



Remote Education Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Senior Leadership Team	

Status:

Statutory policy or document	No
Review frequency	Senior Leadership Team to determine
Approval by	Senior Leadership Team to determine

Publication:

Statutory requirement to publish on school website	No
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
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Author	Creation Date	Version	Status
Leading Practitioner (PR)	2 October 2020	0.1	Initial draft
Changed by	Revision Date		
Business Manager (BW)	12 October 2020	0.2	Minor changes to wording and formatting
Business Manager (BW)	16 October 2020	1.0	Final approved version for publication

1 Statement of federation and individual schools' philosophy

- 1.1 The Seaton Valley Federation has always strived to be creative, innovative and support our parents/carers and students in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2 Aims

- 2.1 This policy aims to:

- ensure consistency in the approach to remote learning for all students (including those with Special Educational Needs and Disabilities) who aren't in school through use of quality online and offline resources and teaching videos
- provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning
- include continuous delivery of the school curriculum, as well as support of motivation, health and wellbeing and parent/carer support
- consider continued education for staff and parents/carers
- support effective communication between schools and families and support attendance

3 Scope

- 3.1 This policy is applicable to students who are absent due to Covid-19, because:

- they are symptomatic and awaiting test results
- they have tested positive themselves
- they are required to self-isolate, because someone in their household is symptomatic and awaiting test results or has tested positive
- their whole bubble is not permitted to attend school as a member of the bubble has tested positive
- of a national, regional or local closure of schools

4 Content and tools

- 4.1 Resources to deliver this Remote Education Plan include:

- Google Classroom and associated programs
- online tools for KS2, KS3, KS4, and KS5 including, but not limited to:
 - BBC Bitesize
 - Doodle English
 - foodafactoflife.org
 - Hegarty Maths
 - Oak National Academy
 - Pearson Active Learn
 - readtheory.co.uk
 - spag.com
 - technologystudent.com
 - Twinkl
- recorded video for registration and assemblies
- recorded video for teaching, via online platforms, YouTube or the use of apps, such as Screencastify
- printed learning packs
- physical materials, such as story books and writing tools
- phone calls home

- federation website resources for Covid-19 support, particularly regarding mental health and wellbeing
- appropriate CPD for staff, which can be accessed via the disaggregated training slots list of activities

5 Home and school partnership

- 5.1 The federation is committed to working in close partnership with families, and recognises that each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- 5.2 The federation will provide instructions and support for parents on how to access and use Google Classroom.
- 5.3 It is beneficial for young people to maintain a regular and familiar routine. The federation recommends that each 'school day' maintains as much structure as possible, and encourages parents/carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, encouraging them to work with good levels of concentration.
- 5.4 Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents/carers should contact their child's school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.
- 5.5 All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are conducting school work on computers at home.

6 Roles and responsibilities

- 6.1 The responsibilities below relate to where a whole class/bubble is isolating and would be reduced when fewer children are isolating and the majority of the class are in school.
- 6.2 All staff should be available during normal working hours.
- 6.3 If they are unable to work for any reason during this time, for example, due to sickness or caring for a dependant, they will report this using the federation's usual absence procedure.

Teachers

- 6.4 When providing remote learning for a whole class/bubble, teachers should follow these guidelines:
- Ensure that appropriate work is set for each of their classes via Google Classroom, following the usual curriculum as far as possible.
 - Work may be set by individual teachers or working across faculties and departments to share the planning and workload.
 - Work should be set no later than 9am each day. This allows students and their families to plan access to ICT and other resources during the day, particularly if more than one person in the household requires ICT access.
 - Work will usually be set on a lesson by lesson basis, although some departments may choose to set weekly work, if appropriate, to avoid overwhelming students.

If weekly work is to be set, departments should liaise to avoid all work being set, for example, on Monday.

- The amount of work should reflect the usual amount of curriculum time for any given subject.
- Each task should have a clear deadline, usually allowing at least 48 hours to complete a task to account for any difficulties with ICT access at home.
- Work may be marked in a variety of ways. Teachers may provide an answer sheet or model answer to students, use an automatic marking system, such as Google Forms, or mark the work themselves after submission.
- Regular feedback should be provided, however the exact nature of this will depend on the subject. Feedback policies will be agreed by the Head of Faculty or Head of School.
- Any complaints or concerns shared by parents/carers or students should be reported to a member of the Senior Leadership Team. All safeguarding concerns should be referred immediately to the Designated Safeguarding Lead, as per the federation's Child Protection Policy.
- Teachers should check the Google Classroom daily, as far as possible, for any messages or issues from students that are isolating. This will have to take into account any other 'in person' teaching responsibilities and so may not always be fully possible.
- If students are not completing tasks, teachers should initially attempt to contact students via the Google Classroom to identify any issues and ascertain what support can be arranged. If contact is not made, teachers should discuss with their Head of Faculty/Student Progress Leader/Subject Leader to determine an appropriate course of action. This could be a phone call home by the teacher or another member of staff.

Teaching and Learning Assistants

6.5 During the school day, Teaching and Learning Assistants will complete tasks as directed by their Special Educational Needs and Disabilities Coordinator (SENDCo). This could include:

- providing support to students in school
- providing remote support to SEND students working off-site
- maintaining contact with isolating students and their families.

Support Staff

6.6 During their working hours, support staff will complete tasks as directed by their line manager. In most circumstances, this will be their normal roles and responsibilities. However, additional, appropriate tasks may be required.

Senior Leaders

6.7 Alongside their usual responsibilities, senior leaders are responsible for:

- coordinating the remote learning approach across the school, including daily monitoring of engagement
- ensuring that adequate training is provided for staff on the use of Google Classroom
- monitoring the effectiveness of remote learning, through regular meetings or emails with teachers and subject leaders, reviewing set work, or reaching out for feedback from students and parents/carers

- monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

6.8 The Designated Safeguarding Lead is responsible for:

- managing and dealing with all safeguarding concerns; further information can be found in the federation's Child Protection Policy.

Pastoral Team

6.9 Alongside any teaching or support responsibilities, the pastoral team are responsible for:

- supporting students with any relevant pastoral issues that may arise during isolation
- supporting teaching staff in contacting students who are not engaging with work
- maintaining an overview of any students about whom multiple concerns are raised
- liaising with the Disadvantaged Lead to ensure pastoral support is available to disadvantaged students throughout any remote learning period
- signposting students and parents/carers to the support information available on the federation's website

ICT Team

6.10 The ICT team is responsible for:

- fixing issues with systems used to set and collect work
- providing training/resources for staff, students and parents/carers on how to access and use Google Classroom
- helping staff with any technical issues they may experience
- 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

The Special Educational Needs and Disabilities Coordinator (SENDCo)

6.11 Alongside any teaching responsibilities, the SENDCo is responsible for:

- liaising with the ICT team to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required
- ensuring that students with Education, Health and Care Plans (EHCPs) continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternative arrangements for students with EHCPs
- identifying the level of support required for students with additional needs

Disadvantaged Lead

6.12 Alongside any teaching responsibilities, the Disadvantaged Lead is responsible for:

- liaising with the ICT team to ensure that the technology used for remote learning is accessible to disadvantaged students, if possible
- liaising with the Pastoral Team to ensure pastoral support is available to disadvantaged students throughout any remote learning period

Business Manager

6.13 The Business Manager is responsible for:

- ensuring value for money when arranging the procurement of equipment or technology
- ensuring that the school has adequate insurance to cover all remote working arrangements

Students and Parents

6.14 Students learning remotely are expected to:

- complete work to the deadline set by teachers
- seek help from teachers if they need it
- alert teachers if they are not able to complete work for any reason

6.15 Parents/carers with children learning remotely are expected to:

- make the school aware if their child is sick or otherwise can't complete work
- seek help from the school if they need it
- be respectful when making any complaints or concerns known to staff.

Governing Body

6.16 The governing body is responsible for:

- monitoring the federation'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

7 Communication

7.1 The federation is committed to encouraging positive communication between students, families and teachers.

7.2 If a student is not engaging in work, teachers will initially contact students via Google Classroom to identify any problems and ascertain what support can be arranged. If this is unsuccessful, contact will be initiated with a parent/carer by phone. This may be from the teacher or another member of staff, such as a Head of Faculty, or Student Progress Leader.

7.3 If parents/carers wish to contact a member of the teaching staff, they may do so via the Google Classroom, by email or by contacting school reception. Parents/carers of children with SEND are also welcome to contact the SENDCo with any concerns. Initial contact by email is encouraged, where possible.

- 7.4 Parents/carers should be respectful in their communication and allow adequate time for a response, as staff may still have a full teaching day and be unable to respond to communication immediately. Staff will aim to respond to queries within 48 hours.
- 7.5 Parents are welcome to contact a member of the Pastoral Team or Senior Leadership Team if they wish to discuss an issue or raise any concerns.