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<b>Does this policy need to be agreed by Governors? If yes, which committee?</b>	Full Governors
<b>Agreed by Governors on</b>	TBC
<b>This policy is communicated by the following means:</b>	
<b>Governors</b>	Academy website
<b>Staff</b>	Policy folders on staff shared drive and staff planners
<b>Parents</b>	Academy website
<b>Students</b>	Collective Time and PSHCE

## Remote Learning Policy

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### 1. Rationale

In September 2020, students returned to full-time education following the Covid-19 closure in March. Although we hope that all students will now have an uninterrupted learning experience, there is the possibility that individual students, a tutor group or year group bubble, or indeed the whole school, will need to self-isolate for a fixed period. This document outlines our contingency plans for remote learning. It distinguishes between Stage 1 - the default plan to be implemented for individuals and groups of students needing to self-isolate and Stage 2 - which would be triggered in the event of a partial or full closure.

This policy meets the expectations set out in the DfE guidance 'Remote Education Support': <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19> The policy covers remote learning arrangements for Covid-19 specific closures only. For information regarding absence due to family holidays, student illness or exclusion from the academy, please see Policy 45: Study for students absent from school. The academy is not obliged to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention of academy or government guidance. This may apply for example, if parents made the decision, without prior agreement with the academy, to absent their child from school 'as a precaution', against official government guidance relating to Covid-19.

### 2. Aims:

This remote learning policy aims to:

- a) Ensure consistency in the approach to high quality remote learning for all students who are not in school through use of high quality online and offline resources.
- b) Ensure that there is clear alignment between face-to-face and remote education, so that, should students need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers as far as is practically possible.
- c) Ensure consistency in the delivery of the wider curriculum e.g. PSHCE, assemblies, Virtual Collective time and general support for students.
- d) Support effective communication between the academy and families to support positive attendance and engagement with remote learning.

### 3. Resources and Tools

Resources to deliver this policy include:

Resource	Purpose
Satchel:one	Share instructions and links to learning resources (including pre-recorded videos, quizzes and presentations) Share links to Microsoft Teams live lessons* Provide platform for students to submit work to teachers Provide platform for teachers to share feedback with students
Microsoft Teams	Provide access for students to live streamed lessons; virtual Collective Time and year group/whole school assemblies
Hegarty Maths	Provide tailored maths learning activities, video tutorials and feedback
Phone calls home	Ensure all students are engaging effectively with remote learning



Copies of textbooks/set texts	Ensure students at KS4 and 5 have access to set texts for English Literature courses and textbooks for other courses of study (where relevant)
Home Learning page on website	Ensure all students have access to extension tasks and relevant websites e.g. Seneca, Kerboodle, Oak National Academy
Printed learning packs	Ensure that students, whose internet or access to hardware issues cannot be resolved, continue to access remote learning

\* **Live** lessons require students and teachers to be online at the same time. During **live lessons** students can meet their teacher **live** over the internet to participate in lessons.

#### 4. Preparing for Remote Learning

##### 4.1 The academy will be proactive in ensuring that:

- a. Teaching staff have access to Office 365, SIMS, Satchel:one and other online platforms as necessary.
- b. Students have access to Satchel:one, Microsoft Teams, Hegarty Maths or other learning platforms as applicable to specific subjects.
- c. Students and parents will receive support in accessing IT Systems and platforms where possible, including refreshers and reminders on how to log on, how to reset passwords and who to contact for support. Guides, where available, will be shared via the academy website.
- d. Parents and students have signed a parent and student agreement prior to the delivery of any 'live' lessons
- e. Teaching staff are familiar with the main functions of all our online platforms.
- f. Teaching staff have access to upload lessons and learning to Satchel:one and Microsoft Teams and other sites as applicable.
- g. Parents and students are made aware in advance of the arrangements in place for the continuity of education.
- h. Students are aware of how to report a safeguarding concern while learning remotely.

##### 4.2 Staff should ensure that:

- a. They have read and signed Policy 67: Remote Working.

#### 5. Continuity of Education in the Event of a Closure

The academy will make provision for remote contact with students daily in two forms:

- a) Students will have access to work that allows them to continue progress while at home.
- b) Students will have the opportunity for interaction with their teachers on a regular basis via virtual Collective Time and 'live' lessons via Microsoft Teams, as far as is possible.

The academy will attempt to replicate the timetable that students follow through the course of a normal academy day, whilst recognising that distance learning, supported by families, may not follow the typical routines.



## 6. Remote Learning Practice and Principles

Example Scenario	Approach to remote learning
Stage 1a: Student awaiting Covid-19 test result	<b>KS3:</b> Core remote learning packs and guided use of websites
	<b>KS4:</b> Core remote learning packs, PiXL revision strategy booklet and guided use of websites.
	<b>KS5:</b> Teachers to upload lesson resources to Satchel:one
Stage 1b: Student or group of students self-isolating due to a positive Covid-19 test result or close contact with a positive C19 case.	<b>KS3 and 4:</b> In addition to resources provided at Stage 1a, students will follow their normal timetable. Learning resources will be uploaded to Satchel:one.
	<b>KS5:</b> Teachers to upload lesson resources to Satchel:one
Stage 2a: Tutor group/year group bubble sent home to self-isolate or rota system in operation	<b>KS3, 4 and 5:</b> Students will follow their normal timetable. The day will begin with virtual Collective Time. Lessons will be delivered remotely by a teacher from school via Microsoft Teams. Any additional resources/homework will be uploaded to Satchel:one.
Stage 2b: Wider closure All students (except for those at Key Worker Provision) learning from home	<b>KS3:</b> Students will follow their normal timetable. The day will begin with virtual Collective Time. Students will have a combination of live lessons via Microsoft Teams, pre-recorded video/audio lessons and presentations/learning resources uploaded to Satchel:one.
	<b>KS4 and 5:</b> Students will follow their normal timetable. The day will begin with virtual Collective Time. Students will have regular live lessons via Microsoft Teams, supported by pre-recorded video/audio lessons and presentations/learning resources uploaded to Satchel:one when required/necessary.

The approaches outlined above may be subject to change due to staffing availability.

We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone. In this event, staff and students will use Satchel:one to provide content.

Some families may not have internet access at home. The academy will seek to provide access to hardware and the internet for all students (where possible) if given adequate notice prior to any academy closure.

## 7. Roles and responsibilities

### 7.1 Teachers

When providing remote learning, teachers are responsible for:

- a) Ensuring they follow all aspects of the Staff Code of Conduct.
- b) Setting challenging and appropriately differentiated work for students on Satchel:one.



- c) Following the usual timetable for classes as though they had been in school, wherever possible.
- d) Providing regular opportunities for interaction with students via Microsoft Teams and Satchel:one.
- e) Providing feedback on students' work in line with the academy Curriculum, Quality of Teaching, Learning and Assessment policy: No 01
- f) Ensuring any computers used are in appropriate areas; for example, located in appropriate and suitable spaces, and where possible, be against a neutral background.
- g) Ensuring any 'live' lessons are recorded and backed up, so that if any issues arise, the video can be reviewed. These videos can then be made available to students who may have been unable to view the lesson at the time it was delivered.
- h) Ensuring any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use content against the providers' terms and conditions (For example, no business use of consumer products.)

### **7.2 Tutors and Engagement Support Assistants (ESAs)**

- a) Delivering virtual Collective Time according to the academy schedule
- b) Making regular contact with all assigned students and log contact in the central spreadsheet.
- c) Reporting any complaints or concerns shared by parents or students to the relevant Head of Year/Faculty line manager.
- d) Reporting any safeguarding concerns immediately to the Designated Safeguarding Lead.

### **7.3 Heads of Faculty/Subject**

- a) Monitoring and evaluating consistent delivery of remote learning and feedback in their faculty/subject.
- b) Coordinating the timetable of 'live' lessons for their faculty/subject.
- c) Providing relevant support and guidance to team members.
- d) Collating and sharing faculty level information with Heads of Year/Progress and the Leadership Team about students that are not engaging effectively in remote learning.

### **7.4 Heads of Year/Progress**

- a) Coordinating, monitoring and evaluating consistent delivery of virtual Collective Time and PSHCE
- b) Conducting regular monitoring of student attendance to virtual Collective Time, assembly, live lessons on Microsoft Teams and general engagement with Satchel:one
- c) Maintaining regular communication with students and parents
- d) Ensuring positive online behaviour for learning from students
- e) Collating and sharing year group level information with Heads of Year/Progress and the Leadership Team about students that are not engaging effectively in remote learning.

### **7.5 PSHCE/Assemblies Coordinator**

- a) Coordinating, monitoring and evaluating consistent delivery of PSHCE and assemblies
- b) Ensuring parents can access all assemblies via the Letters to Parents page of the academy website

### **7.6 The Leadership Team and Headteacher**

Alongside any teaching responsibilities, the Leadership Team are responsible for:

- a) Providing appropriate support, training and resources for teaching staff.
- b) Co-ordinating the remote learning approach across the school.



- c) Monitoring the effectiveness of remote learning through regular contact with staff, students and parents.
- d) Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **7.7 Designated Safeguarding Lead (DSL)**

The DSL is responsible for:

- a) managing and dealing with all safeguarding concerns. For further information, please see the Child Protection, Safeguarding Children and Promoting Welfare Policy (No 14).

### **7.8 IT Support Team**

The IT Support Team are responsible for:

- a) Fixing issues with systems used to set and collect work.
- b) Supporting staff with any technical issues they're experiencing.
- c) Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer.
- d) Assisting staff with accessing the internet or devices.

### **7.9 The SENCO**

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.

- a) The academy will continue to make 'reasonable endeavours' to meet the needs of students subject to EHC plans whilst learning remotely
- b) Liaising with the headteacher and other organisations to make any alternative arrangements for students with EHC plans and IHPs.

### **7.10 Learning Assistants**

- a) During the school day, learning assistants must complete tasks as directed by the SENCO.

### **7.11 The School Business Leader**

- a) Ensuring value for money when arranging the procurement of equipment or technology.
- b) Ensuring that the school has adequate insurance to cover all remote working and remote learning arrangements.

### **7.12 Students**

Students will:

- a) Comply with the academy's student remote learning agreement.
- b) Follow their normal school timetable whenever it is possible to do so.
- c) Check Student Notices for any new information/updates at the start of each school day.
- d) Access learning resources and links to live lessons on Microsoft Teams via Satchel:one
- e) Participate fully in live lessons.
- f) Complete work to the deadline set by teachers
- g) Seek help if they need it, from teachers via Satchel:one.
- h) Ensure that they do not use Satchel:one to share any messages of a safeguarding nature.
- i) Inform their tutor or Head of Year, if they are unable to complete work due to changes in access to the internet or suitable electronic device.



### **7.13 Parents**

Parents will:

- a) Make the academy aware if their child is sick or there are reasons why they can't complete work.
- b) Support their child with following the student remote learning agreement.
- c) Use their Satchel:one log in if they would like to monitor their child's remote learning.
- d) Direct their child to the Home Learning page on the academy website to access additional learning opportunities and extension tasks
- e) Use the Letters to Parents page on the academy website to access all letters, guidance and training materials for parents
- f) Send any messages/emails via the main academy email address:  
cga@clapton.hackney.sch.uk
- g) Where possible, provide a quiet place for their child to learn
- h) Monitor their child's access to, and use of, the internet
- i) Inform the academy immediately if their child's access to the internet or a suitable electronic device changes.
- j) Report any concerns to the academy.

### **7.14 Governing Body**

The governing body is responsible for:

- a) Monitoring the academy's approach to providing remote learning to ensure education remains as high quality as possible
- b) Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **8. Links with other policies and documents**

This policy is linked to our:

- 01. Curriculum, Quality of Teaching, Learning and Assessment policy
  - 14. Child Protection, Safeguarding Children and Promoting Welfare Policy
  - 17. Staff Code of Conduct
  - 26. Online Safety and Acceptable Use policy
  - 27. Special Educational Needs and Disability and Inclusion Policy
  - 34. Behaviour for Learning policy
  - 65. Data protection and Freedom of Information Policy
  - 67. Remote Working policy
- Remote Learning Guidance for Staff  
Remote Learning Guidance for Students