeys.
- 3.4 Blended learning approach.

- 3.5 Knowledge organisers.
- 3.6 Explicit teaching (direct instruction/ modelling) and practice/ repeat opportunities.
- 3.7 Knowledge drills/ retrieval/ low stakes testing.
- 3.8 Meaningful assessments with regular feedback/ communication.
- 3.9 Engagement data shared with the pastoral team, such as weekly phone calls / interventions.

4. ROLES AND RESPONSIBILITIES

- 4.1 In its recent report on distanced learning during school closure, The Education Endowment Foundation highlights the following (EEF, 2020):
 - 4.1.1 Teaching quality is more important than how lessons are delivered.
 - 4.1.2 Ensuring access to technology is key, particularly for disadvantaged learners.
 - 4.1.3 Peer interactions can provide motivation and improve learning outcomes.
 - 4.1.4 Supporting pupils to work independently can improve learning outcomes.
- 4.2 Considering the above, RSA will aim to meet the above criteria for effective teaching and learning through the following expectations for blended learning:
 - 4.2.1 Deputy Head Teacher for Curriculum to have overarching responsibility for the quality of remote delivery.
 - 4.2.2 To offer a broad and balanced online curriculum that is equivalent in length to the core teaching students would receive in school.
 - 4.2.3 Microsoft Teams (MS Teams) is the selected digital platform for remote education that will be used consistently across the school in order to allow high quality teaching and learning, allow interaction, assessment and feedback.
 - 4.2.4 MS Team classes are set up in line with the whole school calendar.
 - 4.2.5 All staff are trained on using MS Teams, with ongoing CPD in place to drive forward innovation.
 - 4.2.6 Offering onsite provision for vulnerable children and the children of keyworkers.
 - 4.2.7 Heads of Faculty and the Deputy Head Teacher are RSA's digital champions and will continue to engage with external support improve standards and work collaboratively with other schools.
 - 4.2.8 RSA will overcome the barriers to digital access for all students by regularly auditing the access to devices, the device type and whether students are

sharing devices. Through a mixture of charity, donations, North West Academies Trust (NWAT) support and Department for Education (DfE) support, RSA aims for all children to have access to a device by the end of January 2021.

- 4.2.9 Paper packs to support or compliment online learning will be sent out to any identified student week 11th January 2021 and every two-weeks thereafter.
- 4.2.10 RSA will ensure that all staff have the appropriate IT infrastructure to offer high-quality remote learning.

4.3 Effective teaching should:

- 4.3.1 Take a blended approach to learning including a well-thought out cycle of synchronous and asynchronous learning opportunities.
- 4.3.2 Provide frequent, clear explanation of new content, delivered by a teacher of through high-quality curriculum resources.
- 4.3.3 Provide opportunities for interaction, including questioning, eliciting and reflective discussion.
- 4.3.4 Provide scaffolded practice and opportunities to apply new knowledge.
- 4.3.5 Enable students to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole class feedback where appropriate.
- 4.3.6 Use assessments to ensure teaching is responsive to student’ needs and address any critical gaps in student’s knowledge.
- 4.3.7 Avoid over-reliance on long term projects or internet research activities (DfE, 2021).

4.4 Learning should be enhanced through metacognitive strategies (EEF):

ACTIVATE	Promoting students to think about what they have learnt previously that will help them with their next steps. For example: retrieval of prior knowledge through a knowledge drill or using knowledge organisers/ learning journeys.
EXPLAIN	Explicitly teaching strategies to students and helping them decide when to use them Introduce new ideas, key knowledge or skills.
PRACTISE	Students practising strategies and skills repeatedly, to develop independence. Question students to check learning and understanding. Allow 1:1 interactions, discussions and ongoing feedback.

REFLECT	Students reflecting on what they have learnt after they have completed a piece of work.
REVIEW	Revisiting previous learning after a gap. Test students on what they know; use what they don't know to inform next steps.

5. ROLE OF TEACHER

- 5.1 When providing remote learning, teachers must be available between 8.30am – 3.30pm.
- 5.2 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 normal absence procedure.
- 5.3 Roles and responsibilities of teachers include:
 - 5.3.1 Collaborate with colleagues to design, develop and deliver high-quality blended learning opportunities for all students in line with curriculum expectations.
 - 5.3.2 Meaningful and ambitious work each day in line with the school timetable through a blended approach of synchronous and asynchronous teaching and by directing students to complete tasks independently.
 - 5.3.3 Consider appropriate use of resources such as paper-based resources, BBC Teach, pre-recorded videos and strategies such as 'flipped' learning to complement live lessons.
 - 5.3.4 Communicate learning outcomes and assessment opportunities with students in two-week cycles.
 - 5.3.5 Teach lessons that are well planned and sequenced so that knowledge and skills are built incrementally.
 - 5.3.6 Review engagement levels and strategies in place to motivate students taking a varied approach to help break down any barriers to learning.
 - 5.3.7 Follow the school's behavior and safeguarding policy with those children who do not engage appropriately.
 - 5.3.8 Teachers should not offer 1:1 live lessons to individual students nor should they make phone calls to children.
 - 5.3.9 Engage in CPD training (such as EdTech) to ensure proficiency in delivering effective blended learning.

- 5.3.10 Participation in whole school feedback forums for staff voice to help improve systems and raise standards.
 - 5.3.11 Communicate with and provide timely feedback to students in with subject assessment and feedback policy.
 - 5.3.12 Monitor and track student engagement and welfare each week.
 - 5.3.13 Communicate with all stakeholders to ensure the high-quality safeguarding, welfare and progress is in place for all students.
- 5.4 Setting Work:
- 5.4.1 All lessons should start with a scheduled live lesson in line with the school timetable.
 - 5.4.2 Staff may deliver their lesson from home if they are safe to do so and follow school etiquette.
 - 5.4.3 Work should be planned over a two-week cycle, with a blend of synchronous, asynchronous, assessment and feedback opportunity in line with each subject curriculum offer.
 - 5.4.4 Teachers should draw on high quality resources that support their curriculum such as that provided by the Oak National Academy and BBC Teach and develop their own bank of pre-recorded videos.
 - 5.4.5 Mastery classes and collaborative delivery can be used to enhance feedback quality and reduce staff workload.
 - 5.4.6 Attendance to the lesson should be recorded on the engagement tracker for each subject across the day.
 - 5.4.7 Completed work should be handed in via MS Teams (class notebook, assignments, forms, chat).
 - 5.4.8 Engagement effort should be recorded at the end of the week using a scale of 1-4 (where 1 is outstanding and 4 is inadequate).
 - 5.4.9 Heads of Faculty are responsible for setting cover work if the teacher is unable to set work remotely.
- 5.5 Providing feedback:
- 5.5.1 Students should complete regular self-assessment of knowledge retrieval tasks.
 - 5.5.2 Regular low stakes testing should be in place for every subject to check the progress of new knowledge and skills over time (approximately every two weeks).
 - 5.5.3 Progress data should be tracked and responded to in order to close gaps in knowledge.

- 5.5.4 Question level analysis of low stakes testing should be used to inform whole class feedback.
- 5.5.5 A variety of methods should be used that best suit the subject and the content. Examples include MS forms, MS quiz, Seneca, Sam Learning, Quizlet, Padlet and plickers.
- 5.5.6 Regular meaningful feedback should be provided to students following submission of assessed work.
- 5.5.7 Formative comments should be provided no less once every three weeks. Examples include use of class notebook and MS assignments.
- 5.6 Homework:
 - 5.6.1 Homework should continue to be set in line with the whole school homework policy (see school website).
 - 5.6.2 Tasks should complement and consolidate learning that has taken place in the classroom.
- 5.7 Communication:
 - 5.7.1 The DSL and her team will make contact at least twice a week for all children classed as vulnerable.
 - 5.7.2 All form tutors are to make weekly/ fortnightly phone calls home.
 - 5.7.3 The date and who was spoken to is to be recorded on the engagement tracker.
 - 5.7.4 Any safeguarding concerns should be recorded on CPOMS as per safeguarding policy.
 - 5.7.5 Any other concerns should be forwarded to the Head of Year.
 - 5.7.6 Staff should avoid answering parental or student communication outside of the working hours.
 - 5.7.7 Any safeguarding concerns should continue to be forwarded to the DSL.
 - 5.7.8 Where a phone call is not appropriate, virtual meetings may take place between staff, parents and students.
 - 5.7.9 Staff must ensure their dress code and environment is suitable, blurring their background.

6. ROLE OF TEACHING ASSISTANTS

- 6.1 When assisting with remote learning, teaching assistants must be available between 8.30am- 3.30pm.

- 6.2 Teaching Assistants should follow the onsite/ remote timetable and should communicate with their Head of Faculty and SENDCO for any daily updates.
- 6.3 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 normal absence procedure.
- 6.4 When assisting with remote learning, teaching assistants are responsible for:
 - 6.4.1 Supporting the children of keyworkers and vulnerable children, especially those who have SEND/EHCP as directed by the SENDCO.
 - 6.4.2 Voluntarily supporting with the COVID testing of staff and children as per the agreed rota.
 - 6.4.3 Making weekly phone calls home to support the learning and welfare of identified children.
 - 6.4.4 Attending faculty Teams lessons to support key individuals and differentiation.
 - 6.4.5 Attending faculty and pastoral meetings as required.
 - 6.4.6 Attending virtual meeting with parents and staff as required. Staff must ensure their dress code and environment is suitable, blurring their background.

7. **ROLE OF MIDDLE LEADERS**

7.1 **Heads of Faculty**

- 7.1.1 Alongside their teaching responsibilities, Heads of Faculty are responsible for:
 - 7.1.1.1 Ensuring all curriculum documentation is in place and shared well across faculty staff and pupils.
 - 7.1.1.2 Reviewing progress of pupils against curriculum expectations, considering when to adapt content or sequencing to support remote education.
 - 7.1.1.3 Working with teachers teaching to make sure all work set is appropriate, within deadlines and is of consistently high quality.
 - 7.1.1.4 Quality assuring lessons, assessments, and feedback so all children receive high quality education.
 - 7.1.1.5 Meeting regularly with faculty staff to drive forward high standards and innovative ideas.
 - 7.1.1.6 Communicating with pastoral leaders and SLT about barriers to learning and work collaboratively to overcome these so no child gets left behind.

7.1.1.7 Continuing to engage in research-based practice to support the effective delivery of the curriculum.

7.1.1.8 Acting as a digital champion; engaging with external support and disseminating best practice to the rest of the staff body.

7.2 Heads of Year

7.2.1 Alongside their teaching responsibilities, Heads of Year are responsible for:

7.2.1.1 The overarching pastoral care for students in their year group.

7.2.1.2 Regularly auditing and responding to any barriers to digital access.

7.2.1.3 Working alongside Heads of Faculty, regularly auditing and responding to any requests for paper packs to support home learning.

7.2.1.4 Working alongside the DSL to identify vulnerable children and ensure appropriate educational provision is in place.

7.2.1.5 Responding swiftly to CPOMS actions and alerts for children in their year group.

7.2.1.6 Regularly monitoring the engagement and effort levels of children in their year group using the whole school engagement tracker; identify key children who require rapid intervention, so no learning is lost.

7.2.1.7 Monitoring and supporting weekly welfare phone calls, responding appropriately to any concerns.

7.2.1.8 Organising celebrations and praise opportunities for those students who are engaging well and making good progress.

7.2.1.9 Contributing to whole school assemblies and/ or weekly year group assemblies.

7.2.1.10 Meeting weekly with the DSL/Pastoral Lead to ensure there is a consistent approach for high standards in pastoral care.

7.2.1.11 Meeting weekly with form tutors to disseminate key pastoral messages.

7.2.1.12 Quality assuring the level of form tutor support.

7.2.1.13 Communicating regularly with parents and children about the barriers, solutions, questions and celebrations that arise over the remote learning period.

8. ROLE OF SENIOR LEADERS

- 8.1 Alongside any teaching responsibilities, Senior Leaders are responsible for:
- 8.1.1 Developing, monitoring and evaluating the whole school strategy for blended learning and remote education.
 - 8.1.2 Communicating with, and providing support to, faculties, staff, students, parents to ensure effective implementation of blended learning and remote education.
 - 8.1.3 Providing opportunities for CPD training to ensure that staff are able to deliver blended learning and remote education.
 - 8.1.4 Ensuring accountability of the blended learning and remote education process through faculty and whole school evaluation.
 - 8.1.5 The Head Teacher has overall responsibility for the effective remote education for students and staff at RSA.
 - 8.1.6 The Deputy Head Teacher for Curriculum is responsible for coordinating the remote learning approach across the school and leading change.
 - 8.1.7 The Deputy Head Teacher for Curriculum will work collaboratively with SLT and Middle Leaders to ensure all parties involved are clear of their roles and responsibilities and the effectiveness of this is monitored.
 - 8.1.8 The Assistant Head Teacher for Safeguarding, Attendance and Pastoral care responsible for engagement and well-being across the school.
 - 8.1.9 The Assistant Head Teacher for Safeguarding, Attendance and Pastoral care should work alongside the Heads of Year to ensure that all vulnerable children are able to access remote education, to support them accessing it and to regularly check if they are doing so.
 - 8.1.10 The Assistant Head Teacher for Behaviour and SEND is responsible for adapting behaviour and reward policy in line with remote education and ensuring education is adapted to meet the needs of all students, including those with SEND.
 - 8.1.11 The Assistant Head Teacher for Behaviour and SEND should work collaboratively with families putting in place reasonable adjustments as necessary, so that students with SEND can successfully access remote education alongside their peers.
 - 8.1.12 The Business Manager is responsible for ensuring all matters to do with data protection, IT, parental communication, onsite safety are in line with whole school policy and this is regularly reviewed.
 - 8.1.13 SLT will monitoring the security of remote learning systems, including data protection and safeguarding considerations.

9. ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

9.1 The DSL is responsible for:

- 9.1.1 Sharing with all students, parents, and staff online safety information from National Online Safety Network, with regularly updates.
- 9.1.2 Working alongside PSHE Coordinator to ensure weekly topics are in response to any safeguarding needs.
- 9.1.3 The DSL and Deputy DSL will be available by phone during school hours.
- 9.1.4 The DSL will ensure that for Child Protection/CIN/TAF and Vulnerable Families:
 - 9.1.4.1 Staff will continue to liaise with partner agencies involved.
 - 9.1.4.2 Staff will ensure all contact details are up to date.
 - 9.1.4.3 Phone contact (from a staff member who knows the family where possible) will occur twice each week.
 - 9.1.4.4 Staff will work in line with guidance from Social Care around individual CP and CIN case.
 - 9.1.4.5 Staff will raise any increase in concerns regarding the safety of a child to I-ART/FPOC.
 - 9.1.4.6 Staff will attend any planned review meetings remotely via conference call facilities.
 - 9.1.4.7 Staff will use CPOMS to record and report all contact and any concerns.
 - 9.1.4.8 If the school is made aware that a family are self-isolating due to someone showing symptoms of COVID-19, staff will ensure all partner agencies involved are aware.

10. ROLE OF IT STAFF

10.1 The IT Officer is responsible for:

- 10.1.1 Fixing issues with systems used to set and collect work.
- 10.1.2 Ensuring all students can access Microsoft Teams.
- 10.1.3 Helping staff and parents with any technical issues they are experiencing, such as accessing remote learning applications.

- 10.1.4 Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- 10.1.5 Assisting pupils and parents with accessing the internet or devices.

11. ROLE OF PUPILS AND PARENTS

11.1 Staff can expect **pupils** learning remotely to:

- 11.1.1 Be contactable during the school day.
- 11.1.2 Use their device to log on to live lessons promptly in line with their school calendar.
- 11.1.3 Bring paper, a pen and other necessary resources to the live lesson.
- 11.1.4 To follow the Microsoft Teams etiquette and rules for live lessons.
- 11.1.5 To follow advice for online safety.
- 11.1.6 Complete work to the deadlines set by teachers.
- 11.1.7 Seek help if they need it, from teachers or teaching assistants.
- 11.1.8 Alert teachers if they are not able to complete work.

11.2 Staff can expect **parents** with children learning remotely to:

- 11.2.1 Support their child by offering a workspace that, where possible, that is comfortable, free from distraction and resourced with learning materials.
- 11.2.2 Engage with weekly/ biweekly form calls with the form tutor.
- 11.2.3 Not to interrupt or participate in online lessons.
- 11.2.4 Raise any concerns with the form tutor or Head of Year in the first instance.
- 11.2.5 Communicate any barriers to learning or welfare concerns with school as promptly as possible so the school can work with families to find solutions.
- 11.2.6 Make the school aware if their child is sick or otherwise can't complete work in line with normal absence procedure.
- 11.2.7 Be respectful when making any complaints or concerns known to staff.

12. ROLE OF GOVERNING BODY AND ACADEMY TRUST

- 12.1 The Local Governing Body and Academy Trust is responsible for:
 - 12.1.1 Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
 - 12.1.2 Ensuring all children have appropriate provision and level of education throughout the period of remote operations.
 - 12.1.3 Support the Senior Leadership Team is operating the school in line with guidance from the Department for Education and UK Government Covid-19 guidance.
 - 12.1.4 Ensuring that statutory policies have necessary amendments to align with national guidance. For example, safeguarding, behaviour and attendance.
 - 12.1.5 Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

13. WHO TO CONTACT

- 13.1 If staff have any questions or concerns about remote learning, they should contact the following individuals:
 - 13.1.1 Concerns about safeguarding – talk to the DSL, Mrs Jemma Morrell.
 - 13.1.2 Concerns about data protection – talk to Mr Jack Jevons.
 - 13.1.3 Issues in setting work – talk to Heads of Faculty and Miss Julie-Ann Wilson.
 - 13.1.4 Issues with behaviour – talk to Heads of Year, Mrs Lydia Garrett and Mrs Jemma Morrell.
 - 13.1.5 Issues with IT – talk to Mr Brian Bennett and Mr Jack Jevons.
 - 13.1.6 Issues with their own workload or wellbeing – talk to line manager, Mr Richard Russell or SLT.

14. DATA PROTECTION

- 14.1 Accessing Personal Data
 - 14.1.1 When accessing personal data for remote learning purposes, all staff members will:

- 14.1.1.1 Access the data via the school's IT network – this includes access to the remote desktop, Microsoft account, and staff share area stored on the school server.
 - 14.1.1.2 Access to the MIS system is via Arbor, a secure cloud service accessible with the staff unique username and password.
 - 14.1.1.3 Access work and data through work provided devices, such as a staff laptop. All staff have been made aware to use work devices rather than their own personal devices.
- 14.2 Processing Personal Data
- 14.2.1 Staff members may need to collect and/or share personal data such as email addresses and phone numbers as part of the remote learning system.
 - 14.2.2 As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.
 - 14.2.3 However, staff are reminded to collect and/or share as little personal data as possible online.
- 14.3 Keeping Devices Secure
- 14.3.1 All staff members will take appropriate steps to ensure their devices remain secure.
 - 14.3.2 This includes, but is not limited to:
 - 14.3.2.1 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).
 - 14.3.2.2 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.
 - 14.3.2.3 Making sure the device locks if left inactive for a period of time.
 - 14.3.2.4 Not sharing the device among family or friends.
 - 14.3.2.5 Installing antivirus and anti-spyware software.
 - 14.3.2.6 Keeping operating systems up to date – always install the latest updates.
 - 14.3.3 Staff who encounter issues with their work device are asked to report directly to the IT Officer for guidance and any necessary support requirements.

15. SAFEGUARDING

- 15.1 The Child Protection & Safeguarding Policy has been updated to reflect Covid-19 and remote learning.
- 15.2 RSA staff can view the addendum to this policy on the school website and it will be available to staff via Microsoft Teams.

16. SEND SUPPORT

- 16.1 We recognise that some pupils 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:
 - 16.1.1 All children with an EHCP have been invited to attend school on site, including those who we have made applications for, and will continue to receive in-class support as set out in their plan. For those with EHCPs who are at home, steps will be taken to ensure that we, where possible, provide the provision set out in their plan.
 - 16.1.2 The SENDCO will be in regular contact with families of children with EHCPs and will be available to be contacted, via the office, for other children on the SEND register.
 - 16.1.3 For those children with SEND accessing from home, class teams will ensure that they continue to set work appropriate for the child to meet their individual needs – this will be provided in their weekly work (packs).
 - 16.1.4 Considerations, on an individual basis, will be made about each child's ability to access the recommended time allocation and this will be reduced in consultations with the SENDCO, class teams and parents.
 - 16.1.5 Class teams will utilise breakout room within TEAMS to assist any children that need additional support.
 - 16.1.6 Where possible, specific interventions may still be carried out remotely.
 - 16.1.7 1:1 staff will keep in contact with children to maintain relationships.
 - 16.1.8 Additional resources such as visual timetables, word lists, coloured overlays and individual packs (Art) have been provided for home use.
 - 16.1.9 Contact with outside agencies will continue remotely and the SENDCO will continue to co-ordinate this.

17. MONITORING ARRANGEMENTS

- 17.1 This policy will be reviewed in line with government advice and national lockdown measures and no less than every three months by the Deputy Head Teacher.