



Remote Learning Strategy

JANUARY 2021

Glossary

The term '**School**' is used as standard to mean the educational establishment that is adopting this policy.

The term '**Headteacher**' is used to refer to the person with overall day-to-day responsibility of the **School**.

Directors are the Trustees of the Multi Academy Trust Board.

LGB is the Local Governing Body of the School.

Introduction:

At Friars Multi Academy Trust, through our Virtual Learning Strategy, we are aiming to retain our usual consistent and accessible approach to delivery of our curriculum in a bespoke manner that is appropriate for the needs of every student. A 'one size fits all' approach would not marry together with the context of our students' needs. As a result, we have taken on a 'blended learning' approach to our system of remote Teaching and Learning. By adopting this approach, we are endeavouring to meet the individual requirements of students currently at home and at school whilst maintaining the essential connections between students and their friends, their teachers as well as continuing the journey of making academic progress.

Wherever possible, we remain interlocked with our curriculum sequence of Learning Block progression, which enables and underpins consistency and structure. Where the needs and circumstances of students requires a different plan, a more individualised direction will be taken.

We will work with families to deliver a creative and flexible curriculum appropriate for their level of need.

The Department for Education (DfE) Context

'Where a class, group or a small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the DfE expect schools to immediately offer them access to remote education.'

'Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.' That does not however require schools to put all their own classroom provision live online: the requirement is what is 'possible' within the resources available to schools.'

Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, the DfE expect schools to:

- 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 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 (if a family is self-isolating, these may need delivering to the child's home)
- 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 pupils remotely, the DfE expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in several 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 DfE expect schools to 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. We expect schools to avoid an over-reliance on long-term projects or internet research activities. The government have published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for school-age children unable to attend school due to Coronavirus. This is effective from 22nd October 2020.

Our Aims

This is an adaptable Remote Learning Strategy, which aims to clarify expectations and safeguards for any staff who are required to provide remote working. In-line with advice and guidance from the DfE, classroom work will be planned with remote learning in mind, so that if the occasion arises due to any children required to self-isolate or school closures are implemented, a high-quality remote learning provision that mirrors in-school learning can be easily implemented. Work available might include tasks that can be completed both online and offline and takes into account the class teacher's knowledge of the children's ability - as well as our knowledge that not every child will have access to technology at this time. We also recognise that parents cannot be expected to become teachers, particularly when many have their own work to undertake.

This Remote Learning Strategy aims to:

- Create a bespoke and accessible learning support mechanism for students, **(parents and carers?)**.
- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them.

- Supports the social and academic support, and subsequent progress of students with a wide range of Special Educational needs.
- Ensure that remote education is integrated into the curriculum, so that it is an essential part of the school **curriculum (life?)**, alongside classroom teaching, or in the case of a local lockdown.

The remote learning strategy is intended for those pupils who are absent due to a lockdown or self-isolation but are otherwise well. If a child is too unwell to attend school, or is absent for other reasons, remote learning resources should not be accessed.

- Remote Learning will be provided using an appropriate blend of Zoom and Microsoft Teams across the school community.
- Adaptations will be made for pupils who require different provision or whose needs impact on ability to access remote learning.
- Bespoke support will be provided to those students who are not able to access online learning resources.

Senior Leadership Team

Senior Leaders are responsible for:

- Ensuring the school has a remote learning strategy which is understood by all staff and parents.
- Ensuring that the school has a consistent and effective learning platform and resources to deliver remote learning.
- Co-ordinating and facilitating staff training using examples of best practice and national guidance.
- Accessing government schemes to provide devices and internet access to pupils where available.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that all children including PP and LAC students can access learning set and that arrangements are in place to oversee and monitor equality of opportunity.
- Monitoring feedback from parents regarding remote learning and responding as appropriate.
- Supporting teachers in how to meet the needs of all students.
- Monitoring the provision for students with Additional Needs.
- Working collaboratively with families, putting in place reasonable adjustments so that all students can access remote learning.

Subject and Middle Leaders

Subject and Middle leaders are responsible for:

- Supporting teachers to implement the remote learning approach within their **class/ year team/ key stage/bubble**.
- Monitoring the remote learning provision to ensure that it, as much as possible, matches the in-school curriculum provision and is matched to the needs of students.
- Monitoring the effectiveness of remote learning, by reviewing the quality of the work completed by students within their **class/ year team/ key stage/bubble**.

- Taking on responsibility for coordinating the appropriate approach to take, including working with **class/year/key stage/bubble** groups to plan continuous provision, when the class teacher is unwell and unable to lead remote learning.

Designated Safeguarding Leads

The DSLs are responsible for:

- Ensuring that all staff follow the school Child Protection and Safeguarding Policy and are aware of the potential safety implications of home learning.

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

- Providing documentation to staff on how to deliver remote education safely, using national guidance.
- Ensuring systems for regular contact with vulnerable children and families are in place when they are self-isolating, liaising with other professionals as required e.g. social workers.
- Working with leaders to ensure that vulnerable pupils can access remote learning.

Teachers

Teachers should plan each week with remote learning in mind, allowing teaching resources to be easily shared with and accessed by students who are accessing content from home.

When providing remote learning, teachers are responsible for:

Setting Work:

- Providing access to learning resources for individual pupils who are required to self-isolate which, where possible, mirror those delivered to children in school.
- Setting high-quality work for the class/year groups required to self-isolate or in the event of a local or national lockdown, using recorded content and live meets that can be accessed flexibly by students, their siblings and parents/carers who may be sharing devices.
- **Providing a tailored home-learning package for any children in receipt of an EHCP.**
- Providing paper copies to identified families, where there is a barrier to accessing online resources or other barriers.

Providing Pupil Feedback:

- Providing feedback to pupils after they have submitted their work via Zoom/Microsoft Teams. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate.

Keeping in Touch with Pupils who are not in School and their Parents:

- Agreeing with children/parents when daily 'live' meets will take place to set and review work, where one pupil or a small number of pupils are absent due to self-isolating.
- Communicating with pupils where there is a local/national lock down or a class or year group has to self-isolate through 'live' Zoom sessions.

- **Live sessions could be offered to support the curriculum content and vary according to individual needs.**

- **Live sessions could be offered to support pastoral care and wellbeing, offering a link to the class teacher through a story session, show and tell or assembly type activity.**

- The days and times of Live sessions will vary and notice will be given by teaching staff via email and Zoom/Microsoft Teams.

Pupils and Parents

Staff can expect students to:

- Seek help if they need it, from teachers or teaching assistants through the regular contact with appropriate staff or via the class email address and weekly calls. Urgent matters should be communicated office@friars.northants.sch.uk

Staff can Expect Parents to:

- Make the school aware if their child is unwell, particularly if the child was due to come into school.
- Make the school aware if there are any changes to the welfare or circumstances of the child or family that the school need to be aware of.
- Support their child to access remote learning and liaise with the school regarding any access issues or questions.
- Be respectful when making any complaints or concerns known to staff.
- Seek help from the school if they need it, with regards to work or any other support.

Governors

Governors at our school are responsible for:

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

Protocols for Remote Working

Keeping pupils and staff safe during remote education is essential.

Staff Code of Conduct

- The same principles set out in the school's staff handbook (and code of conduct) apply to remote learning.
- 'Live' sessions with students should take place in school where possible. Where this is not possible, due to a lockdown or teachers isolating, the teacher should inform the bubble Leader of when the session will take place and ensure it is planned within the weekly timetable.
- Where 'live' lessons are recorded at a location other than school, teachers should use blurred backgrounds or solid colour backgrounds.
- **All live sessions should be recorded so if any issues arise, videos can be reviewed.**
- All live sessions should take place through the Zoom/Microsoft 365 Teams tools.
- **Live lessons should be kept to a length that maximises the progress and supports the needs of students.**
- A record of the date, time and attendees of live sessions should be kept by teaching staff through the COVID Zoom timetable
- When communicating online with parents and pupils, teachers should:
 - communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)

- communicate through the school channels approved by the Senior Leadership Team
- use school email accounts (not personal ones)
- not share personal information
- When attending professional meetings, staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location and that conversations are in a suitably private area where they cannot be overheard.
- All staff attending meetings virtually should dress appropriately and comfortably, reflecting the Staff Handbook.
- **All concerns must be reported to a Senior Leader or DSL.**

Pupils Use of Learning Platforms for Learning Tasks:

- When working remotely the same standard of behaviour as expected in school should be demonstrated by pupils.
- Pupils should understand what to do if they have any concerns related to online safety.

Pupils and Parents Use of Learning Platforms for Live Learning:

- Protocols should be agreed in advance by teachers to ensure that 'live' sessions are effective e.g. microphones off unless speaking, use of hand raising function to ask to contribute to the discussion.
- Pupils should engage in live sessions in a communal part of their home, in the presence of a parent/carer at home.
- **By attending a live session, parents and children are consenting to the session being recorded.**
- **Parents and pupils consent to their video link being seen by other families and the teacher leading the learning.**
- Pupils and parents are in control of their own video and microphone function and can turn off their video or microphone at any time.
- Pupils and parents must use appropriate language and actions at all times.

Parent Support

School will emphasise the importance of a safe online environment and encourage parents/carers to set age appropriate parental controls on digital devices and use internet filters to block malicious websites. Where available, the school will help to access an internet device if families are without. The 'Hello Again' Newsletter will be used to provide support for parents on online safety and how to report any concerns.

Data Protection

Accessing Personal Data

When accessing personal data, all staff members will:

- Ensure that they access data from known sources.
- Where staff need access to personal data they must comply with Data Protection policies and ensure that the data is being accessed in a safe environment and is not being left around to be viewed by people who are not allowed to look at this sensitive data.
- Staff should only access personal data on a school device.

Sharing Personal Data

- **Staff members may need to collect and/or share personal data such as names, dates of birth and email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.**

- While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

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. Use of Microsoft 365 is our Friars Academy's recommended cloud-based storage.
- Making sure the device automatically locks if left inactive.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date: always install the latest updates.

Safeguarding

Please refer to the Friars Academy Child Protection and **Safeguarding Policy**.

<https://www.friarsacademy.org/wp-content/uploads/2021/01/Child-Protection-Policy-Approved-Oct.-2020.pdf>

Please refer to the Friars Academy E-safety policy.

<https://www.friarsacademy.org/wp-content/uploads/2021/01/e-Safety.pdf>

Further DfE Guidance can be found here:

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

Monitoring Arrangements

This strategy will be reviewed regularly and will reflect guidance provided by the DfE for Remote Learning.

Links with Other Policies

The Remote Learning Strategy is linked to our:

- Child Protection & **Safeguarding** Policy
- Behaviour Policy
- Data Protection Policy and Privacy Notices
- ICT and Internet Acceptable Use Policy
- E-Safety Policy
- Staff Code of Conduct and Handbook

Expectations for Remote Learning

The following strategy will take effect for the following reasons:

- A child is absent from school due to self-isolation

- Multiple children across a class/year team/key stage are absent from school due to self-isolation
- Class/Year team/Key Stage/School closure due to Covid-19

‘Where a class, group or a small number of pupils need to self-isolate, or there is a local (or National?) lockdown requiring pupils to remain at home, the DfE expect schools to immediately offer them access to remote education.’

Zoom Protocols for staff and students

Before the session:

Decide on the students you want to contact. Are they able to conduct themselves appropriately in this format? For your first interactive meeting, it might be prudent to choose a smaller number of students and those who complement each other.

Contact with Parents and Carers beforehand:

Email their parent/carer for permission. Attach the rules (below) so that the parent/carer is aware of the expectations. In the email, state when you will be sending them an invitation link to the meeting, explaining what they will need to do in order to gain access to the meeting.

Rules to be sent out to Parents and Carers beforehand. It is also necessary to start the session off by reiterating these rules with the students and the parent/carer in attendance:

Online video communication rules:

1. If you plan to participate with the video you should take part from a communal area of your home. You should not take part in the zoom call from your bedroom.
2. Do not use your full name for your username when signing in. Use your first name and initial of your surname. E.g. James B.
3. You should make sure an adult at home knows you are on a zoom call (adults do not have to join in).
4. You must never record or take photos of your screen during a zoom call.
5. You must not share the zoom invite link with anyone that is not in our class.
6. You should dress appropriately for the zoom call (no pyjamas please).
7. You should respect our normal classroom rules on the call; that means no rude language or inappropriate behaviour.

Staff Safety:

Ensure there is more than one member of staff to support either at your end, on the call with you or in the classroom (depending on where the session is taking place). Remember that once the meeting is live, everything is heard and seen!

Location: Is your location 'Zoom ready'? Staff and student safety in the home and in the classroom are of paramount importance. If you are delivering a session from your own home, set aside a secure place to deliver the session. Think about what can be viewed behind you; views from windows (to avoid disclosing addresses), any 'interesting' decorative pieces that you may wish to keep concealed and human beings that should not appear.

Attire: Will need to be professional and appropriate to the session you are delivering/party to.

Technology: Pre check, identify any issues/potential issues beforehand. Raise with PMu/DGa if it cannot be rectified by yourself. Do not take for granted that microphones/cameras work automatically; they may have been turned off for a number of reasons.

The session itself: ☒

It is important that you have established the purpose for running the session and share this with the students/parents and carers in the first communication. By also talking this through at the beginning of the session, it will help to avoid any unnecessary diversions and help everyone to stay on track.

The length of the session is important; whilst planning, think about the concentration spans of the students; will they be able to respond through the interactive meeting for the stipulated length of time? Do you split the session in two in order to accommodate their needs? ☒ The same behavioural expectations apply to these sessions despite them being a little 'different'. ☒ Is what you are planning to do translate to this type of teaching delivery? ☒ Please do not record the session. ☒ When finishing the session, It would be good to give the students some closure, drawing a line under the lesson and discussing their work and allowing them to say goodbye without it being rushed due to time constraints or Zoom time limit.

After the session:

A conversation to discuss how the session went is a good idea, with regards to possible improvements and developments for further sessions as well as logistical issues that may have arisen. Please then make a record of the call and put in the SharePoint folder.

Please talk with SLT if you feel there is anything you need to report relating to safeguarding or behaviour.

Email examples:

Good Morning ...,

I hope you are well.

I am hoping to set up a Zoom 'Social Time' this afternoon at 2pm with some other students in our class as a trial to see how it can work at Friars Academy.

If you and your parents are happy for you to take part in this group, please could you ask them to email me to let me know and giving you permission. I can then send you the link and the Zoom rules for taking part.

It won't be longer than 30 minutes and will not involve anything too challenging, it is just an opportunity to see a couple of our classmates and have a chat about how we are getting on. Mrs... and/or Mr ... will also be there.

Hopefully we will see you later!

Good Morning ...,

I hope you are well.

I am hoping to set up a Zoom transition call this afternoon at xxxxx (time and date)

If you and your parents are happy for you to take part in this group, please could you ask them to email me to let me know and giving you permission. I can then send you the link and the Zoom rules for taking part.

It won't be longer than 30 minutes and will not involve anything too challenging, it is just an opportunity to see your new teacher and have a chat about us all. Mrs... and/or Mr ... will also be there.

Hopefully we will see you later!

An example of Zoom Rules shared with students:

Zoom Rules



1. If you plan on participating with the video you should take part from a communal area of your home. You should not take part in the zoom call from your bedroom.
2. Do not use your full name for your user name. Use your first name and initial of your surname. E.g. James B.
3. You should make sure an adult at home knows you are on a zoom call (adults do not have to join in).
4. You should never record or take photos of your screen during a zoom call.
5. You should not share the zoom invite link with anyone that is not in our class.
6. You should dress appropriately for the zoom call (no pyjamas please).
7. You should respect our normal classroom rules on the call, that means no rude language or inappropriate behaviour.