

Clee Hill Community Academy

Remote Teaching and Learning Policy



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Review cycle	Every three years
Date	May 2020
Next review date	May 2023

This policy should be read alongside other school policies including:

- Behaviour policy (and Covid19 addendum)
- Child protection policy (and Covid19 addendum)
- Data protection policy and privacy notices
- Home-school agreement
- E-safety and acceptable use policies

Aims

This remote learning policy:

- Set out how the school will comply with the requirements of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.
- Aims to ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning

Background

The school is mindful of its legal duty to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

The requires the school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by Department for Education in July 2020.

Process for local outbreaks, contingency plans and remote education.

The arrangements for remote education from 1st September 2020 is described in Appendices and regularly shared in school newsletter.

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities (DfE and Public Health) will decide which measures to implement to help contain the spread.

Contingency plans

For individuals or groups of self-isolating pupils, remote education plans will be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

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, the school has the capacity to offer immediate remote education.

The school has considered how to continue to improve the quality of their existing curriculum, and has a strong contingency plan in place for remote education provision.

The school will:

- 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 (EYLOG/ Class dojo)
- 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 remotely the school will

- 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

The school will 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.

The school will avoid an over-reliance on long-term projects or internet research activities.

Providing pastoral care remotely

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#providing-pastoral-care-remotely>

Where pupils are required to remain at home (for example, if pupils need to self-isolate or there are local restrictions) parents and carers should support pupils by agreeing a daily/ weekly plan as structure is important for younger pupils. These plans should include time for education, playing and relaxing to reduce stress and anxiety.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

If appropriate, the school may consider remote learning sessions, for example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND) on TEAMS. This should be discussed and approved by the senior leadership team to assess any risks. Codes of Conduct (See appendix 2) should be adhered to by staff, pupils and parents/ carers during any on-line lessons.

Remote Learning and safeguarding

Our acceptable use of IT policy/ E-safety Policy and our safeguarding policy give very clear guidance about safeguarding; these policies also apply during any periods of school closure. Teachers will report any concerns about students' safety or welfare in the way that they normally would to the school's Designated Safeguarding Lead.

Communication with pupils and families (including vulnerable children)

In the event of school closure, the school recognises the need to ensure effective communication with children and families. This is important in order to support remote learning and to protect the safety and wellbeing of children.

At CHCA, the communication systems are already in place (Class dojo/ EYLOG) as a communication tool to support home learning. Daily work will be set for pupils which can be completed on line or printed copies will be made available. The school website home learning link contains additional online resources to support parents and staff can be contacted through class dojo/ EYLOG to offer support to parents with home learning.

During whole school or bubble closures, daily contact will be made by the class teacher (or other adult if the class teacher is unable to) and parents can contact school using this communication tool.

This is normal practice for the school. Pupils' work can also be posted securely online to class teachers.

Where individuals who are self-isolating defined as 'vulnerable', the schools will put in place a system in place to keep in contact with them. This will be in the form of regular contact with parents through class dojo or EYLOG. Parents will be contacted, at least weekly, to ensure that Parents will be offered support with printed work, stationery packs, workbooks etc to support with home learning.

Through conversation with the child and their parents/carers. this will ascertain;

- their health and wellbeing
- their ability to access remote education support and any modifications that may be appropriate.
- wider areas of need which could be supported through Early Help processes.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). Headteacher/s will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Supporting children with Special Educational Needs

For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. In the event of the need for remote learning, the requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

The school will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within an EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Supporting children in the Early Years Foundation Stage

The school recognises that younger pupils may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum. EYFS support may include:

- Videos or messages sent home daily from EYLOG/ Class dojo
- Online games and activities to reinforce learning
- Work packs to be posted or collected from the school
- Responses to work created at home through EYLOG/ class dojo
- Messaging service to support parents to deliver home learning.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2020' provides information protect pupils online. In addition, the school will make use of resources from DfE in relation to remote education and safeguarding.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

The school will ensure that

- children and families are aware of their obligations under the school's acceptable use policies
- children continue to be provided with teaching to be able to keep themselves safe online and offline.
- staff are provided with guidance so not as to put themselves in vulnerable or risky situations.
- staff have access to support and guidance materials to promote the safe delivery of online lessons.

Promoting positive behaviour

Our communication tools are used as a positive reinforcement to share good practice and praise good working behaviour. This would continue during any school or bubble closures.

Any pupils showing a non - completion of work or lack of engagement would lead to a discussion with the class teacher and parents initially. There is an understanding that there may be barriers to home learning which the school will aim to support the family with resolving ie lack of access to online resources, lack of stationery, etc.

Data protection

Schools should continue to follow the guidance outlined in the DfE data protection: toolkit for schools (<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>) when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

Resources and support for Remote Education

DfE Support for Remote Education, <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

DfE Remote Education Good Practice Guide, <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

DfE Remote Education and Safeguarding (includes range of resources and additional useful links) <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Education Endowment Foundation, <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

United Learning Trust - Resources from DfE webinar on effective remote learning, <https://unitedlearning.org.uk/primaryleadership>

Edtech demonstrator programme (Useful video clips, articles and sources of practical help around remote education), <https://edtech-demonstrator.lgfl.net/>

Chartered College of Teaching: How schools are making use of the Oak National Academy (webinar recording with updates from Oak National), <https://my.chartered.college/2020/09/webinar-how-teachers-are-making-the-most-of-oak-national-academy/>

East London Research School: Remote Learning - what does the evidence tell us?

<https://researchschool.org.uk/eastlondon/blogs/remote-learning-what-does-the-evidence-tell-us/>

OFSTED, Briefing following Autumn term pilot visits

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923953/Schools_briefing_COVID-19_series_Sept-2020.pdf

NATIONAL ONLINE RESOURCES

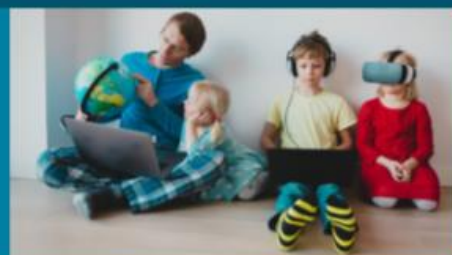


OAK
NATIONAL
ACADEMY

Oak National Academy provides free, sequenced lessons and curricular resources for pupils to use as they wish. The online collection is available for any teacher in the country to use and/or complement their own set work. Each day provides three hours of learning for primary pupils and four hours for secondary pupils. Content is available for children from reception through to year 10.



BBC Bitesize has 150 lessons per week available to help pupils keep on track with their learning. Daily lessons are provided for every year group and have been created by teachers and other educational experts. They consist of videos, quizzes, practice activities and games. Pupils can access past lessons and look ahead to forthcoming learning material. This can be accompanied by BBC Sounds which hosts podcasts to support learning at home.



Teach Computing provides a free programme to support students to continue computing studies from home through sequences of scheduled activities. The website is part of the National Centre for Computing Education (NCCE) and resources consist of units of work which include computing activities grouped by key stage. Additional support is provided through live drop-in sessions where key principles and misconceptions can be explained.

Appendix 2

Code of conduct for staff

Clee Hill Community Academy are currently exploring other forms of remote learning to support the education of our pupils, such as TEAMS meetings, for older pupils. When engaged in remote learning, teachers will adhere to the usual staff code of conduct and the professional protocols for remote learning which are set out below:

- Read through the remote learning policy and gain approval from the headteacher
- Avoid one to one online tuition. If this cannot be avoided, gain permission from the head teacher and parents and include parents in the lesson. See [Appendix 4](#) for parental consent.
- Choose a neutral area to film where nothing personal or inappropriate can be seen or heard in the background. Use a neutral background or change the background on the app or blur.
- Get consent from parents/ carers involved. This can be via a dojo message to inform parents.
- Only contact pupils during normal school hours or at times agree by the school leadership team.
- Dress in suitable clothing according to the school dress code - no pyjamas!
- Check that there are no other tabs open in the browser which would be inappropriate for a child to see if you are sharing a screen
- Use professional language
- Make a recording so there's something to go back to later on if you need to and keep a log of who's doing video calls and when. Check that parents are happy with you making recordings first – tell them it's for school records only.
- Do not give pupils their home addresses, home telephone numbers, mobile numbers or personal email address or have them as friends or contacts on their social networking accounts.
- Alert the Designated Safeguarding Lead, Mrs Ceri Little, to any digital material within, or accessed via, the school's IT system that causes concern or that may put students, the school or its community at risk.
- Report any illegal or potentially harmful IT use to the Designated Safeguarding Lead, Mrs Ceri Little.

See how to make remote learning a successful strategy for learning in [Appendix 3](#).

Code of conduct for pupils and parents

- Pupils should use a shared space in their house, rather than in their bedroom. No pyjamas for pupils either! Alternatively, you could ask them to turn their cameras off.
- Parents should be mindful that other children might see or hear them and anything in the background and behave in a suitable manner.

Appendix 3

How to make remote learning a successful strategy for learning

Variety is key

Integrate a wide range of online activities to avoid learner boredom and cater for a range of learning styles and preferences. It's important not to forget that pupils who are self-learning can easily disengage from an experience that fails to grab their interest or attention.

Keep it bite-sized

It's important that learners accessing materials can get to the information that they are requested to digest as quickly as possible. By having small components of work to complete and using a variety of approaches, they can easily find out where they got to last time and continue from where they left off. This also ensures that they don't suffer from cognitive overload and provides them with the necessary flexibility to cover content across several occasions in a day or across several days in a week.

Find opportunities to collaborate

Remote learning can be isolating so provide opportunities for pupils to take part in discussions with peers by building online communities such as class dojo or creating a blog where ideas can be shared. You could explore options where pupils can team up to complete tasks but these should be designed to ensure that the whole group do not need to be present at the same time. The more pupils you place in a group, the greater the chance that a pupil can connect with at least one other when working on a distributed task.

Podcasting

Some teachers may prefer prerecording lessons and sharing video links rather than remote learning on other learning platforms such as Teams or Zoom. This can be a great way for pupils to access online learning at a time of their choice.

Appendix 4

OFFICE 365 STUDENT ACCOUNT PERMISSION FORM

Shropshire Gateway Educational Trust has the ability to create accounts for all students to allow for collaborative sharing using our custom implementation of Office 365. These accounts will be used for school-related projects. The rules governing proper electronic communications by students are included in the Esafety/Acceptable Use Policy.

Once accounts are assigned, students gain access to the wealth of collaborative tools available through Office 365. However, no student will be assigned an account without parent or guardian approval. This account is housed on Microsoft servers, thereby giving your student access to Office Online (Word App, Excel App, PowerPoint App, OneNote App), email, calendar, website authoring tools, wikis and other additional services. This will allow your student to collaborate with teachers and other students.

The naming convention will be the student's forename.surname, followed by @chcacademy.co.uk For example: John Test could be john.test@chcacademy.co.uk. Please note, if a student emails the teacher that email will go directly to the teacher's official email account.

Students are responsible for good behaviour just as they are in a school building. It is illegal to use obscene, profane, threatening, or disrespectful language. Communication with others should always be school-related. Students should notify the teacher of anything inappropriate or that makes them uncomfortable.

Bullying will not be tolerated and the privacy of others should be respected at all times. The use of Office 365 is considered a privilege accorded at the discretion of the SGET. The Trust maintains the right to immediately withdraw the access and use of the account when there is reason to believe that violations of law or School Policies have occurred. In such cases, the alleged violation will be referred to the headteacher for further investigation and application of necessary consequences as indicated in the Student Code of Conduct.

Shropshire Gateway Educational Trust cannot and does not guarantee the security of electronic files located on Microsoft systems. Although Office 365 does have a powerful content filter in place, the school administration cannot assure that users will not be exposed to non-educational material. Administration reserves the right to access and review content in Office 365 at any time.

Parental permission

Please read the Clee Hill Community Academy Remote Learning Policy before giving permission for your child to use their Office 365 account, which includes the Teams application for remote learning. Please respond on dojo or email (ceri.little@chcacademy.co.uk) with the following statement "I give permission for my child to be assigned an Office 365 and agree to adhere to the School's remote learning policy"