



Thinking Schools Academy Trust

“Transforming Life Chances”

Remote Learning Policy

Goodwin Academy



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| This policy was adopted on | September 2021 |
| The policy is to be reviewed on | September 2022 |

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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning should a school/year group/class go into lockdown so that students across TSAT schools experience the same high quality offer.
- Set out expectations for all members of the school community with regards to digital learning.
- To ensure that learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.
- Provide appropriate guidelines for data protection.

2. Roles and responsibilities

During times when the school is unable to be open, or when a group of students, or a member of staff is unable to access the school building, members of staff are required to continue their roles but in a different way. All teaching, site, office and pastoral staff will be required to continue work where possible in adapted ways. Teachers and teaching assistants will be asked to provide online learning and follow procedures to ensure that students still get access to education.

This could be any of the following situations:

- Teachers and students are learning together in an online environment
- Some students are learning online and other students are learning in class (hybrid teaching)
- The teacher is at home and the students are learning in class (flipped teaching)

It is expected that a switch to online learning will be immediate meaning the next working day.

Schools must be prepared for any situation as related to the DfE Directive issued on 1st October, 2020 (Appendix 1) and the Trust Grid of Controls (Appendix 2).

Trust schools commit to the following principles:

- Vulnerable families will be phoned weekly. This will be based on clear criteria that constitutes what defines the term 'vulnerable'. Each school will identify who the selected families are that need this provision.
- The platform staff and students use during lockdown will be the same platform for normal home learning. This ensures that staff, students, and parents are safe, knowledgeable and skilled in using the technology. The platform schools use is MS Teams for Education. The quality of homework will be given sufficient focus during normal school operations to provide confidence in leaders, teachers and students being able to switch effectively, and immediately, to remote learning.

- Trust and school leaders will make sure that safeguarding is implemented throughout the digital learning strategy and that staff, students and parents are fully trained in this area.
- School leaders are committed to ensuring that teachers design remote learning thoughtfully drawing on the 7 principles for effective teaching and learning and on wider guidance.
- School leaders will ensure that staff have access to the technological equipment they need to meet the requirements of this policy.

2.1 Teachers

- Where **individual** student(s) are isolating, teachers are expected to deliver 'hybrid' teaching using MS Teams to live stream the lesson they are already delivering to students in school, to students at home.
- Where the **teacher is isolating** they ought to deliver their timetabled lessons from home ('flipped teaching') and a model for this is provided in Appendix 3.
- Where classes or year groups, or the whole school is isolating – teachers should adapt to the remote learning offer outlined below.
- Teachers are expected to provide a combination of synchronous and asynchronous learning as in a blended learning experience.
 - Synchronous- Students engage in course activities at a specific date/time requiring that everyone is online at the same time.
 - Asynchronous – Students engage in activities at any time, contributing at their own pace.
- Students will then follow their normal timetable- teachers will ensure that each teaching session is a combination of live support and tasks for students to complete independently – uploading their work back into their student folders. Teachers may choose to set the activities and then go off-line whilst students complete them; coming back on-line to summarise the outcomes from the session.
- Providing feedback on work:
 - Teachers are expected to assess and feedback on work in line with school and departmental policies
 - Teachers are expected to maintain the tracking of student progress through the digital tools provided for this purpose
- Form tutors are expected to register their students each morning and provide a space for students to talk. This can also be used to provide feedback to students on the quality of their interaction with the digital environment, offering praise and encouragement, as well as for students to know that their effort and engagement is being monitored.
- The needs of vulnerable learners will be met through training and deployment of accessibility tools.
- Special Education Needs Assistants and SENCOS may be asked to support the provision of work for specific children and to join live support sessions to offer breakout group support.
- Keeping in touch with pupils who aren't in school and their parents
 - Teachers will answer emails and requests from parents during school hours. The amount of time it takes for a teacher to get back to a parent regarding a concern must be within 48 hours.
 - If a student isn't completing set work online, the teacher will notify parents with offers of support, such as from a pastoral member of staff. If the issue is arising solely from lack of effort, this will be logged as an academic progress concern.
- Attending virtual meetings with staff, parents and pupils:
 - Teachers will take part in a weekly department Teams meeting to ensure that the curriculum is being implemented effectively and to assess impact on students' progress.
 - In any video/conference/live event, all teaching staff will wear appropriate clothing for the occasion.
 - Filming/videos will take place in quiet locations with no background noise, or anything inappropriate in the background. MS Teams 'backgrounds' feature can be used to support this.
- When providing flipped teaching or remote learning, teachers must be available between normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they

should report this using the normal absence procedure. If a member of staff is required to provide online work or feedback then this will be delegated to a suitable person who can fulfil this role.

- Ensure the setting of BTEC assignments is undertaken in the face-to-face sessions (this includes hybrid or flipped teaching) and that deadlines are clear.
- Ensure that when learners submit BTEC work, measures are taken to ensure the work is authentic and has been completed by the learner.
- Maintain and store securely all BTEC assessment and internal verification records in accordance with Pearson Centre Agreement.
- Ensure there is a process to manage feedback on BTEC assignments, questions are constructively answered, and feedback is provided in a timely manner.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Children who need additional support
- Children who need additional challenge
- They will be expected to attend virtual meetings with teachers, parents and pupils wearing appropriate clothing and managing the background/noise within their own homes.
- They may be asked to host 'break out' sessions during live events where they are providing intervention on a small group basis. For students age 13+, this can be on a 1:1 basis. This should be recorded and consent sought at the start of the session to make the recording – with the consent giving also recorded. The video must be stored securely in MS Stream and not shared.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring that their subject is being taught effectively and the curriculum coverage, pace and depth is secure.
- Working with teachers to make sure that the needs of vulnerable learners are being met.
- Monitoring the quality of remote learning set by teachers in their subject, student engagement and progress with meeting assignments deadlines.
- Monitoring the academic progress of students and being able to report effectively on this and identify interventions.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school to ensure everyone is able to use digital tools with confidence.
- Monitoring the effectiveness of remote learning –conducting regular meetings with teachers and subject leaders, reviewing the learning set and providing overviews of academic progress.
- Ensuring data protection and safeguarding considerations and policies are implemented.
- Ensure that teaching/delivery/assessment staff are timetabled to support learning when learners are working remotely.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Responding to any concerns/queries that is brought to their attention through safeguard
- Communicating with the Local Authority Safeguarding Team to ensure multi-agencies have all relevant information
- Ensuring staff remain trained in all areas such as FGM/Missing in Education/PREVENT.
- Conducting and sometimes leading Early help meetings virtually
- Supporting families who have requested support or who are identified by teaching staff.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect students learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time
- Complete work to the deadlines set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Behave appropriately online. To support this leaders will:
 - Make staff aware of the DigiSafe guidance (see Appendix)
 - Provide training for children on digital citizenship and how to operate in a live environment e.g. using the hands up function
 - Make sure teachers have been trained on how to manage a live support session and the tools available to manage behaviour online
 - Ask staff to issue a short reminder of expectations each time a live support session is delivered and/or check children's understanding of appropriate behaviour
 - Amend their behaviour for learning policies to include a section on online behaviour and make sure that consequences are referred to and that staff, children and parents understand what they are

Staff can expect parents with students learning remotely 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
- Ensure that their child behaves appropriately online and support the school if consequences for poor behaviour need to be given

2.8 Governing board

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure the quality of education.

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

- Ratifying changes to the behaviour for learning policy to take account of online learning

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the subject leader
- Issues with behaviour – talk to the form tutor
- Issues with IT – report this to IT helpdesk by emailing helpdesk@thinking-technology.com
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the deputy data protection officer Kelly Denton
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Use the secure email system for TSAT and ensure laptops/devices are password protected.
- Use school devices where possible when working from home. If this is not possible, use a secure computer which cannot be accessed or seen by anyone else. All apps must be accessed via a password and not remain open when unattended
- Not download personal data to personal device

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as part of surveys and Microsoft forms as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 9 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 is locked if left inactive for a period of time and when member of staff moves away from device
- Not sharing the device among family or friends with any application/programme or document open or accessible without a password
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest update

5. Safeguarding

Please refer to the safeguarding Policy (revised July 2020).

Staff training on how to use technology safely is constantly updated and refreshed. See Appendix 4 for a sample training resource.

6. Monitoring and Evaluation arrangements

Headteachers report on the quality of remote learning when they write their AAB reports. They use internal tracking systems of student engagement, and records of staff evaluation of the impact of technology, to understand what is happening in the digital environment. A constant process of impact review is in place to support all members of the

community to develop their digital knowledge and skills base. This enables the AAB to monitor the implementation of this policy and to feed concerns to the RGB where appropriate. This policy is reviewed yearly by the Trust Executive.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Teaching and learning policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Information Security Policy
- ICT Acceptable Use Policy
- Online safety policy
- Homework policy
- Parent/Carer Conduct Policy
- HR policies

Glossary of terms

It is important to have a shared understanding of what is meant by some of the more common terms related to remote learning. This glossary is intended to help support consistency of use and to provide some clarity about what is meant by terms, some of which may have been previously unfamiliar. This glossary is not intended to be exhaustive or definitive, rather it is intended to be used as a 'working list' to support schools.

| | |
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| Asynchronous learning | Learning activities undertaken without direct supervision from the teacher. These activities may be digital or traditional. Learners can complete learning activities at their own pace or within a set time period. |
| Synchronous learning | Online learning in which children and young people can learn in real time. For example, a teacher teaching to a group of children or class using digital technology. |
| Blended learning | Includes learning that happens in real time (synchronous) alongside a teacher such as online discussions, and learning which happens at the learners' pace (asynchronous) such as project work. |
| Blending learning environment (BLE) | A platform that is intentionally designed to imitate school. It can combine key elements of school life in one place: resources, communication and feedback that can be accessed within school and from home. |
| E-learning | E-learning or electronic learning is the umbrella term used to describe education using technology, electronic devices and digital media. Much of our learning now involves e-learning both in and outside of the classroom environment. |
| Flipped teaching | The teacher is not physically in school but delivering teaching to pupils who receive the lesson and are learning in the classroom environment e.g. live beaming from home. The class is managed by staff on site. |
| Home schooling / home educated (also known as Elective Home Education) | When a parent family make the decision to withdraw their child from the formal education system and decide to teach their child solely at home. Note: This is a decision made by families to teach their children from home rather than send their children to school. The lockdown situation (COVID-19) was the result of a public health need rather than parental choice or decision. |
| Home learning | Learning at home is a broad term used to describe the learning which happens outside of early learning and childcare settings and schools/colleges. It can take place through everyday activities including play and general family life. It can also happen through curriculum related activities, homework, reading and sharing books. |
| Hybrid teaching | Teaching takes place within the classroom with pupils being taught at school, whilst there is live streaming to pupils who are receiving the lesson at home through remote learning. |
| M-Learning | This is learning that's conducted on a mobile device, like a smart phone or tablet. M-Learning often involves a social dimension which encourages interaction and relationships between learners, thus learning from each other. This learning tends to be available at all times in all places. |
| Remote learning / education | Occurs when a learner and teacher are separated by time and/ or distance and therefore cannot meet in a traditional classroom setting. Information is typically transmitted via technology such as email, discussion boards, video conferencing, live lessons etc. No physical presence is required. However, where there is a lack of accessibility or through parental preference and the age and stage of development of the child, this may not be digital but hard copy/paper based and concrete practical resources. |

Appendix 1- DfE Remote Education expectations

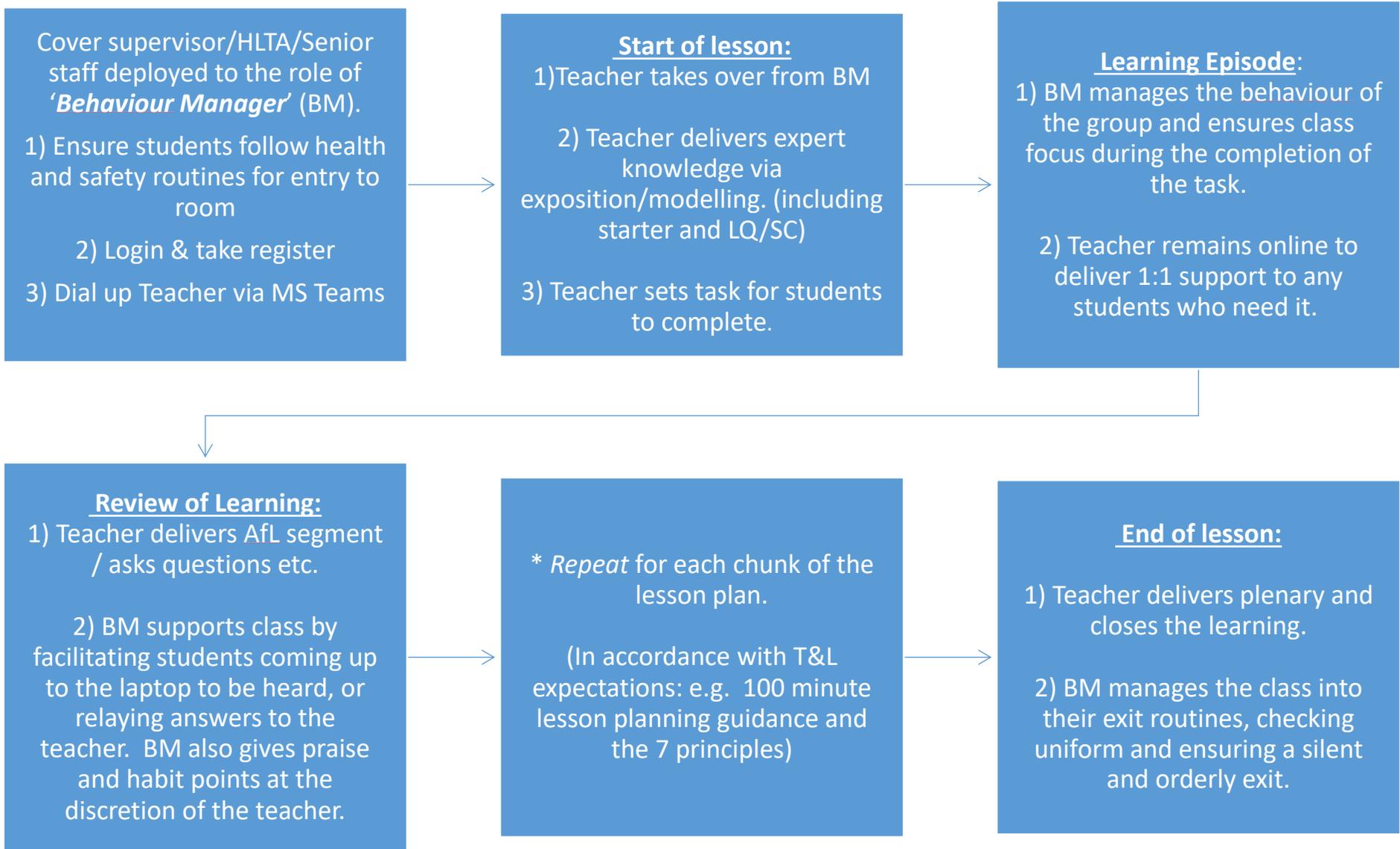
- Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.
- In developing these contingency plans, we expect schools to:
 - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
 - give access to high quality remote education resources
 - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
 - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
 - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
 - When teaching pupils remotely, we expect schools to:
 - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
 - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
 - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
 - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
 - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
 - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
 - For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in [how schools can plan for tier 2 local restriction](#).
 - We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.
 - We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Appendix 2 – Grid of Controls

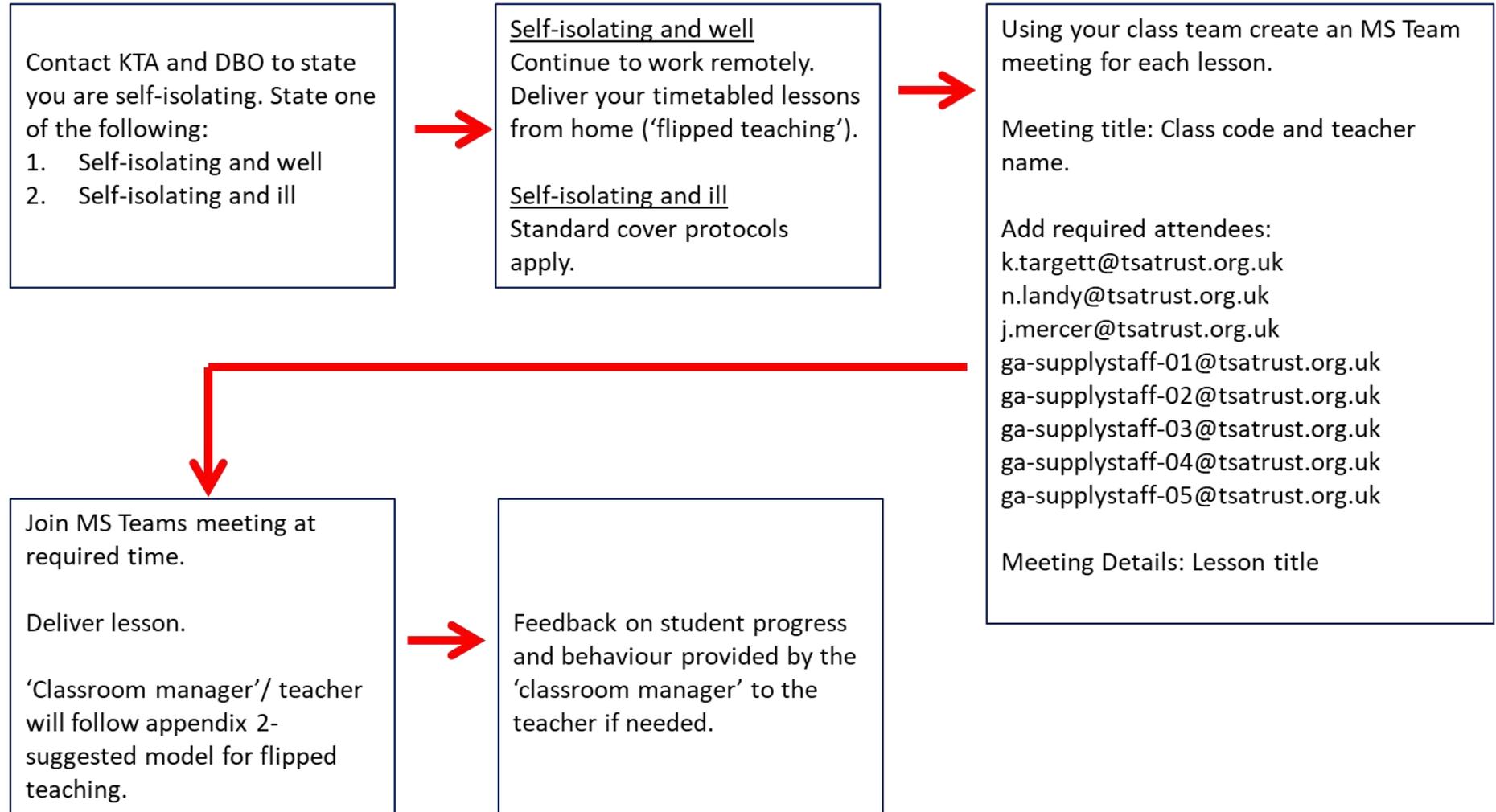
| As at 04/09/2020 | Summary of controls | | | | | |
|---------------------|--|--|---|--|--|--|
| | Secondary pupils | Secondary School staff | Primary pupils | Primary School staff | Central staff | External visitors |
| Tier 0 | <ul style="list-style-type: none"> • Year group bubbles • Clean, Learn, Clean strategy • 3 periods a day following normal curriculum rooms • Dedicated break and lunch times • Optional face coverings • No assemblies | <ul style="list-style-type: none"> • Restriction of staff meetings to no more than 30 people • Safe teaching zones created • Staff rooms with spaced to support social distancing • Face visors optional | <ul style="list-style-type: none"> • Year group bubbles • Maintaining use of dedicated learning space • When specialised areas needed that are to be shared • Additional controls to be in place to reduce risk of cross bubble contamination • Dedicated space for lunch and play | <ul style="list-style-type: none"> • Restriction of staff meetings to no more than 30 people • Safe teaching zones created • Staff rooms with spaced to support social distancing • Face visors optional | <ul style="list-style-type: none"> • Working at the new defined “normal” arrangements for each department • Working from home permitted as appropriate • Avoiding unnecessary face to face meetings | <ul style="list-style-type: none"> • Lettings established based on risk assessments • Wrap around care offered linked to risk assessment • Track and trace in operation for all staff |
| Tier 1 | <ul style="list-style-type: none"> • Mandatory requirement to wear face coverings in communal areas | <ul style="list-style-type: none"> • Restrictions of staff meeting to no more than 6 adults • Staff will be required to wear face coverings in communal areas | <ul style="list-style-type: none"> • Close down of shared specialist learning space | <ul style="list-style-type: none"> • Restrictions of staff meeting to no more than 6 adults • Create teacher safe zone in classrooms | <ul style="list-style-type: none"> • Face coverings required when visiting schools • Essential visits to schools only | <ul style="list-style-type: none"> • Essential visitors only and face coverings required |
| Tier 2 | <ul style="list-style-type: none"> • 2 week rota in place • Pupils in school will follow their normal timetable • Pupils not in school will switch | <ul style="list-style-type: none"> • No meetings that involve more than 2 adults in the same room • Staff to still come to school and follow timetable. They will teach in | <ul style="list-style-type: none"> • KS2 pupils may wear face coverings | <ul style="list-style-type: none"> • No meetings that involve more than 2 adults in the same room • Short term supply staff not to be used | <ul style="list-style-type: none"> • Working at the new defined “socially distant” arrangements for each department | <ul style="list-style-type: none"> • Lettings ceased • On-site School to school support to cease |

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|---------------|---|--|--|---|---|---|
| | to digital learning strategy | person pupils in school and provide remote teaching for pupils at home <ul style="list-style-type: none"> • Short term supply staff not to be used | | | | |
| Tier 3 | <ul style="list-style-type: none"> • Selected year groups only to be in school and will have dedicated classroom and a new timetable in place • Childcare offer for identified children to access digital learning strategy | <ul style="list-style-type: none"> • Staff timetabled to teach selected year group in school only • Staff at home to deliver distant learning strategy • Support staff to offer Childcare provision | <ul style="list-style-type: none"> • Reduction in timetable to allow greater ability to create segregation between pupils and adults • Introduce the class family bubble rules | <ul style="list-style-type: none"> • Wristbands introduced for adults and pupils to create strict bubbles that do not mix | <ul style="list-style-type: none"> • Working at the new defined “Lockdown” arrangements for each department • Limited ability to attend school site | <ul style="list-style-type: none"> • Wrap around care to cease |
| Tier 4 | <ul style="list-style-type: none"> • School closed and all pupils have switched to distant learning strategy • Childcare offer for critical workers and vulnerable children | <ul style="list-style-type: none"> • No face to face meetings • All staff at home to deliver distant learning strategy • Rotas established for Childcare provision | <ul style="list-style-type: none"> • School closed and all pupils have switched to distant learning strategy • Childcare offer for critical workers and vulnerable children | <ul style="list-style-type: none"> • No face to face meetings • All staff at home to deliver distant learning strategy • Rotas established for Childcare provision | <ul style="list-style-type: none"> • Working at the new defined “Lockdown” arrangements for each department • Essential staff only to attend school sites | <ul style="list-style-type: none"> • No external visitors |

Appendix 3 – Suggested model for flipped teaching



Self-Isolation Flow Map – Flipped Teaching



Appendix 4 – Sample resource of staff training for safeguarding

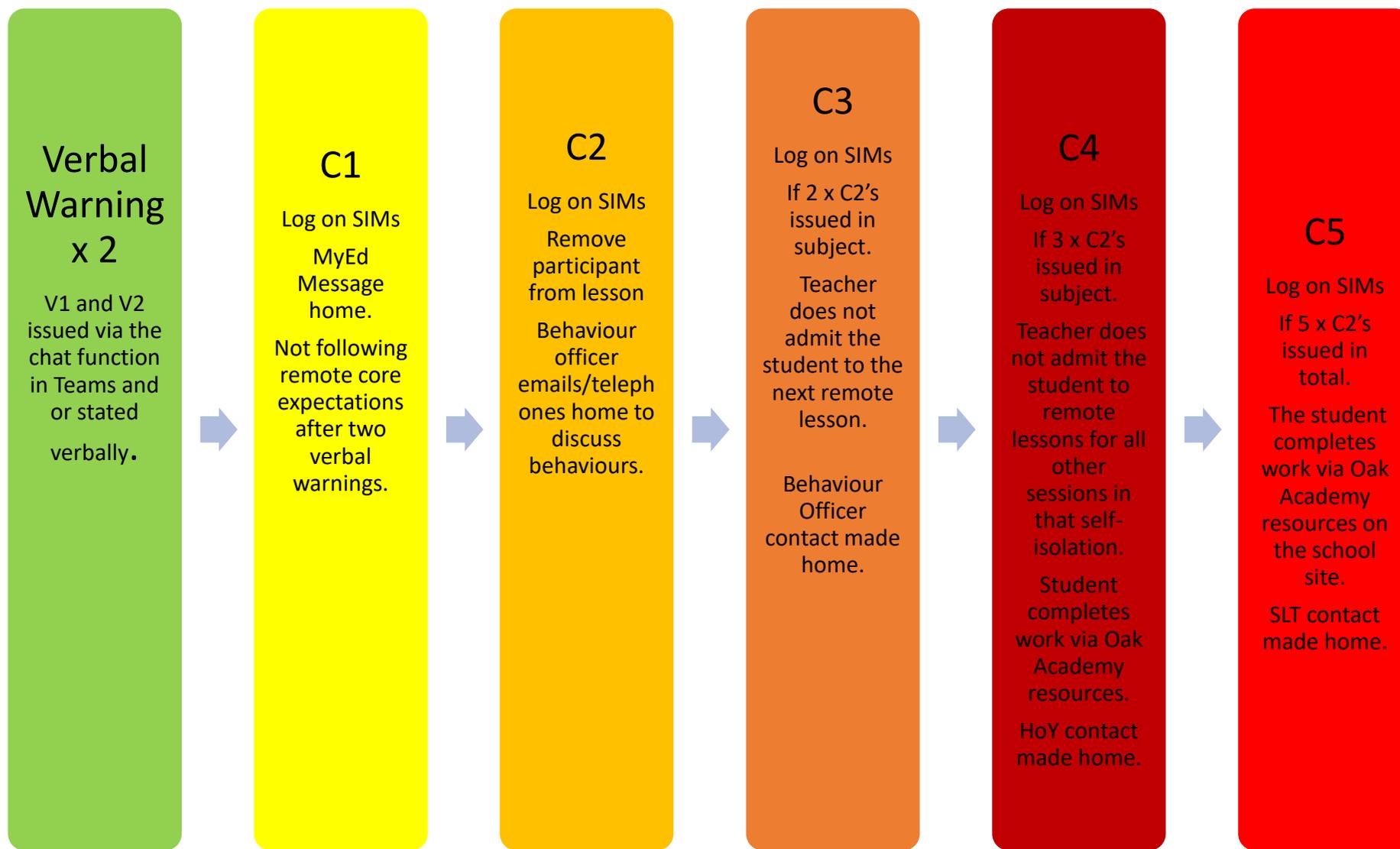
THINKING SCHOOLS
ACADEMY TRUST

TRANSFORMING LIFE CHANCES

TOP 10 TIPS FOR DIGISAFE 'LIVE' LEARNING

- 1** Always follow the protocols within the ICT Acceptable Use policy and the Social Media policy
- 2** Always use the devices supplied by your school. Ensure that you are logged into your MS 365 account so that e-safe security can run.
- 3** If you are delivering a 'live' session via MS Teams, do so from a safe and appropriate place (not a bedroom) and ensure that there is a clear background. Use 'background effects' to blur or change your background.
- 4** Wear suitable clothing and ensure the camera angle is straight ahead, stable and focused on your head and shoulders.
- 5** Ensure that you will not be interrupted inappropriately by other family members.
- 6** Language must be professional and appropriate including any other adults or children in the vicinity.
- 7** If you are recording the session, make this explicit to the participants and ensure that incoming videos are turned off. Do not capture images of children.
- 8** When students join your live sessions, remember to use the participants window to check they are 'attendees' (see the TSAT guide steps 21-26 to remind you) - this will ensure students cannot take control of presentations or microphones. If there are any concerns about students' behaviour, follow the consequences process put in place by your senior team.
- 9** For over 13s you can conduct a live learning session on a 1-2-1 basis if needed, but you should record the session. At the start, record yourself seeking and obtaining consent to make the recording. The video must be stored securely and not shared.
- 10** If a child raises a safeguarding concern during an online session, they should be immediately directed to use the 'Report it' link on the school website frontpage.

Appendix 5 – Academy Remote Learning Behaviour Flow Map



Appendix 6 – Academy Hybrid Learning Behaviour Flow Map

