



CHRIST CHURCH

Church of England Secondary Academy

Remote Learning Policy

Our mission statement

Through valuing every individual, as made in God's image, we will **learn, flourish, and celebrate truth.**

Purpose of this policy

The Remote Learning (RL) policy for staff aims to:

- Ensure consistency in the approach to RL for students who aren't in school.
- Set out expectations for all members of the school community with regards to RL
- Provide appropriate guidelines for data protection.

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1. Introduction

Remote learning (RL) encompasses learning that takes place outside the taught classroom environment in the absence of normal school opening. RL plays a key role in developing our students as independent, well organised, reflective learners, providing skills that will equip them for the future. We also want RL to be an enjoyable experience, using a broad range of technologies and media, including the internet, photography, television and radio, as well as books and magazines.

RL should:

- Allow students to foster a love and curiosity about learning
- Enable students to embed, enrich, and extend and complement the school curriculum
- Promote independent learning skills
- Enable parents to play an active role in their child's learning
- Give opportunities for students to show and extend their individuality and creativity
- Develop a student's ability to reflect on their own learning and progress
- Allow students to develop the skills needed for their futures such as prioritising, self-discipline enquiry and research

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 form tutors will be asked to provide online learning and follow procedures to ensure that students still get access to education at times of school closure.

This could be any of the following situations:

- Teachers and students are learning together in an online environment
- Students are learning online independently
- The teacher is at home and the students are learning in class

As per the DfE Directive issued on 1st October 2020 and the Grid of Controls; schools must be prepared for any situation and a switch to online learning will be immediate meaning the next working day.

CCSA are committed to the following principles:

- Vulnerable families will be phoned weekly. This will be based on clear criteria that constitutes what defines the term 'vulnerable'.
- The platform used during closed / lockdown periods will be the same for normal working. This ensures that staff, students and parents are safe online, knowledgeable and skilled in using the technology. The platform we choose to use is MS Teams for Education.
- School leaders are committed to ensuring that teachers design RL thoughtfully drawing on our pedagogical approach 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.

Teachers

- Where individual student(s) are learning offsite (eg. Isolating), teachers are expected to provide appropriate work through Teams so that the student(s) can keep up with the learning of the rest of the class, and to support students and parents at home. Where appropriate, a 'hybrid' model of teaching may be delivered by teachers who are quarantining due to a positive case of Covid-19.
- Where the teacher is working from home (eg. Isolating) they ought to deliver their timetabled lessons from home. Personal considerations need to be considered through a meeting with the Deputy Headteacher and the line manager of the member of staff isolating. Expectations around RL working will then be outlined formally through meeting minutes.
- Where the school is closed for training days during term time, teachers are expected to provide appropriate work through Teams so that the students can continue to learn and become independent in their practice.
- Where classes or year groups, or the whole school is isolating – teachers should adapt to the RL 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.

- When providing independent 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.
- Providing feedback on work:
 - Teachers are expected to assess and feedback on work in line with school policy and departmental expectations
 - Teachers are expected to maintain the tracking of student progress through tools provided for this purpose
- Form tutors are expected to register their students each morning and provide a space for students to reflect. 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.
- The inclusion team may be asked to support the provision of work for specific students and to join live support sessions to offer breakout group support.
- Keeping in touch with students 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 a concern using the Behaviour Policy and system.
- 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 and manage the background/noise within their own homes.
 - 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.

Heads of Department

Alongside their teaching responsibilities, Heads of Department 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 RL 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

Assistant Headteacher - QE

Alongside any teaching responsibilities, the AH is responsible for:

- Ensure staff are supported effectively to manage their workload so as not to affect their personal wellbeing according to their personal circumstances.
- Co-ordinating the RL approach across the school to ensure everyone is able to use digital tools with confidence.
- Monitoring the effectiveness of RL; conducting regular meetings with teachers and Heads of Department reviewing the learning set and providing overviews of academic progress.

Designated safeguarding lead

The DSL is responsible for:

- Ensuring data protection and safeguarding considerations and policies are implemented.
- Responding to any concerns/queries that is brought to their attention through safeguard
- Communicating with the BDMAT Safeguarding, 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.

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 RL systems and flagging any data protection breaches to the data protection officer

Students and parents

Staff can expect students 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
- Alert teachers if they're not able to complete work
- Behave appropriately online. To support this leaders will:
 - Make staff aware of esafety
 - Provide training for students 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 student's understanding of appropriate behaviour (standardised slide)
- Amend their behaviour for learning policies to include a section on online behaviour and make sure that consequences are referred to and that staff, students and parents understand what they are

Staff can expect parents 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

3. Who to contact

If staff have any questions or concerns about RL they should contact the following individuals

- Issues in setting work – talk to the Head of Department (HoD to AHT)
- Issues with behaviour – talk to the form tutor
- Issues with IT – report this to the IT Helpdesk
- Issues with own workload and wellbeing – talk to the Line Manager
- Concerns about data protection – talk to the Data Protection Officer
- Concerns about safeguarding – talk to the DSL

4. Monitoring and Evaluation arrangements

Headteachers report on the quality of RL when they write their termly LAB report. 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 LAB to monitor the implementation of this policy and to feed concerns where appropriate.

5. Related policies, guidance, and statute

The list below outlines policies, additional resources from the trust or external agencies, and statutory guidance related to this policy.

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| Behaviour Policy | CCSA+Behaviour+Policy+(September+2021).pdf (squarespace.com) |
| Teaching and Learning | Our Policies — Christ Church, Church of England Secondary Academy (christchurchsecondary.org.uk) |
| Safeguarding | Our Policies — Christ Church, Church of England Secondary Academy (christchurchsecondary.org.uk) |
| Home-school agreement | CCSA+Home+School+Agreement+(September+2021).pdf (squarespace.com) |

