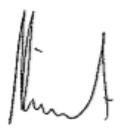




Remote Learning Policy

Lead responsibility for policy	Louise Davey Deputy Headteacher Date: January 2021
Approved (Head Teacher)	 Date: January 2021
Date policy due for renewal	Review: January 2022 (or on update to national guidance)

Remote Education Policy

The remote education policy aims to:

- Ensure consistency and quality in the approach to remote and blended education for students and staff who are not in school
- Provide a framework for supporting students to access, as closely as possible, the schemes of work, which have been planned and designed for in school teaching
- Set out expectations for all members of the school community with regards to remote learning
- Provide guidelines for data protection, safeguarding and supporting students with SEND
- Recognize that this provision has been put in place in response to a national emergency and that this will place restrictions and limitations on the activities of staff and students
- Provide an experience that ensures that remote education is undertaken in a way that is safe, sustainable and which secures the best possible educational experiences for our learners

Introduction

As a response to COVID 19 schools have been presented with the challenge of introducing remote and blended education over a short space of time. The Bridge SSS has embraced this as a development opportunity and we are committed to the continuous development of our provision. We have ensured that we have kept safeguarding, mental health and wellbeing at the forefront of our planning and that we have remained mindful of maintaining a trauma informed approach.

Remote education is applicable to:

- Individual or groups of students who remain healthy but who are required to isolate and work from home
- Situations when students, 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 injury/illness when a student is fit enough to study but not fit enough to come in to school,
- Members of staff who remain healthy but who are required to isolate and work from home
- Members of staff who are not required to be in school to deliver face to face lessons and are therefore able to work remotely from home
- National lockdowns during which schools are closed

This policy recognizes that in the event of a National Lockdown, we are likely to have

a significant number of students who fit the criteria to be offered a school place. We also recognize that for the majority of our students it will be important to maintain the familiarity of tutors, teaching and support staff, in terms of their wellbeing, engagement and learning; this may limit opportunities for staff to work from home for substantial periods of time. This policy is compliant with and regularly reviewed in line with changes to DfE guidance for remote learning. The policy has been developed to take into account union guidance, but prioritises student need.

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote and blended education, alongside students who continue to receive face to face education if eligible to remain on site. Extensive remote education would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy may not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

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 education refers to teaching and learning that takes place on line but also includes teaching and learning using hard copy resources and other offline activities. Blended learning refers to a combination of face to face teaching and remote education.

Remote learning for individual learners

The school will provide work for learners who are unable to attend in person, under the criteria listed above. If this occurs for an individual learner, the collation of work, medium for delivery and communication with the parent/carer will be coordinated by the **SLT Curriculum Lead**. Communication will be made at least weekly to check on welfare and more frequently if there are concerns about engagement or the wellbeing of the student.

If a significant number of learners are absent from school, but the school remains open, the **Head Teacher** will decide whether the method of remote learning operated will take the form of remote education and blended learning as outlined below in line with the approach to school closures.

Roles and responsibilities

Senior Leaders

The SLT is responsible for setting and managing expectations regarding remote education for students who are not able to attend school. The SLT will need to consider and ensure contingency plans address:

- The possibility of different groups of student being out of school at different times
- Staff needing to plan classes for students in school alongside classes of students who are required to work from home; ensuring that appropriate and equitable provision is made for all students, whilst being mindful of staff wellbeing and workload
- Provision for students who may have limited/no access to ICT at home
- Ensuring appropriate provision and support for students who have Special Educational Needs
- Ensuring face to face provision is maintained for vulnerable students and the children of key workers
- Monitoring the security of remote education systems, including data protection and safeguarding considerations
- Ensuring that clear communication is maintained with families and that additional support is available to reduce stress and anxiety
- Providing and prioritizing opportunities for staff, individually and collectively to develop their skills and practice in remote education and maintaining a supportive and collaborative environment to nurture success
- Remaining mindful of staff wellbeing and workload
- Recognizing that there is limited evidence about effective remote education and that evidence is emerging and practice evolving
- Collecting and analyzing feedback from all stakeholders and using these to implement improvements, including the sharing of good practice amongst the staff team
- Keeping up to date with developments in terms of good practice nationally.

Accordingly:

The Head Teacher will internally appoint a **Remote Education Lead** who will work closely with **the Deputy Head responsible for Curriculum Development** to:

- Develop and continuously improve the online provision
- Provide support and training to the wider team through “how to” videos, FAQ guides, training sessions and in response to individual queries
- Develop protocols for provision delivery and update policy as appropriate
- Provide support for parents/carers/students through clear written instructions, “how to” videos and respond to individual queries
- Ensure consistency and quality
- Remain up to date with developments in Remote Education

The Business Support team will

- carry out regular audits of each family’s access to ICT equipment and internet and organize the distribution of any equipment required
- maintain up to date records of all students/parent/carers email addresses and contact details
- provide phone support for parents and students who are encountering difficulties with online learning
- direct any further more complex or subject specific enquiries to the appropriate member of staff

The SLT Pastoral Lead will work alongside partner agencies and within national guidelines and legislation to

- update policies, protocols and practice in relation to safeguarding and staff and student wellbeing
- lead on rag rating students to determine levels of additional support required during periods of individual absence and extended school closure

She will be supported by the pastoral team to maintain and transfer the quality of wellbeing support that is provided in the face to face timetable into the remote provision. This will include

- wellbeing groups
- one to one counselling and ELSA sessions
- tutor support
- Communication with parents around expectations, concerns and successes
- Communication with students
- Communication with Social Workers and other support agencies
- Close liaison with Behaviour and Attendance Leads
- Close liaison with Outreach co-ordinator
- Close co-ordination with Curriculum Lead
- any other elements of the pastoral team’s development plan that are relevant and possible within remote education

The Behaviour and Attendance Leads will

- closely monitor the online registers
- follow up any “non attendance”/engagement, on a daily basis, in line with

practice and protocols in place for face to face learning

- work alongside the **Deputy Head** to ensure that concerns are followed up by the **Outreach Co-ordinator** through phone calls and door step visits in the first instance and by the **Safeguarding Team** where “nonattendance” and non-contact extends beyond 5 days or where any safeguarding concerns are raised

The Outreach Co-ordinator will:

- maintain regular timetabled support sessions adapted to the constraints of any Covid legislation
- provide additional reactive visits where there has been no engagement or contact for 2/3 days
- support with the distribution of learning packs, resources and hard copy work packs
- liaise closely with Deputy Head, Behaviour and Attendance Leads and Safeguarding team

The SENDCo will ensure that

- support for pupils with SEND, EAL and other specific learning enhancement needs are met as far as possible through the remote education offer.
- Contact with parents on SEND list is maintained and that all reviews and other expectations are maintained

The HLTA will ensure that

- all One Profiles are accessible to all staff on Arbor
- any adjustments that are required are posted on the SEND list in the Google Staffroom
- regular communication is maintained with the **Remote Learning lead** to ensure that we are regularly reviewing the quality of provision for all students is equitable

The Remote Learning Lead will ensure that

- the default for all work on Google classrooms is a cream background and 12-14 font.
- The colorveil app is available to all students who require a coloured overlay
- The reader app is available to all students who require a reader
- Staff have access to kami digital classroom support which helps to transform documents into interactive learning experiences with prompt and other functions that support students with a variety of additional needs

Teachers will provide continuity of education in the following ways:

- Setting high quality work for students that ensures that learning can continue as closely as possible to how it would have had they been in school
- Working collaboratively within their faculty to develop an action plan for remote education
- Following the SOW as far as is possible, prioritizing aspects that are most suitable for remote learning and reserving more practical elements of the curriculum for face to face learning
- Adapting aspects of the subject curriculum to accommodate remote

education as required

- Utilising high quality resources that have been developed for remote learning (e.g Oak Academy) where they support the curriculum
- Providing regular direct instruction with the capacity for students to ask questions online, either by making a private comment on assignments or by joining a live session.
- Setting of work that students complete, written responses (if relevant) completed electronically
- Setting work of appropriate length and pitch to meet the needs of the students, equivalent to that of their in school timetabled time
- Differentiating work and making adjustments to meet the individual needs of the students, with reference to their One Page Profiles, access arrangements and normal ways of working
- Making assessment of specific assignments that are submitted electronically and providing verbal and written feedback to enable students to make good progress. (See below.)
- Sharing high quality resources amongst the team
- Monitoring the effectiveness of their provision

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.

The primary platforms the school will use to deliver continuity of education is:

Google Classroom : accessed via the relevant app or desktop application, or via the following URL: <https://classroom.google.com>

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

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 or the ‘Private Comment’ section within an assignment.
- Adding a numerical mark to the work submitted.
- Contact via telephone if needed.

Responsibilities of students

Students will be provided with a school login. They must ensure they are using this and not their personal Google logins when trying to access school content

- 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.
- to demonstrate the behaviours and attitudes that are expected in face to face lessons and to remember the school values
- to read and respond to communication from the school on a regular basis.
- to ask for help and support if required or to use the “how to videos” if they are encountering technical difficulties

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, if advance notice is possible, teachers will instruct learners to take relevant equipment with them, or will arrange for items to be delivered

Review

This policy will be reviewed, at least annually and more frequently as:

- Guidance and legislation changes
- Responses are made to stakeholder feedback
- More evidence is gathered that evaluates best practice

Appendix 1 - Live Sessions

Consideration has been made to guidance, in relation to live teaching provided by

- **Cheshire West and Chester Safeguarding Children in Education Team**
- **The DfE**
- **Major Professional Associations representing Teaching & Support Staff**

This has been balanced alongside the particular needs of a PRU cohort and has been adapted to suit the differing needs of the student pathways within the school. Staff feedback and has been taken into consideration.

Please read in conjunction with the addendum to the Safeguarding Policy

Google Classroom is a platform 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 of sessions, and will be expected to participate in them if they are asked and able to. 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 Google Meet.

Teachers will provide an opportunity at the start of each lesson for all students to log in and to receive instruction and direction at the start of the lesson. Teachers will use their professional judgement to determine how much of each lesson will remain "live" to all or some students. Teachers may decide to use video and other media to provide interactive learning experiences for their students, alongside the chat facility for students and teachers to ask questions and communicate

Tutors will provide "live" log ins for all students at the start of the day and for reflection at the end of the day through Google Meet or through phone contact.

Work and instruction will be provided for students who are not able to join lessons in "real time"

Parents may support students to log in to their lessons. Students are expected attend any live lessons without other family members or friends to protect everyone's privacy and to ensure that lesson content is appropriate to all participants

Expectations of Students

During live sessions, in Google Meet with your teachers, it is really important that you stick to these rules:

- 1) You should arrive on time to your timetabled lessons. If you are more than ten minutes late the live session option will be removed.
- 2) You must mute your microphone and turn off your camera before joining the Meet. You are then able to unmute yourself if your teacher asks you to.
- 3) You must be dressed appropriately and ready to work.
- 4) You should, where possible, be separate from any other family member to ensure there are no distractions.
- 5) Turn off/mute any music/TV that you may have on, again this is to avoid any distraction.
- 6) You must be respectful to all students and members of staff. This includes using appropriate language and not using unkind words towards others.
- 7) You must not record or take pictures of anyone participating in the live session.
- 8) You must be respectful of others participating in the live session/in class teaching and wait your turn as you would in school.

Expectations of Staff

As part of our remote learning offer, staff should follow the following expectations:

- Have a good understanding the safeguarding addendum relating to Covid 19 school closure arrangements and integrate expectations into your practice
- Arrive promptly to start live sessions, turning off your camera before you join.
- Ensure that the live session link is visible to students at the start of each live session.
- If working from home make a professional judgement about the nature and length of live interaction, taking into consideration your own privacy and any responsibilities you may have within the home during a national lockdown
- If working from home, ensure that you are dressed appropriately and ready to work.
- If working from home, ensure you are in a separate room from other family members to avoid any distractions.
- Report any safeguarding issues/concerns in line with the safeguarding policy. Reporting urgent concerns directly to a member of the Safeguarding team and recording all concerns, with the appropriate alerts via CPOMS as soon as possible and within a maximum of 24 hours.
- Keep devices password protected with strong passwords and locked if left unsupervised
- Do not share devices with family or friends
- Install updates and report any faults promptly
- Sessions are not to be recorded. Any requests for exceptions need to be negotiated with the Head Teacher and all consents gained in line with GDPR policy

Appendix 2 – Remote Learning Agreement

1. I will not attempt to bypass any computer or user account restrictions or attempt to change any settings on school owned devices.
2. I will not try to bypass any filtering system active on any school device.
3. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
4. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
5. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
6. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community
7. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
8. I understand that I am to follow the timetable assigned to me and attend live sessions on time, if I am too late, I understand that I will forfeit the live session and must complete my work without 'real time' support.
9. I will ensure I keep myself, other students and staff safe by turning off my camera and muting my microphone before I enter a live session. I understand that I am able to unmute myself if my teacher asks me to.
10. I will follow school rules when in any live session and will keep my comments appropriate, if I fail to do this I understand I will be removed from the live session.
11. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer will be contacted.

Student Name:	Signed Student:
Signed Parent/Carer:	Signed Staff:

