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| Date approved | September 2020 |
| Date for review | September 2022 |
| **Policy and Guidance:** | **Remote Learning Policy** | |
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**Remote Learning Policy Rationale**

in the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. 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 learner absence.

Remote learning may also be appropriate in situations when learners, 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 learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners 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 learners 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 learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school ‘as a precaution’, against official guidance, in the event of an outbreak of infectious disease.

Remote learning for individual learners Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner’s teacher or member of the Senior Leadership Team. Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be 2/4 times per week. Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days. If a significant number of learners are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of extended school closure In the event of an extended school closure, the school will provide continuity of education in the following ways:

a) Regular direct instruction from teaching teachers, with the ability of learners to ask questions online (via email)

b) The setting of work that learners complete, written responses (if relevant) completed electronically, in work books and through online platforms such as Google Classroom.

c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided Learners and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education are:

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* Zoom video sharing platform
* Phone calls
* Workbooks being sent home
* Home visits

**Live sessions**

Academic subject areas may also arrange for teaching teachers to deliver content in a ‘live’ manner. Zoom is platforms that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in ‘real-time’. Learners will be provided with details sessions, Timetables, resources and will be expected to participate in them if they are asked and able to. ) *More information can be found in the remote education procedures)*. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers’ questions (and ask them) via the conversation functionality in zoom. Teaching staff will be expected to provide daily live sessions in line with the timetable and ensure we are delivering in line with National Curriculum, developing and working towards National Qualifications including GCSE ‘s, Functional Skills etc… Live sessions will also allow us to help build up a picture of the you person safety.

**Assessment**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

• Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research

• Using the “Comments” function on online documents

• Sending a direct to learners with specific feedback / targets

• Feedback via another website / piece of software

**Expectations of learners**

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis. Learners should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If learners or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a learner’s overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to subject teachers and will be feed into the Staff daily briefings.

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. However, the School will endeavour to send equipment and resources home to students. The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now. The school will assess each learner to ensure they have access to the internet and relevant devices. The School will provide tablets to students and will support with data and access to the internet.

**Expectations of Teachers**

should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, the school will support as much as possible. The setting and assessment of remote learning tasks will take place in accordance with schools Teaching and Learning assessment Policy.

All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner. 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. Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher’s own number is kept anonymous). 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 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. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team. Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners and parents.

Teachers also should ensure their communication with learners 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 4.30pm, 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. Permitted methods are

• Email using school email addresses only

• Zoom for remote lessons

**Support for pupils with SEND, 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 and advice can be sought from the SENDco. In addition, the SENDCo in will maintain contact with pupils on their lists requiring regular support. The School will endeavour to continue to provide any additional support to students including: SALT sessions, Therapy, CBT or any additional 1-1 learning. The SENDco will coordinate this support. There will be occasions where partners delivering support are unable to continue to work in the same way. The school will explore all reasonable alternatives to continue to provide the support.

**Pastoral care during a school closure**

In the event of a School closure the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, Mentors will check in regularly to monitor both academic progress and their general wellbeing. This will be part of timetable and the School wider mentoring programme. Mentors will be expected to pass on any concern or lack of communication to DSL’s, they will also have the opportunity to discuss issue at daily briefings.

**Safeguarding during a school closure**

In the event of a school closure, pupils, parents, carers 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. Standard Safeguarding reporting procedures apply and DSL’s will continue to put relevant referrals and support in place. Safeguarding remains a standing item for the the daily briefings.

**Behaviour Support Service Support during a school closure**

In the event of a school closure standard behaviour Policy and Procedures will be in place. Standard behaviour escalation procedures will still be in place and students will be reminded they are to continue to behave to the standards of the School whilst engaging in remote learning.

Behaviour support and any interventions will still be in place as best as possible. Multi Agency and SEND meeting will continue to take place and will be recoded accordingly.

**Videoconference Lessons**

During video calls with your teachers it is really important that you stick to these rules:

1. An adult is present in the home where during the video call

2. You are in either your dining room, living room or kitchen and not your bedroom. 3. You must be dressed and ready – not in pyjamas.

4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply!. No swearing.

5. Staying safe online – keeping yourself, your classmates and your teacher safe.

6.You are NOT PERMITTED to record or take pictures of your teacher or classmates during you online sessions.

**Any contravention of these rule will be dealt with in accordance with the Schools behaviour Policy. School rule still apply.**

**Joining the video call**

* Your teacher will send you an invitation to join the lesson. This will come through in an email. You will receive a phone call before the lessons to ensure you have everything ready to go.
* Click on the link and you will be taken to the Zoom webpage: Click on ‘Open Zoom Meeting’
* enter the specific password for the lessons – this will be on the E mail
* Click on Join with computer audio or if you have an additional Audio Channel, it is advised to mute the microphone as you are joining the lessons, otherwise it can be vey loud.
* you will go into the waiting room, its important you wait here and the teacher will let you into the class
* you will have the option to join with video, we will encourage all students to join with their video, however, in some circumstances it is acceptable to have your video off. You might be asked to turn your video on.
* you will be given the option to blur your background or even choose a virtual background.

**A learning mentors will call each day and guide students through this process**

**Student Attendance**

In the event of a school closure students will still be expected to maintain good levels of attendance and engage in learning. The school will maintain regular communication with parents and students.

Standard attendance reporting procedures will be in place, students studying remotely will be marked with the relevant attendance codes in the registers. All standard attendance escalation procedures will be in place. Please see Attendance Policy for more information.







