

REMOTE LEARNING POLICY

The Chantry School



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THE AIMS OF THIS POLICY ARE TO:

- To outline procedures and practice to ensure consistency in the approach to remote learning when the school is closed and pupils are otherwise fit and healthy, to continue with their normal school timetable,
- Establish the expectations for all members of the school community with regards to remote learning, especially in the event of partial or full school closure
- Provide appropriate guidelines for data protection

WHAT IS REMOTE EDUCATION AT THE CHANTRY SCHOOL?

Remote Education is where the pupil and the teacher are not physically present in a traditional classroom environment and information is relayed by other means, such as through online technology. When online technology is used this can occur synchronously with real-time interaction and communication, or asynchronously, with pre-recorded learning episodes that can be viewed at any time and take place independently of the teacher. Pupils will continue to learn as they do in class. Teacher direction, using exercise books and keeping up with annotations are all similar features of our Remote Education and offer a flexibility of task, pace and engagement

The Chantry School is committed to providing continuous education for its pupils. **Remote Learning¹ may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the event of a partial or full school closure.**

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health, and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

KEY POINTS OF DFE GUIDANCE ON REMOTE EDUCATION:

- 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
- Select the **online tools** that will be consistently used across the school in order to allow **interaction, assessment and feedback**

¹ Remote Learning refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face to face' as normal in the classroom

- 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
- Set assignments so that **pupils have meaningful and ambitious work each day** in a number of different subjects
- **Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/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**
- Schools to avoid an **over-reliance on long-term projects or internet research activities**

THE CHANTRY SCHOOL PRINCIPLES:

Curricular alignment: remote plans follow precisely, where possible, the same sequence as face-to-face enactment of the curriculum.

High quality resources that are equitable with those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps. This includes the use of videos and nationally produced resources such as the Oak Academy resources, BBC learning zone or other subject specific online resources.

Feedback and assessment of learning should remain regular, in line with normal curriculum expectations.

ROLES AND RESPONSIBILITIES

Senior Leaders

- Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.
- Provide timely and relevant information to pupils and parents about how to access remote learning.
- They should continue to overcome barriers to digital access where possible for pupils by, for example:
 - Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
 - Securing appropriate internet connectivity solutions where possible
 - Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

- Co-ordinating the remote learning approach across the school – if you have assigned 1 member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning – explain how they will do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email
- Working with the administration team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

Heads of Department

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy

SENDCo:

- Ensuring Accessibility: Adapting materials for different needs (e.g., large print, audio)
- Differentiating Tasks: Working with teachers to modify tasks based on individual needs
- Supporting Teachers: Guiding teachers on adjusting remote lessons for SEN pupils
- Guiding Teaching Assistants: providing schedules of which pupils to contact and the content of the conversation
- Communicating with Families: Keeping parents informed and offering advice on supporting learning
- Monitoring Progress: Tracking student progress and adjusting support where needed
- Considering Well-being: Ensuring routines and strategies to reduce anxiety and boost engagement

Head of Year

- Overseeing Student Engagement: Monitoring completion and ensuring students are participating in remote work

- Supporting Pastoral Needs: Addressing student well-being and providing support for any issues that arise
- Liaising with Teachers: Ensuring consistent communication between teachers and students, and making sure work is set appropriately
- Communicating with Families: Keeping parents informed of expectations and addressing concerns regarding their child's learning or well-being

IT Staff :

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

Teachers:

Teachers setting work for when whole classes are working at home are expected to:

- Be available during the normal schoolworking day, including scheduled meetings on the calendar
- In this event, teachers should be available at the start of the lesson, and at appropriate times throughout the lesson, but there is no expectation that teachers are online for the whole session, unless they choose to be
- Provide work aligned to the current programme of study and daily timetable. This can be pre prepared and adapted according to the nature of the subject (eg music, PE etc)
- When planning lessons using the EEF's **Activate, Explain, Practise, Reflect and Review**, where appropriate
- The work can be sent via TEAMS with clear instructions (the proforma can be used, but at this stage it is not mandatory). Alternatively, pupils can be invited to join TEAMS for parts of the lesson
- Ensure the PowerPoint is clearly labelled and the message on first slide has the title of the topic and lesson number
- Give clear success criteria/focus of the lesson at the start of the lesson
- Make explicit the key vocabulary
- A review of prior learning
- Give timings of activities, bearing in mind it often takes pupils longer to complete activities independently. Teachers should gauge timings and adapt where necessary
- Ensure clarity of instructions for all stages of the lesson
- Adapt Powerpoints with audio recordings or videos with clear explanations
- Include opportunity for guided practice and scaffolding before having an opportunity to put their learning into practice
- Ensure work is differentiated either by resource, scaffolding or further extension work
- Include a balance between online and offline learning

- In line with the school feedback policy, give timely and relevant feedback might be given in a variety of ways: whole class, individual and/or targeted groups via TEAMS or email
- Schedule, where appropriate, live TEAMS sessions at the time pupils would normally have a lesson
- Encourage regular class interaction through TEAMS channels and commence each week with a weekly message to their class
- As much as possible, give rewards and praise to pupils
- Teachers should refer to the Safeguarding and E Safety protocols for online Teaching⁴
- If pupils do not complete work, or it is substandard, then teachers should set a new deadline. If pupils still don't complete, inform HoY. HoY will arrange time for pupils to complete work after school: mandatory catch up section
- ***IF A PSHE lesson, HoY will take responsibility for arranging but will inform Form tutors to attach to Tutor group in TEAMS. Form Tutors might decide to livestream***

Teaching Assistants:

- When assisting with remote learning, teaching assistants must be available for their normal working day
- Supporting pupils who are working remotely and checking in with them on a regular basis- to be guided by the SENDCo

PUPILS WORKING FROM HOME ARE EXPECTED TO:

- Log into TEAMS at the normal time ready for their lessons. Follow their normal timetable and access the video for the specific lesson of the week (timetable available in Edulink). By following this, we would expect pupils to be engaging with Remote Education for a minimum of 5 hours per day, unless there is core PE
- Complete all work to the best of his/her ability, and engage in online lessons where possible
- Pupils will be expected to join a live lesson via MS TEAMS; an invite will be sent to pupils as appropriate
- All resources will be accessible on MS TEAMS, or emailed to the pupil in advance
- Use the resources which will support guided and independent learning opportunities, and will normally include either a powerpoint, worksheet or booklet
- Complete all set work and hand in work to the teacher in the agreed format e.g. upload, photograph etc.
- Pupils can email staff, but they should not expect a response beyond 5pm Monday- Friday, nor at the weekend
- Refer to the Pupil Acceptable IT use policy²

Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Governing board

The governing board is responsible for:

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

WHO TO CONTACT:

Subject content:	Contact the class teacher or Head of Subject
Behaviour issues:	Contact the Head of Year
Issues with IT:	itsupport@chantryschool.com
Data protection:	dpo@chantryschool.com
Safeguarding concerns:	jhill@chantryschool.com

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy