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
Executive Headteacher (JB)	18 January 2021	1.1	Updated to incorporate staff feedback and reflect actual practice during lockdown
Business Manager (BW)	21 January 2021	1.2	Inclusion of annexes including statutory requirement to publish details of provision
Business Manager (BW)	22 January 2021	2.0	Final approved version for publication
Business Manager (BW)	7 February 2022	2.1	Updated lead staff member details and to reflect current Covid-19 guidance
Business Manager (BW)	14 February 2022	3.0	Final approved version for publication
Business Director (BW)	30 January 2023	3.1	Annual review; references to lockdown removed and updated in line with The Key for School Leaders model policy (June 2022)
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Business Director (BW)	24 November 2023	4.1	Annual review; updated in line with latest DfE guidance (February 2023) and The Key for Leaders model policy (November 2023)
Business Director (BW)	4 December 2023	5.0	Final approved version for publication

1   Aims

1.1   This policy aims to:

- ensure consistency in the approach to remote learning for pupils who aren't in school
- set out expectations for all members of the school community with regards to remote learning
- provide appropriate guidelines for data protection

2   Use of remote learning

2.1   All pupils should attend school, in line with the federation's Attendance and Registration Policy. Remote education is not viewed as an equal alternative to attendance in school.

2.2   Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

2.3   We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- occasions when we decide that opening our school is either:
  - o   not possible to do safely
  - o   contradictory to guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
  - o   they have an infectious illness
  - o   they are preparing for or recovering from some types of operation
  - o   they are recovering from injury and attendance in school may inhibit such recovery
  - o   their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

2.4   The federation will consider providing pupils with remote education on a case-by-case basis.

2.5   In the limited circumstances when remote learning is used, we will:

- gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an Education, Health and Care Plan (EHCP) or social worker, the local authority will also be involved in the decision
- put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- set a time limit with an aim that the pupil returns to in-person education with appropriate support

2.6   Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3   Roles and responsibilities

3.1   All staff should be available during their normal working hours. It is not expected that part-time staff will deliver or participate in remote education on their normal days off, and any queries during this period should be directed to the subject leader, Head of Faculty or a member of the Senior Leadership Team.

3.2   If staff are unable to work for any reason during their normal working hours, for example due to sickness or caring for a dependant, they will report this using the federation's usual absence procedure.

3.3   The leads for remote learning are:

- ACHS - Mr Adam Ironside
- SSMS - Mrs Katie Mason
- WMS - Mrs Helen Campbell

<u>Senior Leaders</u>

3.4   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, virtual learning walks, reviewing set work, or requesting feedback from students and parents/carers
- monitoring the security of remote learning systems, including data protection and safeguarding considerations

<u>Teachers</u>

3.5   When providing remote learning, 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. It should, where possible, match the government expectation of four hours per day for Key Stage 2 pupils and five hours per day for Key Stages 3 and 4. However, it should also take into account issues such as 'screen stress' and the mental wellbeing of young people and their families.
- 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.
- Teachers should also complete a weekly monitoring sheet so that any issues can be identified and addressed.

Designated Safeguarding Leads

3.6 The Designated Safeguarding Leads are responsible for managing and dealing with all safeguarding concerns. Further information can be found in the federation's Child Protection Policy.

Pastoral Team

3.7 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

The Special Educational Needs and Disabilities Coordinator (SENDCo)

3.8 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 EHCPs continue to have their needs met while learning remotely, and liaising with the Head of School 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

3.9 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

ICT Team

3.10 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

Business Director

3.11 The Business Director 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

3.12 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

3.13 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

3.14 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

Annex A: Remote education provision: information for parents

This advice is an annex to the federation's Remote Education Policy and we would encourage all parents to read this information along with the rest of the policy and its annexes.

<u>The remote curriculum: what is taught to pupils at home</u>

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

<u>What should my child expect from immediate remote education in the first day or two of pupils being sent home?</u>

Short notice remote education provision will be in the form of:

● the children's own textbooks/exercise/practice books
● worksheets
● booklets
● an investigation to complete
● an online activity to do
● any work that the staff have already assigned to the pupil

The pupils can also read at home as well.

<u>Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?</u>

● Wherever possible and appropriate, we teach the same curriculum remotely as we do in school.
● However, we have needed to adapt the teaching of some subjects. For example, practical lessons such as Art, DT, Food and Music may well be different as the pupils are not able to access the correct equipment or for health and safety reasons. These activities will be taught when pupils return to full time 'in school' education.
● All children will follow instructions or work set for them by their teachers on Google Classroom so that they are working on the same curriculum, at the same pace whether in school or working from home.

<u>Remote teaching and study time each day: how long can I expect work set by the school to take my child each day?</u>

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	4 hours a day (NB the school is following the DFE expected number of 4 hours per day but these may well be split into smaller chunks)
Secondary school-aged pupils not working towards formal qualifications this year	4.5 hours a day
Secondary school-aged pupils working towards formal qualifications this year	5 hours a day

However parents are best placed to decide if this is too much and if they decide that they want their child to do less please contact the school. Likewise, if there are issues over pupils doing this amount of work due to device accessibility please contact the federation.

How will my child access any online remote education you are providing?

● Each school will use Google Classroom as its means of setting remote learning.
● There will be school based resources plus resources from national and local providers placed into the classrooms for each pupil on Google Classroom.
● All children have their own passwords and usernames to access Google Classroom. In Google Classroom they may be taken to other resources using links to pages on the internet or to resources in Google Drive.
● There may also be other regularly used websites that they are familiar with, for example in Key Stage 3 Maths, children use Pearson Active Learn to complete homework.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. The following table below shows the most appropriate person for you contact regarding the provision of loan laptops or tablets to pupils who need them, or if you have an issue with internet connection:

	ACHS	SSMS	WMS
If your child is on free school meals	Mrs Kirsten Clennell	Mr Graham Porter	Mrs Julie Kelly
If your child is SEND	Mrs Danie Liddle	Ms Clare Tennant	Ms Jenn Thompson
If your child doesn't fall into either of these categories	Mr Richard Goodman	Mrs Karen McSparron	Mr Jon Souter

Parents will need to sign an agreement before devices can be collected or delivered.

Printed packs of work can also be arranged to be collected if this is the child's preferred way of working. If your child cannot submit work online and/or needs printed copies of work then please contact their Head of Year or Student Progress Leader.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. This list is not exhaustive and may be added to over time:

● Google Classroom and associated programmes
● 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

- o spag.com
- o technologystudent.com
- o 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

Some practical lessons may have things for the children to try at home, for example sewing kits to make puppets, some cooking to do from home or access to exercise videos to ensure they complete some physical activities whilst at home.

Children may have their own exercise/texts/practice books/graph or specialist paper at home to work from.

There may be games and/or quizzes or investigations linked to some subjects to complete.

Engagement and feedback: what are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- 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.
- The federation will provide instructions and support for parents on how to access and use Google Classroom.
- 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.
- 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.
- All children sign an 'ICT and Internet Acceptable Use Policy' at school which includes e-safety rules and this applies when children are conducting school work on computers at home.
- If possible parents need to provide a quiet place, away from distraction for them to begin their daily tasks.
- If possible establish a routine of start and finish times. They should spend no more than 45 minutes per subject, and build in breaks away from the computer screen.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Subject staff will check on a daily basis if work is being completed. If it is not or there are issues then they will communicate with the pupil via Google Classroom or email. If they need to, the teacher will also contact parents via My Child at School (MCAS).
- Once a week all schools will do a review of pupil engagement and where necessary parents will be contacted if there are any issues with the work being done or not being submitted.
- There may be further contact by more senior staff if the situation does not improve. SEND pupils will have contact from the school's SENDCo.

- In Google Classroom the children can talk to their teachers, ask for help, clarify tasks etc. There is a 'hand in' button which they should complete each and every Friday once that week's work is completed.
- Some subjects have ways for children to submit work through Google Classroom, some children are working in exercise books or on paper so will bring that work in when the school re-opens, but they must still mark work as 'handed in' so that we know they are managing with the work set.
- If we have not received any communication from your child a member of the teaching staff will ring home or email a message asking if they are coping with the work set. Subject teachers may also flag up any concerns with parents.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- 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.
- If a parent has concerns about the feedback their child is getting then they should contact the teacher in the first instance and then if they still have issues, the Head of Year or Student Progress Leader.
- If children return work through the Google Classroom, teachers will mark that work and provide feedback quickly to the students. Some children's work will be assessed from weekly tests of the work taught that week, so feedback may be the following week. Some assessments are instantly marked so that children can see how they have done immediately. Children working on paper will work closely with the class teachers upon their return to school to assess and identify any gaps in learning.

Additional support for pupils with particular needs: how will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example 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 wherever possible. The SENDCo will contact parents of SEND pupils to support them and offer advice and help where it is needed.

Annex B: Live Google Classrooms - Student Code of Conduct

<u>Attending 'live Google Classrooms' from home</u>

- Students should attend all 'virtual classroom' sessions scheduled if they are able to unless they are ill or have another genuine reason for absence
- A register will be taken by the teacher at the start of each 'virtual classroom' session to monitor attendance

<u>Behaviour during remote learning and use of 'live Google Classrooms'</u>

- Students must always follow school behaviour expectations
- Students must always treat others with respect
- Students must not attempt to communicate with each other through the 'Chat' function or through any other Google application unless directed by the teacher
- Students must always use appropriate language when communicating with staff via Google Classroom
- Students must address staff with their school title in any communication and must always adhere to formal staff/student boundaries
- Students must ensure that all information they upload to Google Classroom and any messages they send during any Google Classroom session is polite, sensible and relevant
- Students must not use racist, threatening, sexist or homophobic language on any application
- Students must not upload any inappropriate images, audio or video to Google Classroom including but not limiting to that which is racist, threatening, sexist or homophobic

<u>Behaviour in 'live Google Classrooms'</u>

- Students must always follow our school expectations, whether they are in the classroom or joining the 'live virtual classroom' from home
- Students will aim to be positive, adequately prepared and participate fully in any online session
- Students must treat the teacher and the other students in the lesson, with respect during any 'live virtual classroom' sessions
- Students must not take secret photos, videos or screenshots of teachers or other students
- If a student is participating in a 'live virtual classroom' session from home, any other device not in use, such as a mobile phone, must be switched off and out of sight before the session
- If the code of conduct is not followed appropriately, students may be removed from the 'live virtual classroom'

<u>Equipment and organisation for 'live Google Classrooms'</u>

- Student webcams and microphones should be turned off before they join the 'live virtual classroom' (unless instructed differently by their class teacher)
- Sixth Form students should leave their webcams off unless directed otherwise by the teacher
- Teachers will inform students if they are required to enable their microphone
- Students will choose a sensible place to work from - ideally a living room or shared space in their house, not a bedroom, and they must dress appropriately
- Students must also ensure they avoid backgrounds with personal information such as photographs

- Students will ensure that they have all necessary equipment (pen, pencil, exercise book, calculator etc.) in advance, so that they do not leave and interrupt the flow of the lesson

Safeguarding and online safety

- Google Classroom is a closed school system and students must therefore not invite any guests to join the system through the misuse of login details
- Students must not communicate with staff outside school channels e.g. they must not attempt to contact staff using their personal social media accounts, personal email addresses or phone numbers
- Students must be aware that 'live virtual classrooms' sessions follow a strict GDPR code of practice with reference to the sharing of data, images, video or other personal details
- Students, parents and carers should be mindful that they and other family members and anything in the background, might be seen or heard within the session by staff

This Student Code of Conduct for 'live virtual lessons' applies in conjunction with the federation's Online Safety Policy which can be found on the federation's website.

If you have any safeguarding concerns, please ring the school directly and ask to speak to a member of the safeguarding team.

Annex C: How to use Google Meet

How to Join a Video Meeting

Join a video meeting from a Google Calendar event:

● In Google Calendar, click the event you want to join
● Click Join with Google Meet
● Do not turn your camera or microphone on unless instructed to do so by the teacher
● In the window that opens, click Join Now

Join a video meeting from Google Classroom:

● In your Google Classroom, click the meeting link at the top of the 'stream' page
● Do not turn your camera or microphone on unless instructed to do so by the teacher
● In the window that opens, click Join Now

Join a video meeting from an email invitation:

● Click the Meet meeting link in a text or email
● Click Join with Google Meet
● Do not turn your camera or microphone on unless instructed to do so by the teacher
● In the window that opens, click Join Now

How to use Google Meet

At the bottom of the video, the symbol on the left is for the microphone, the symbol on the right is your video camera. You can toggle them on and off - red is off, clear is on. Please only use this if instructed by your teacher. You can click on 'raise hand' to send a notification to the teacher that you wish to speak. You can also click on the chat button and enter a message in the box below.