

REMOTE LEARNING POLICY & PROCEDURE

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Record of Alterations

Version 1.0	Original
Version 1.1	Sept 2020 – Full school opening - minor amendments
Version 1.2	Oct 2020 – Addition of supporting materials
Version 1.3	Dec 2020 – Updated due to changes to Government guidance
Version 1.4	Jan 2021 – Updated due to changes to Government guidance
Version 1.5	Feb 2021 – Updated to include details pertaining to wellbeing checks



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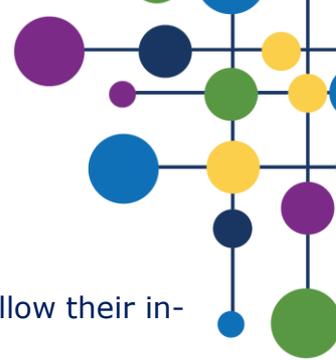


1. Introduction

- It is important that we bring the physical and virtual school community together and plan for all future remote learning.
- Remote learning could have an important role to play if academies are asked to close because of public health issues, as recently seen during the Coronavirus outbreak.
- Remote learning can also play an important role in enhancing the curriculum for pupils. It is a good way to reinforce content covered in lessons or to broaden pupils' knowledge of a subject e.g. homework tasks or catch up support sessions.
- Our belief in supporting all children in their learning extends beyond the classroom and this policy supports a blended learning approach. This includes learning at home through a variety of means and face to face classroom learning.
- This policy applies to all employees in the trust.

2. Purpose and scope

- Remote learning is any meaningful and ambitious work that is set for children to complete at home. This includes activities via; our two main remote learning platforms; MS Teams and ClassDojo. But may also include other ongoing platforms such as TT rock stars, doodle maths and paper packs, to name a few.
- The practical purpose of this policy is to advise and guide staff whilst ensuring staff have the relevant compliance protocol to follow.
- Parents and pupils across the academies have praised all forms of remote learning to date however as a trust we are always aiming to improve our provision.
- Remote learning should be used by staff and children to blend learning between the classroom and home and allow us to maintain a broad and balanced curriculum.
- Remote learning will be used by staff and children during periods of school closure, bubble closure and blended learning.
- If a child is required to self-isolate, a bubble closes or a school has to close, remote learning activities will be available for every child.
- If a child's teacher has to self-isolate (but is physically well enough) they will continue to deliver remote learning to the classroom.
- Leaders and teachers will monitor the participation rates weekly in all remote learning activities.
- Support will be put in place for any child who regularly doesn't or can't access the remote learning activities. These pupils may be classed as vulnerable and therefore requested to attend school as a vulnerable child.
- Headteachers will advise parents of the school's remote learning activities and procedure via the school website.
- Reasonable adjustments can be made for someone with a disability.
- As a MAT we will share best practice examples of remote learning via our team of remote learning champions and resources banks available on the Microsoft One Drive.
- Training and support will be offered to staff to develop their knowledge of remote learning, further guidance is later in the policy.
- We actively encourage all parents to support children with remote learning activities.



3. Expectations and Compliance

- During all blended and face to face lessons in school, teachers should follow their in-school guidance and risk assessments.
- When teaching remotely we will ensure that all primary Key Stage 1 children receive a minimum of 3 hours a day across all national curriculum subject areas and all Key Stage 2 children receive a minimum of 4 hours.
- When teaching remotely we will ensure that all secondary aged children receive a minimum of 5 hours a day across all relevant subjects.
- Children will need support and training in how to use remote platforms and how to work independently.
- Teachers will receive training to support their understanding of the key areas of focus when planning remote activities. These include setting work that builds on prior knowledge, sharing good examples of work, supporting class and individual feedback.
- Staff should ensure hand sanitiser is used when marking/looking at work that has been completed remotely. This is the same protocol when work/books are checked in school.
- MS Teams is the chosen platform for all visual live lessons. Intervention and small group work can be delivered via the same format.
- All children in upper Key Stage 2, Key Stage 3, Key Stage 4 and Key Stage 5 will receive visual live lessons on a regular basis during school and bubble closure.
- Teachers will monitor attendance for every lesson.
- Teachers will keep records of all pupils' responses to the work set. This does not mean they have to mark every piece of work but they must record whether pupils have submitted it.
- Full live/blended lessons may include periods of short/long teacher input, questioning, sharing screen presentations, videos, visualiser explanations, discussions and demonstrations – please refer to 'Live' lesson best practice document.
- Children are expected to be active in their learning and teachers will monitor engagement daily. Follow up communication with parents will be used when necessary.
- Teachers will monitor children's progress by providing regular feedback, this may be via questioning, task completion and/or assessments.
- Teachers will ensure that support is available for children who may be falling behind.
- Staff MUST continue to adhere to guidance provided in the trust's Safeguarding & Child Protection Policy & Procedure, our SHARE MAT Staff Code of Conduct and our SHARE MAT ICT Policy & Procedure. Teachers are reminded to always adhere to the national professional standards for teachers.
- Extra care should be taken when using visual and audio communication, particularly when staff are speaking 'live' to a group of pupils.
- Staff should ensure that all digital communication with students is on a professional level and only through school-based systems, NEVER through personal email, text, mobile phone, social network or other online medium. Digital communication can take place via personal laptops for both staff and children. Staff should refer to the SHARE MAT acceptable use policy.



- Do not disclose any personal details in the video e.g. address, surroundings, family members.
- Live visual lessons should only show your face and the resources you are using. It is recommended that you use a blurred background/ plain wall background to protect all personal surroundings. Do NOT deliver live lessons from a bedroom.
- Parents will be informed about each academy's remote education provision via the academy website no later than 25th January 2021. Please see other relevant document section for access to relevant Government guidance.
- Live visual lessons should be recorded using the 'record' button in the central actions panel. Teachers should disable children from being able to record the video themselves.
- Parents and children should be reminded that they must not record the live lesson via any format and/or share the live lesson either via social media or any other method.
- Teachers should share with pupils (at the start of every session) that the normal behaviour policy still applies.
- Live lessons and videos should be saved and stored for children to catch up, re-watch and for safeguarding purposes.
- All files or video links should be uploaded to your normal online portal.
- All safeguarding concerns should be reported to the school safeguarding lead immediately.
- A member of the Senior Leadership Team in each school will be responsible for remote learning.
- Staff should utilise all resources that have been made available to support remote learning for example Oak Academy online, Textbooks.
- IT Support is available from Share MAT central ICT team, if requested.

4. Parental Involvement

Parents can offer useful assistance to pupils working remotely, particularly for younger children. We welcome parents supporting their children in this way. However, it is vitally important that parents do not directly engage in the lesson and respect that this is still a learning environment for children. Parents who have questions about their child's learning may of course contact the school via the usual routes. If parents or children were to disrupt learning in this way we may have to review their access to live lessons.

5. Government Guidance for bubble closure - Sept 2021

In developing their remote education, we expect schools to:

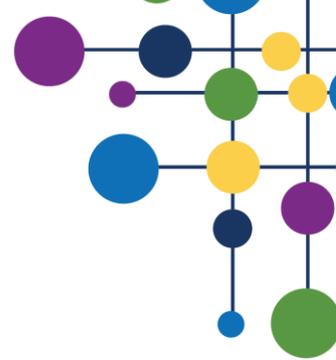
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;



- 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;
- 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 - for pupils with SEND, their teachers are best placed to know how to meet their needs;
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
 - primary: 3 hours a day, on average, across the school cohort
 - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year;
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos;
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern;
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate;
- 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.



6. Government Guidance During National Lockdown - January 2021

In developing their remote education, we expect schools to:

- 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 practiced in each subject so that pupils can progress through the school's curriculum;
- Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK ([education.gov.uk](https://www.gov.uk/education));
- Overcome barriers to digital access for pupils by: distributing school-owned laptops accompanied by a user agreement or contract, providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work;
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors;
- Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
- Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education;
- Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation.

When teaching pupils remotely, we expect schools to:

- Set meaningful and ambitious work each day in an appropriate range of subjects;
- Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
 - Key Stages 3 and 4: 5 hours a day;
- Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school video content;
- Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example: providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources, providing opportunities for interactivity, including questioning, eliciting and reflective



discussion, providing 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, avoiding an over-reliance on long-term projects or internet research activities;

- We 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. Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

7. Training

- We recognise that further support and training is required for some staff in online remote learning. We are aiming to support staff in a number of different ways. Each school will share good examples of remote learning, we are building a bank of 'how to' guides for different systems, some are shown below. We will also provide a library of some good examples for staff to watch and learn from. We will develop our remote learning priorities over the course of the next academic year as staff and children become more familiar with our remote activities.
- A written 'how to' MS Teams guide has been created for staff and students and is accessible via the link below.
<https://start.sharemat.org/wp-content/uploads/2020/07/Access-Teams-Classes-Students.pdf>
- A video 'how to' guide has been created for staff and students and is accessible via the link below.

Staff Introduction to using MS Teams

<https://www.youtube.com/watch?v=7tdbnP24kiU>

Staff guide to joining a Teams meeting

<https://www.youtube.com/watch?v=krVCkMhLaSo>

Student guide to accessing MS Teams

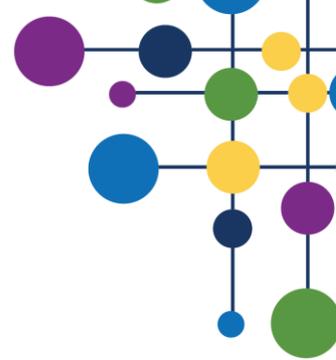
<https://www.youtube.com/watch?v=zEpazkRGBSM>

- A team of remote learning volunteers are based in each school and will support staff individual training needs.
- The SHARE MAT Remote learning toolkit is to support staff and can be access here [TCA Remote Learning Toolkit.pptx \(sharepoint.com\)](#)



8. Live lesson wellbeing checks

- We recognise that staff and students are operating outside their expected 'normal' ways of working, and it is important that leaders at all levels support the normal operation of lessons
- Where, during times of face-to-face education, academies operate lesson checks to support staff with behaviour and to monitor the climate for learning, these practices may be adapted during times of remote learning
- Senior and middle leaders at academies may visit online lessons on a daily basis to provide an informal check-in on the following aspects:
 - **Student wellbeing** – Are students keeping well and maintaining positive mindsets?
 - **Staff wellbeing** – Similarly, are staff maintaining good mental wellness, and do they require any further support?
 - **Maintenance of positive practices** – Academies' routines are strongly embedded, and remote learning means that daily lesson checks may be performed remotely, too
 - **Student attendance** – Leaders may reinforce the importance of attendance to students, through positive praise and rewards
 - **Student behaviour** – As with face-to-face learning, leaders support teachers to maintain high standards of behaviour and to remind students of the importance of reducing low-level disruption; these practices, if required, may be employed through remote methods
 - **Curriculum engagement** – Are students engaging with the work they are being set, and are they completing assignments set by teachers in line with expectations?
- Above all, these are supportive virtual visits which are intended to maintain normal ways of face-to-face working remotely, including highly visible and present leaders attending lessons
- Should further intervention be required, leaders may use 'break out rooms' in Microsoft Teams in order to discuss issues with individual students, in line with parameters described earlier in this document
- It is important to emphasise that visits to lessons are purely supportive, are not judgemental for teachers, and should not be treated as 'drop-ins' or as part of formal quality assurance linked to appraisal process



Other relevant policies/documents: –

SHARE MAT Remote 'Live' Lesson Best Practice document
SHARE MAT Safeguarding & Child Protection Policy & Procedure
SHARE MAT ICT Policy & Procedure
SHARE MAT Staff Code of Conduct
Individual academy SEND Policies

Remote Education Provision Template - [Providing remote education information to parents: template - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/remote-education-provision-template)

[Statutory obligations and expectations - Get Help with Remote Education - GOV.UK](https://www.gov.uk/guidance/get-help-with-remote-education)