RIPLEY ST THOMAS
A CHURCH OF ENGLAND ACADEMY

Remote Learning Policy

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Believe.....

Remote Learning Policy and Procedure (Protocol)

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

> Occasions when we decide that opening our school is either:
> - o Not possible to do safely
> - o Contrary 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:
> - o They have an infectious illness
> - o They are preparing for or recovering from some types of operation
> - o They are recovering from injury and attendance in school may inhibit such recovery
> - o 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.

In the document 'Guidance for Full Opening: Schools', the Department for Education expect schools to:

- use a curriculum sequence that allows access to high quality online and off-line resources and teaching videos, and that it is linked to the school curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school to allow interaction, assessment and feedback and make sure staff are trained in their use
- 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 school will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely the Department for Education expects schools to take into account pupils' age and stage of development and/or special educational needs to:

- set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- 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 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
- 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

Aims

Ripley St Thomas C of E Academy will aim to provide remote learning that is high quality and reflects our curriculum intent, namely that pupils will continue to study a wide range of subjects.

We will ensure that the work pupils receive is:

- Meaningful and ambitious
- Covers a range of subjects
- Equivalent in length to a normal school day where appropriate
- Well-planned and well-sequenced
- Has clarity in terms of what will be learnt
- Provides clear explanations so work is accessible for all

Using Firefly to Provide Remote Learning

Firefly will be the main platform used by staff to share resources, and set tasks for pupils who are working from home. All pupils and parents have access to Firefly and it is already an established teaching tool at Ripley St Thomas. (Pupils new to the school, i.e. Year 7 and Year 12, received training on Firefly at the start of the academic year.)

Subject Leaders, along with their departments, will continue to develop the virtual curriculum on Firefly. Teachers will set remote learning as a task on Firefly, when it has been agreed that it is appropriate for a pupil to study remotely. Pupils will be able to access online resources including teaching videos, worksheets, self-marking quizzes, and off-line resources such as reading material, textbooks or workbooks.

The school will make use of free, effective resources available such as SENECA, Oak National Academy, and BBC Bitesize. In addition, the school has invested in its virtual resources to

ensure that pupils can access high quality provision – this includes Hegarty Maths, Kerboodle, GCSEPod, etc.

Provision will be made for any pupils who do not have access to an electronic device, or for whom internet access is a barrier. This may be in the form of providing electronic equipment, or providing books/printed resources to continue their learning.

<u>Using Microsoft Teams to Provide Face-to-Face Support</u>

In some situations, it may be necessary to supplement the remote learning that is available on Firefly with face-to-face support using Microsoft Teams. The following situations outline when this support may be necessary:

- A large number of pupils from a class are asked to self-isolate
- School has been asked to close to a whole year group(s)
- A teacher has been asked to self-isolate and is unable to attend school

The school will confirm arrangements in the above situations should the need arise.

The school will make adjustments, on an individual basis, if teachers are not able to provide the virtual lessons.

Staff have received training on Microsoft Teams. Basic setup guides can be accessed for pupils, will be sent to parents, and uploaded onto the COVID section of the school website. Teaching staff can access additional guidance and training material relating to the delivery of virtual lessons via Firefly.

Good practice for teachers conducting virtual lessons in school or from home

When providing virtual lessons, teachers will:

1. Follow the school's Safeguarding Policy and the remote learning guidelines.
2. Report any safeguarding concerns that arise via CPOMs to the school safeguarding team.
3. Use Microsoft Teams available through the school's Office 365 VPN.
4. Ensure appropriate security settings are in place e.g. **'Only me'** should bypass the lobby.
5. Communicate with pupils using their school email.
6. Dress appropriately.
7. Make behaviour and expectations clear.
8. Ensure they are not interrupted when conducting virtual lessons from home.
9. Plan virtual lessons to be of a similar structure as a face-to-face lesson in school, as far as possible.
10. Ensure video or interactive sessions have pause points to allow students to complete activities.
11. Keep a recording of interactive lessons saved onto the school's OneDrive.
12. Download the attendance register at the end of each session (before logging off).

Etiquette for students attending virtual lessons from home

When attending virtual lessons, we expect students to:

1. Respond to the email invitation to a live lesson when sent by the teacher.

2. Find an appropriate space to attend the live lesson – somewhere quiet and without interruptions. [No bedrooms]
3. Let others in your household know you are going online to learn.
4. Consider the background of the space if it will be visible on screen. Students may wish to 'blur background'.
5. Dress appropriately.
6. Ensure that behaviour and conduct is in line with school's expectations when attending classes in school.
7. Keep the microphone muted until the teacher instructs otherwise.
8. Use appropriate language when speaking to teachers and peers, including on the chat function.
9. Use the chat or raise hand function if you wish to ask the teacher a question.
10. Participate fully in any activities the teacher asks you to complete.

Teachers will be asked to continue to use the school reward systems, Ripples for main school and 'ASPIRE' for sixth form. Sanctions, and potential consequences, will be issued to pupils who do not meet the expectations in terms of behaviour and conduct, or who fail to submit work by the deadlines set by teachers.

Access to Electronic Devices/Internet

A survey has been carried out to identify pupils who may not be able to access electronic devices, or do not have access to the internet. This information will be used to support pupils who are unable to attend school, and have barriers accessing the work remotely.

Summary

The nature of the situation surrounding COVID-19 is ever-changing, and often decisions affecting schools are taken quickly. The plans set out in this policy will be under constant review, and may need adapting to balance the needs of all stakeholders at school. Ripley St Thomas will do its utmost to ensure that high quality provision is delivered to all pupils whether that be in school, or from home.