



# Remote Learning Policy

Review Date	Reviewer	Approved by	Date Approved	Implementation
September 2022	J Bissicks	C Ellis	September 2022	September 2022
September 2024				

	<b>Contents</b>	<b>Page No.</b>
1.	Overview	4
2.	Key principles	4
3.	Online lessons	5
4.	Engagement and feedback	5
5.	Other considerations	6
6.	Data protection	8
7.	Roles and responsibilities	9

## Revision History

Issue Number	Date	Revisions Made
1	September 2022	New Policy

Issue No: 1      Quality Document Type: Policy  
Date Reviewed: Sept 22      Ref: RHAT&L/REMOTELearning  
Approved by HoS: Sept 22      Originator of this document is: J Barker

## 1. Overview:

- In the event of a full school closure that means students have to be taught remotely (whilst this list is not exhaustive, this could include severe weather conditions, pandemic, power failure), the school is committed to providing continuity of education.
- Where a class, group or small number of pupils needs to self-isolate for a short period of time, or there is a local lockdown requiring some or all pupils to remain at home for a longer period, we need to be prepared to offer immediate remote education.
- Remote education may also need to be an ongoing component in the delivery of the school curriculum for some individual pupils, for example those with demonstrable complex health needs. We need to ensure that any pupils educated at home in these circumstances are given the support they need to master the curriculum and so make good progress.
- Remote learning also offers opportunities to access staff expertise from across our Trust to deliver specialist sessions to complement the main curriculum, for example interventions and revision sessions, and we will develop these further in the next academic year.

## 2. Key principles:

- Remote education will begin the next school day for any pupil who is expected to work from home because of self-isolation.
- All remote education will be provided via the Microsoft Teams platform.
- Remote education, where required, will be of high quality and aligned as closely as possible with in-school provision and curriculum content.
- Pupils will access and be taught our intended curriculum. This is well-planned and well-sequenced so that knowledge and skills are built incrementally, and pupils have opportunities to retrieve and recall previously taught content.
- Pupils will have 5 hours of meaningful and ambitious lessons each day and will follow their in-school timetable.
- In the event of a full school closure, Microsoft Teams will be used consistently across the school with all year groups to deliver live lessons, set assignments, allow interaction between teachers and students, and provide opportunities for assessment and feedback. Staff, students, and parents will continue to receive training in the use of Teams.
- We will continue to equip as many students as possible with laptop and Wi-Fi resources. Where students do not have suitable online access, they will be provided with printed resources.
- Those students with SEND who may struggle to access the remote learning curriculum will be provided with appropriate support and resources to ensure they can engage with remote learning.
- Teachers will use questions and other suitable tasks to help gauge how well pupils are progressing through the curriculum. This information will be used to adjust the pace or difficulty of what is being taught, or to revisit explanations to ensure students' understanding.

Issue No:	1	Quality Document Type:	Policy
Date Reviewed: Sept 22		Ref:	RHAT&L/REMOTELEARNING
Approved by HoS: Sept 22		Originator of this document is:	J Barker

- Regular feedback will be provided to students, in line with school policy. This will include both whole class and individual feedback.

### 3. Online lessons

In the event of a full-school closure, Live teaching (online lessons) will be the main source for delivering learning; this provides pupils with curriculum continuity and the opportunity to be able to ask questions and speak to their subject teachers. It is the aim to give all students access to a full timetable, where practicable.

Remote teaching will replicate effective classroom teaching as far as possible, including:

- providing frequent, clear explanations of new content
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing modelling, scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- Breaking content and tasks into smaller chunks to aid concentration

We recognise that different approaches suit different types of content and different pupils. In some cases, other methods of delivery may be used such as recorded demonstrations for practical activities.

Where printed resources are required, for example key texts or revision guides for exam preparation, these will be safely distributed to students to use at home.

### 4. Engagement and Feedback

Registers will be taken each lesson each day, and where pupils are absent parents will be contacted by our pastoral support team.

We will similarly monitor pupils' work rate / engagement in lessons every week and communicate with parents where we are concerned about a pupil's level of engagement. This communication will usually come from the Progress Leader in the first instance, or from a member of the Senior Leadership Team. The Head of School is the senior leader responsible for remote education.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers will use questioning and other suitable tools to help gauge how well pupils are learning and progressing through content in the curriculum. Every lesson begins

Issue No:	1	Quality Document Type:	Policy
Date Reviewed: Sept 22		Ref:	RHAT&L/REMOTELEARNING
Approved by HoS: Sept 22		Originator of this document is:	J Barker

with retrieval practice of previously learned information. This information will be used to adjust the pace or challenge (or intervene) of what is being taught, or to revisit explanations to ensure pupils' full understanding.

- Regular quizzes / recall activities will be set and checked via self-assessment, where pupils will be expected to check what they have completed and act upon any feedback from their class teacher.
- Regular and meaningful feedback will be provided to pupils, in line with school policy. This will include both whole-class and individual feedback. Pupils will be given opportune times to act upon feedback so that misconceptions / errors are rectified quickly.
- Key assessed pieces of work will be submitted and assessed using Teams Assignments.
- During lessons, pupils will be asked questions and expected to respond to their teachers. Responses will be verbal, using the chat facility or via the 'hands up' function in Teams. Such characteristics of teaching are important so pupils feel engaged and valued and teachers can check on pupils' understanding and tackle misconceptions quickly.
- Peer interactions can provide motivation and improve learning outcomes (as well as building social skills): these will be enabled through chat groups in Teams where appropriate.

## **5. Other considerations:**

### **5.1 Students requiring additional support**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Class teachers will ensure remote learning is accessible for SEND learners by clearly identifying learning objectives, chunking the tasks set, providing scaffolded tasks, model answers and suggested time limits. This is done across all subjects and year groups.
- Where relevant, support staff will attend Teams lessons to provide 1:1 or small group support to SEND pupils.
- Where appropriate, support staff will make welfare calls to check the work is accessible and offer further support.
- Alternative work is sent home to SEND learners who do not have a device / internet to access online lessons. This can be in the form of paper-based work or alternative tasks to make the content more accessible for them. Support will also be given in terms of establishing a routine and realistic work expectations.
- Any concerns can be raised through the SENDCO, Mrs Watson.

### **5.2 Students who do not have digital or online access at home**

Issue No:	1	Quality Document Type:	Policy
Date Reviewed: Sept 22		Ref:	RHAT&L/REMOTELEARNING
Approved by HoS: Sept 22		Originator of this document is:	J Barker

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Pupils who do not have suitable online access will be provided with printed resources until they have access to a suitable device (please note that Teams live lessons can be easily accessed via a smartphone and devices such as Xbox / PlayStation and Internet enabled TV).
- We will make every effort to ensure all pupils have appropriate access to a suitable device and / or internet connection through the appropriate DfE schemes. Students who are in key exam year groups, or who are disadvantaged or vulnerable are prioritised under these schemes.
- For the small minority of pupils who are completing their work via printed work packs, Progress Leaders will make regular contact with students and parents to discuss progress. Where it is safe to do so, we will arrange for work be returned to school for teachers to assess.
- Support in using Teams will be provided for pupils and parents on the 'Virtual School' area of the school website (once activated), and through our dedicated ICT support service.

### **5.3 Safeguarding checks:**

Use of Teams means that students are automatically 'registered' when they log in, so staff can monitor which students are attending online lessons.

In the event of an individual or group of students being isolated for a period of time, or a longer local lockdown, we will implement appropriate safeguarding checks. These include:

- Regular phone calls home to check on the welfare of students under social care overseen by DSL
- Weekly phone calls home to check on the welfare of SEND students
- Registration via lessons in Teams. Failure to attend will result in follow up phone calls by pastoral staff and the attendance team.

In all the above cases, failure to achieve contact with students will result in referral to other relevant agencies.

### **5.4 Online meetings and lessons**

Teaching staff and support staff will be required to attend online meetings (on Teams) during the working day if they are working from home or if the school is subject to a local lockdown. Staff may also be asked to attend online meetings with parents or professionals from other agencies depending on their role.

Teaching staff will additionally be delivering lessons on Teams with students.

The following protocols should be observed by all staff attending online meetings:

Issue No:	1	Quality Document Type:	Policy
Date Reviewed: Sept 22		Ref:	RHAT&L/REMOTELEARNING
Approved by HoS: Sept 22		Originator of this document is:	J Barker

- Dress code – staff should observe the school dress code. Smart casual attire is appropriate. Regulations relating to revealing / otherwise inappropriate clothing should be carefully observed.
- Background – staff should position themselves in front of a plain / neutral background and ensure there is nothing personal or inappropriate in the background. Alternative backgrounds can be chosen in Teams meetings. Background noise should be eliminated as far as possible; where this is not possible, staff should select the ‘mute’ function whilst they are not talking in the meeting.

## 6. Data protection

### 6.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will access the data, using a secure server in Trust’s IT network.

When accessing personal data staff should use devices provided where possible. Staff may use personal devices (such as computers, tablets, and phones) to access school data and work remotely. Personal data (such as student/pupil information) should not be copied and/or stored on personal devices. For the benefit of clarity this refers to the use of personal devices to access data stored within the Trust secure network, such access is low risk as the data remains on the secure network (if data is transferred outside of the secure network, it becomes uncontrolled and at risk).

### 6.2 Processing personal data

All personal data must be processed and stored in line with the Data Protection Act 2018 and the Trust’s Data Protection policy.

Staff members may need to collect and/or share personal data such as names, email addresses, assessment outcomes, attendance data as part of the remote learning system. If this processing is necessary for the school’s official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

### 6.3 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 8 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 locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates.

Issue No:	1	Quality Document Type:	Policy
Date Reviewed: Sept 22		Ref:	RHAT&L/REMOTELEARNING
Approved by HoS: Sept 22		Originator of this document is:	J Barker



## 7. Roles and Responsibilities

### 7.1 Teachers

When providing remote learning, teachers must be available during their usual working hours, and deliver their usual timetabled lesson times. If they are unable to work for any reason, for example due to sickness, they should report using the normal absence procedure.

When providing remote learning, teachers are responsible for delivering lessons for each of their timetabled classes which should:

- Follow the agreed curriculum plan
- Be scheduled as a Teams 'meeting' within the relevant Teams channel for each class
- Include all necessary resources as document uploads to the Teams channel, or as links to external sources as relevant
- Include appropriate teacher input and explanation, through live teaching, with appropriate opportunities for students to practice new skills or demonstrate new knowledge
- Include SMART Connect and Consolidate tasks (retrieval practice) at the beginning and end of the lesson
- Include questioning episodes or other opportunities for students to participate in the lesson, for example using the 'Chat' or 'Hands Up' functions.
- Last the length of the normal timetabled lesson (either 1 or 2 hours)

Lessons should be recorded for safeguarding purposes and so that they are available for students who are absent or need to catch up. Recordings are automatically saved in the Teams channel for that group.

Teachers will be asked to complete an attendance register at the start of each lesson.

Teachers expect students to submit evidence of their work at the end of each day.

Where it is not possible for the member of staff to deliver the lesson live, for example in the case of a planned leave of absence, pre-recorded video or carefully selected resources must be provided as an alternative.

Teachers should ensure that a master copy of appropriate printed work is available for each unit of work, so that these can be quickly distributed to students who require them (this will apply to those students with no internet access or appropriate device). Teachers should also be prepared to provide adapted resources to support SEND learners as required.

Teachers are expected to provide feedback to students in line with school policy. Assessed tasks should be set and submitted as Teams 'Assignments' or via Class Notebook, to allow teachers to view students' work and provide appropriate feedback. Note that if an individual student / small group is self-isolating, the teacher will be teaching the rest of the class in school, and it will not be possible for teachers to respond in 'real time' to queries from remote learners. In this scenario, queries should be dealt with at the end of the school day.

Issue No:	1	Quality Document Type:	Policy
Date Reviewed: Sept 22		Ref:	RHAT&L/REMOTELEARNING
Approved by HoS: Sept 22		Originator of this document is:	J Barker

Teachers are expected to provide feedback to line managers and senior leaders in relation to student engagement, so that this can be monitored effectively, and any issues identified and followed up promptly. Whilst teachers are expected to respond to routine student queries about work during lesson time, they are not expected to respond to queries from students outside of working hours. Parental queries will be handled via Progress Leaders or senior staff.

## 7.2 Classroom based support staff

When assisting with remote learning, classroom-based support staff (ALMs) must be available during their usual working hours. If they are unable to work for any reason during this time, for example due to sickness, they should report using the normal absence procedure.

When assisting with remote learning, classroom-based support staff are responsible for:

- Supporting SEND students who would usually receive in-class support with their remote learning (for example, by attending live lessons on Teams and providing live support to the student)
- Supporting students who would usually receive 1:1 or small group intervention (for example, by providing live Teams intervention sessions or producing resources to support students in practicing their literacy / numeracy skills at home)
- Supporting families by making phone calls home or emailing parents to discuss progress and address any issues or concerns.

## 7.3 Non-classroom based support staff

When supporting the school in a situation where some or all students are learning remotely, non-classroom-based support staff must be available during their usual working hours. If they are unable to work during this time, for example due to sickness, they should report using the normal absence procedure.

The responsibilities of non-classroom-based support staff will vary considerably depending on their role. They may be asked to:

- Support safeguarding procedures by making phone calls home to check on the welfare of students.
- Support attendance procedures by updating registers and following up non-attendance to lessons.
- Support remote learning procedures by preparing or distributing printed work packs
- Collect data to support in the monitoring of student engagement or return of work
- Prepare communications with parents e.g., letters, marketing materials.
- 

This list is not exhaustive. Support staff will be guided by their line managers.

## 7.4 Heads of Department

Issue No:	1	Quality Document Type:	Policy
Date Reviewed: Sept 22		Ref:	RHAT&L/REMOTELEARNING
Approved by HoS: Sept 22		Originator of this document is:	J Barker

Alongside their teaching responsibilities, Heads of Department are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning
- Working with staff in their department (including holding regular department meetings) to ensure all work set is appropriate and consistent between classes
- Working with other Heads of Department and Senior Leaders to ensure that work set is appropriate and consistent across departments.
- Providing appropriate support to staff to support remote learning, for example signposting resources or delivering CPD
- Ensuring that work is set for classes in the event of a member of staff being unavailable through illness or other absence
- Ensuring that deadlines are met by staff in their department

### 7.5 Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school (**Ms Ellis and Miss Jones**)
- Monitoring engagement with remote learning and ensuring any issues are identified and addressed promptly (**Directors of Learning/ Miss Jones**)
- Ensuring that appropriate safeguarding procedures are followed (**Mrs Watson**)
- Ensuring that the needs of SEND learners are met (**Mrs Watson**)
- Ensuring that students continue to receive their entitlement to PSHE (**Mr Lane**)
- Ensuring that students' positive efforts are recognised and rewarded (**Mr Lane**)
- 

In addition, Senior Leaders are all responsible for monitoring the effectiveness of remote learning by holding regular (weekly) meetings with their linked subject leaders.

### 7.6 IT Staff

IT Staff are responsible for:

- Fixing issues with systems used to set and collect work (Teams, Office 365)
- Helping staff and students with any technical issues they are experiencing, via the Helpdesk for staff and [enquiries@ryehillsacademy.co.uk](mailto:enquiries@ryehillsacademy.co.uk) for students.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

### 7.7 Students and parents

Staff can expect students learning remotely to:

Follow the student Code of Conduct for remote learning available on the school website.

Staff can expect parents with children who are learning remotely to support their child's education by:

Issue No:	1	Quality Document Type:	Policy
Date Reviewed: Sept 22		Ref:	RH/AT&L/REMOTELEARNING
Approved by HoS: Sept 22		Originator of this document is:	J Barker

- planning each day with their child so they establish a routine and have clear expectations about the importance of engaging in their subjects and learning
- ensuring they have a clear and quiet place to study and engage in their learning with no distractions, e.g., television / games console
- checking that they have the necessary materials, e.g., a pen and paper to make notes
- making sure children have the planned break / lunch time they would in school
- checking that students have completed the necessary work for that day (and whether they have homework to do also)
- supporting the school and keeping in contact so we can help if there are any issues/questions.

We also aim to keep in touch with parents via regular newsletters and updates via email, text message and social media.

Issue No:	1	Quality Document Type:	Policy
Date Reviewed: Sept 22		Ref:	RHAT&L/REMOTELEARNING
Approved by HoS: Sept 22		Originator of this document is:	J Barker