



REMOTE LEARNING POLICY

PHASE	SECONDARY & JUNIOR
POLICY LEAD	DOMINIC CURRAN AA PRINCIPAL
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The ACET remote learning policy should be read in conjunction with the 'remote learning plan' that provides specific details for individual academies

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Rationale

In the event of a full or partial school closure ACET is committed to providing continuity of education to its learners and will do so through a process of providing work from day one of closure and remote (on line) as soon as possible.

In the event of an infectious disease outbreak where some or all learners are self-isolating at home but are not suffering with relevant symptoms ACET is committed to providing continuity of education to its learners and will do so through a process of providing work from day one of isolation and remote education as soon as possible..

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence and are able to work at home. This may apply in cases such as exclusion from school, or longer-term illness, assuming learners are able to complete school work at home.

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.

The remote learning policy should be read alongside the remote learning plan for individual academies.

Terms of Reference

All staff should be familiar with other documentation and policies related to this one including:

- Academy Specific Remote Learning Plan
- ACET GDPR policy

- ACET Safeguarding policy particularly sections: *Children and online safety away from the academy* & Supporting children not in the academy
- ACET E-safety and DATA protection policy

Definitions of remote Learning

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Scenarios

This policy ensures there is a protocol in place for two broad scenarios. Details of other scenarios may be found in the remote learning plan for each academy.

Scenario A

An individual student or group of learners whose absence has been agreed by school, for example a student or learners self-isolating. In this scenario teaching staff will be teaching other learners during their timetabled lesson with student(s) not in school. Remote learning will therefore be asynchronous.

Scenario B

A group of learners of a whole class size or larger who have been asked to self-isolate. This includes a whole year group self-isolating or whole school closure. Remote learning will be synchronous.

Pre-requisites

The following assumptions are made following staff CPD and student learning –

- a) Staff all have access to the following IT systems and can log-on and use them successfully -
 - a. Google Classroom
 - b. Staff Email
 - c. Other subject specific IT systems and programs such as GCSE POD

- b) Learners have access to the following IT programs and can log on and access them successfully –
- a. Google Classroom for all of their respective subjects – all learners
 - b. Student Email – all learners
 - c. Other subject specific IT systems and programs such as GCSE POD – KS4 learners

Asynchronous Remote Learning

In scenario A asynchronous education will be used i.e. the material is prepared by the teacher and accessed by the pupil at a point of their choosing.

Roles and responsibilities may vary between academies as outlined in the remote learning plan.

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.

Work should be set on Google Classroom as outlined in the remote learning plan for the academy ensuring the following principles are met:

- Work set on Google Classroom should match as far as possible what is being taught in lessons and be of a similar standard and demand.
- Work totaling at least 5 hours of learning a day will be provided.
- Work should be on Google Classroom by 9am (8.40am) on the day it is required.
- Work should be clearly labelled and organized to distinguish it from homework.(ELT)
- Work should have a clear timescale (e.g. just one lesson or a series of lessons) with details of how the learners are expected to complete the work.
- Work should be accessible for learners who only have access to a smart phone or details of how to complete the work should be included.
- Paper copies of work set should be available for learners without internet access.

Enhanced Remote Learning: Synchronous education

In scenario B, where whole classes or year groups are studying from home, teachers will provide 'enhanced' remote learning when they are timetabled to teach learners working from home.

Enhanced remote learning could include the following:

- Full taught lessons, either video or audio live
- Voice over PowerPoint
- The teacher being available to answer questions during their scheduled lesson time. This could be during the lesson to reply to comments as the lesson progresses or being available for questions where an independent task has been set.

In scenario B all lessons should be synchronous but teacher should use their professional judgement on how to blend their approach across a series of lessons using the approaches above.

The following principles apply to all synchronous lessons:

- All learners and staff are to join Google Meet using their academy G Suite login. A user trying to access a live lesson outside of the organisation must not be permitted entry.
- All live lessons should be recorded so that if any issues were to arise, the video can be reviewed. Pupils/students must be informed that the session will be recorded.
- Staff who are not in school but are delivering or assisting with live lessons from home should be in appropriate areas, for example not in bedrooms; and the background should be neutral or blurred.
- Staff and children must wear suitable clothing, as should anyone in the household.
- Language must be professional and appropriate, including any family members in the background.
- All learners will have to read and agree on the Remote Learning Responsible Use document before engaging in any online live lessons with staff. This will be displayed and require an agreement when first accessing all sessions.
- All learners must have microphones and cameras turned off for the duration of the live lesson.
- Live lessons should be kept to a reasonable length of time.
- Learners must only use the chat feature to contribute to the lesson as directed by the teacher
- All learners must leave the live lesson at the end of the lesson
- Failure of learners to adhere to the acceptable use protocol (appendix xx) should be removed from the live lesson and contact should be made with parents/carers by the relevant year team. Repeated failure to adhere to these points shall lead to a student being permanently banned from live lessons.
- Staff must only use platforms provided by the trust to communicate with pupils/students.

Assessment and Feedback: For both synchronous and asynchronous learning

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. For scenario A it is likely that there will be minimal remote feedback provided to learners who are likely to be returning after 10 or 14 days. For scenario B remote feedback will be provided. In both scenarios the marking and feedback policy / agreement of each academy will be followed as detailed in their remote learning plan.

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 whilst still following the strict protocols of their respective subject/ course (KS4 Vocational qualifications for example).

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 or within the Google Classroom (on individual pieces of work)
- Using Google Classroom to mark ‘assignments’
- Sending a direct email to learners with specific feedback / targets
- Feedback via another website / piece of software – such as GCSE Pod or verbal feedback using the ‘read & write’ Google Chrome extension

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 lessons, 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 subject/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 / carers 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 the learner’s head of year / Learning Progress Manager or equivalent.

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. 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.

Unless informed, the school expects that learners have internet access at home to access remote learning resources and a suitable device to access it upon. Where the school is aware that this is not the case and the academy is unable to provide a device, teachers will be asked to provide alternative paper based work which can be saved into a central file and posted home periodically.

Expectations of teachers

If working from home, teachers should ensure they have effective internet and a phone connectivity. If this is not available for any reason, teachers need to raise this with Human Resources to ascertain the issue and support a solution.

Departmental / Faculty areas will provide work in line with learners’ timetables via Google Classroom. Tasks will be set in accordance with existing schemes of work, and tasks will be designed

to allow learners to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require learners and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure learners do not fall behind. The nature of tasks set should allow learners to learn independently, without the specific support of an adult at home.

Tasks may be set for an individual class, group of classes or for a whole cohort depending on the task under the guidance of the Head of Department / Faculty. The exact nature of this is detailed in the remote learning plan of each academy.

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant lessons or exercises offered by external providers (e.g. Oak National Academy, SenecaLearning, HegartyMaths, GCSEpod etc)

In order that we are providing a consistent approach, heads of department / faculty are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. 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.

In the event that a teacher is unwell during a period of remote learning, it becomes the responsibility of the head of department / faculty or TLR to ensure work is set for her/his classes.

Where possible teachers should continue to contact pupils/students in the usual way as agreed by their academy. Examples are if work has not been accessed or for praise to support learning. Beyond this teachers will not be required to contact parents/carers for other learning based issues within their curriculum area unless deemed appropriate by SLT and largely depending on the duration of absence.

If parents/carers ask for additional work beyond that set as part of the requirements above they should be directed towards BBC Bitesize and The Oak National Academy.

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 before any planned school closure. This may include face to face CPD or online links. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended CPD sessions. If teachers require support with any aspects of remote learning, they are encouraged to contact the remote learning lead at their academy.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues and learners. 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 5.00pm.(5.30pm) 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
- G Suite
- Feedback on GCSE Pod

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is pitched appropriately for all learners when setting online tasks. Grids for Learning are available for SEND pupils/students and advice can be sought from the SENDCo if needed. In addition, the SENDCo and other support staff will maintain contact with a small number of specifically identified pupils/students on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using email if required.

Pastoral care during a school closure

In event of a school closure or a year group being sent home, the primary responsibility for the pastoral care of a learner rests with their parents / carers. Each academy should have procedures in place to ensure the statutory PSHCE curriculum is followed for example through timetabled lessons, theme days, form time and/or a weekly assembly. Each academy should have provided learners with contact details of who to contact if pastoral support is needed, for example a teacher, tutor or head of year. Details of procedures for individual academies can be found in the remote learning plan for each academy.

Safeguarding during a school closure

In the event of a school closure, pupils/students, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still apply 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. Specific vulnerable pupils including those with an ongoing safeguarding concern will have regular 'safe and well' checks made on them by the extended Welfare Team. The frequency of these checks will be determined by the DSL. Safeguarding of all pupils remains the schools key priority.

In order to ensure the safeguarding of, all pupils and parents / carers will have to agree to the remote learning user agreements which will be shared with relevant pupils/students and parents/carers following a partial/ whole school closure.

All live lessons will be recorded and saved on google drive (for a period of...) to ensure that learners can access it in the future but mainly to ensure that teachers are protected from potential malpractice allegations.

Data Protection

When accessing personal data for remote learning purposes, all staff members will:

- Only use software permitted by ACET such as G Suite which includes Google Meet
- Only use their school devices to store personal data and access software for remote learning

Staff members may need to collect and/or share personal data such as email addresses or pupils/students' grades as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. The lawful basis under which we process this information is detailed in our **Privacy Notice – Student / Pupil Data** which can be found on our website www.astontrust.org

However, staff are reminded to collect and/or share as little personal data as possible online.

All staff members will take appropriate steps to ensure their devices remain secure and refer to the acceptable use policy that was signed upon receipt. This includes, but is not limited to:

- 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)
- 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
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Appendices

The following appendices provide templates which may be used and adapted for individual academies if required.

1. Example Remote Learning: Parental Agreement
2. Example Remote Learning Responsible User Agreement for Pupils/students
3. Example Safeguarding guidelines for staff providing remote learning
4. Example Remote learning flow diagram (secondary)
5. Guide to setting remote learning for staff

Academy

Remote Learning: Parental Agreement

Having read the “Remote Learning: Responsible User Agreement for Pupils” with your child, please read this document carefully.

During school closure remote learning resources to support pupils/students with learning are available.

- Google Classroom- the majority of remote learning resources provided by the academy are located here
- Additional remote learning resources can be accessed on the BBC and Oak National Academy websites

Parental consent is needed to enable pupils/students to take part in any online home learning sessions where there is live interaction with a teacher or other pupils/students.

To facilitate remote learning using online which includes interactive lessons, parents are asked to:

1. encourage, support and monitor your child's work.
2. find them an appropriate place to work with minimal distractions.
3. if the interactive lesson is being delivered via Google Meet ensure your child has their microphone and camera turned off at all times
4. ensure that use of the ‘chat’ or ‘comments’ feature is only as directed by the teacher
5. ensure pupils/students know not to record any sessions or share any comment about lessons, teachers or remote learning on public forums
6. not to participate in the lesson

Now please follow the link to complete and submit the Parental Consent Form.

Academy Remote Learning

Responsible User Agreement for Pupils/students

I take responsibility for my use of technology when I use remote learning. This means:

- a) I am responsible for all my actions and behaviour online
- b) I will discuss how I will be using technology for online learning with my parents / carers and let them know when I will be online for this
- c) I will not reveal my password(s) to anyone
- d) I will not share links to online meetings, meeting codes or other electronic resources provided by the school with anyone outside of _____ Academy
- e) I will use technology and school resources as directed by my teachers
- f) I will not deliberately browse, download, upload or forward any material that could be considered offensive or illegal. If I accidentally come across any such material I will report it to my teacher and a parent/carer
- g) As far as possible, I will be online punctually for home learning sessions. I will take part and complete work to the best of my ability
- h) I will take part in remote learning sessions in a suitable environment
- i) If the interactive lesson is being delivered via Google Meet I will keep my microphone and camera turned off for the duration of the lesson
- j) I will give feedback to my teachers on my experiences, make any relevant suggestions and report technical problems to my teacher or it@_____
- k) I will follow the existing rules for behaviour in class, so I will make sure that all communications with teachers and fellow pupils are sensible and considerate and I will use appropriate language. This also means that I will not be using any phone or other smart device for other purposes during sessions, such as using social media or listening to music.
- l) I will not record, take photos or video my teachers during lessons delivered by Google Meet.
- m) If the interactive lesson is being delivered by Google Meet I will sign out of the lesson promptly at the end or when requested to do so by my teacher
- n) I will not share any transcripts or recordings of lessons made by my teachers with anyone outside _____ Academy, except parents.
- o) I understand that when using online learning resources my use can be monitored and logged by the school and can be made available to my teachers.

I understand that these rules are designed to keep me safe and help me learn as well as I can. I also understand and accept that if they are not followed, the school may inform my parents and apply serious sanctions and I will be removed from the live lesson.

Academy

Safeguarding guidelines and considerations whilst using online platforms for remote learning using Google Meet

Safeguarding remains the key priority of all staff. These guidelines are designed to safeguard the pupils and yourself. It is essential that you follow these guidelines.

- a) Only _____ Academy pupils/students should be invited into live lessons on Google Meet.
- b) Only use Google Meet which has been approved by school for face to face online lessons and only access this using your school email account to log in
- c) If delivering from home you should be in appropriate areas, for example, not in bedrooms; and the background should be neutral or blurred. Staff and children must wear suitable clothing, as should anyone else in the household.
- d) You should have read and be familiar with the school's policies on safeguarding (including the new appendix to the policy covering safeguarding during school closure due to COVID-19)
- e) If a parent/carer, student or member of staff raises a concern about the lesson the school will follow the managing allegations against staff policy, including where appropriate, referral to the LADO.
- f) Pupils/students should attend your live lesson with their microphone and camera turned off. Student may turn on their microphone only if directed by the teacher in order to answer a specific questions. If there are any issues the student should be removed from the live lesson and reported immediately to the year team
- g) If you have any worries about the pupils/students, their emotional health, safety and wellbeing following a live lesson report these through the usual safeguarding procedure
- h) The only screen which should be shared is the teacher's.
- i) Wait for all pupils to leave the meeting before closing it. If any pupils remain then remove them before closing the meeting.
- j) For the purposes of safeguarding, all sessions should be recorded and saved.
- k) Staff must only use platforms provided by the trust to communicate with pupils/pupils.

Remote Learning Flow Diagram

Student awaiting test results

Pupils marked X on register – awaiting test results. Absent from school.

List of all pupils with X code added to spreadsheet and forwarded to relevant staff each day.



Admin 1 sends a 'remote learning email' from first day pupils are off.

Includes details for of how to access Google Classroom and remote learning study guide.



Pupils return to school after with negative test result. Or Pupils begins 10 day isolation. See student isolating guidance.

Student isolating

Student begins a 10 or 14 day isolation period.

List of all pupils isolating kept on spreadsheet and forwarded to relevant staff each day.



HOF/D informed of any pupils isolating.



HoF/D and / or TLRs to check that appropriate work is on Google Classroom in line with 'home learning expectations' for all pupils isolating.

Remote learning plan implemented and monitored by HOF/D.



Pupils return to school after isolation as per guidance.

Year group isolating

Year group isolating.



Work set for each period that the class would be taught in that subject.

Remote learning plan implemented and monitored/directed by HOF/D



'Live lessons' to be used at the discretion of the principal.



If teacher isolating from home – If able they are still responsible for setting work (see remote learning plan) and are available during that timetabled lesson.

Guide to setting Remote Learning Work

'Remote learning work' is for pupils who are having to study from home because they are self-isolating or for other reasons. Work will either be set by a faculty/ Department TLR across a year group / band or by class teachers. If work is set by class teachers, there is no expectation for it to be 'additional' work above what is being used for planning lessons for pupils in school.

Guidance for setting remote learning work on Google Classroom:

- Work set must match what is being taught in lessons and be of a similar standard and demand each week.
- Work should be uploaded by 9am for the day it is required. If work is being uploaded on a weekly basis this should be by 9am on the Monday of the week it is required.
- Remote learning work must be clearly labelled and in a folder. The week the work is for should be in the title.
- The description should clearly state what is required of the pupils including timescale (e.g. just one lesson or a series of lessons) with details of how the pupils are expected to complete the work.
- If work is uploaded for pupils to complete on a computer or device, please be mindful that some pupils may only have a smart phone to complete work on. Include an alternative way of completing work ready for those pupils.

Oak National Academy (www.thenational.academy)



The Oak National Academy has a full curriculum for all secondary subjects. Please make use of these lessons when setting remote learning work to supplement the resources which are uploaded. Please include direct links to the lessons you wish pupils to access that week. Include instructions of how to use the lesson (e.g pausing video to answer questions before checking answers).