

## School Policy 12a - Remote Learning

This policy was initially seen by Governors on 7<sup>th</sup> October 2020.

The Governors' Committee responsible for this policy is the Curriculum, Teaching and Learning Committee.

The person in school who prepares the text of the policy for the Governors is the Headteacher. It will next be reviewed towards the end of the academic year 2022-2023, or sooner, if necessary.

### Introduction

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that lessons are unable to be delivered 'face-to-face'.

Situations where this may apply include:

- An extended period of full or part school closure
- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well enough to complete their learning
- A pupil who is absent from school for pre-agreed reasons
- Pupil exclusion

### Rationale of this policy

Archbishop Tenison's C E High School is committed to providing continuity of education for its students in the event of an extended school closure. We will endeavour to provide continued learning for our students during any period of closure in the following ways:

- The provision of relevant, developmental written work for each subject area and each year group which enables students to make continued progress
- Regular, instruction from staff, with the ability for students to ask questions of their teachers
- The opportunity for students to have their work assessed by their teachers and receive feedback
- Work will be set, submitted for assessment and assessed through Microsoft Teams. Work should be written on Teams, unless stated otherwise.
- Microsoft Teams is a collaborative platform which allows for real-time communication and sharing of resources between teachers and their classes. Every member of the school community has been set up on Teams and pre-registered to each of their classes. There is no expectation for staff or students necessarily to use the live video aspect of Teams, though the software has this functionality should colleagues wish to use it.

**Responsibility** for remote learning is shared:

**Governors** set the policy and take advice from the Headteacher, Senior Leaders, Heads of Department and Heads of Year about how this responsibility is best fulfilled.

**The Headteacher** has overall responsibility for ensuring that the policy is correctly designed and implemented. The **Deputy Headteacher (Curriculum)** with responsibility

for the timetable ensures that an appropriate timetable for remote learning in each year group is written. **The Assistant Headteacher (Quality of Teaching)** oversees and coordinates the work of Departments for fulfilling their part of this timetable. All members of the Senior Leadership Team support this in their work as SLT Links for particular departments.

**Heads of Department** ensure that all the teaching in their subject (areas) is carried out and appropriate assignments set and assessed. **Subject teachers** plan and provide teaching, and set and mark work, for their classes.

**Heads of Year** have a pastoral oversight of their year group, their engagement with the teaching offered and work set. **Form Tutors** monitor the participation and progress of pupils within their Form Group, maintaining regular contact with them, as the situation requires.

**All members of staff** are involved in supporting the provision of a remote curriculum, as their normal role is adapted for this.

**Pupils and students** are expected to access the teaching offered and complete the work set at the specified times. They should also know how to contact members of staff when they have difficulty doing this. Remote learning only works when pupils are able to work to some extent independently. The school offers individual support to those pupils whose educational needs prevent them from doing this for themselves.

**Parents and carers** have an important part to play in making remote learning feasible, through their active partnership with the school and through maintaining good two-way communication when a normal school day cannot operate.

## Principles

### 1. Short-Term Closure

For short-term closures (up to five working days), departments will set one task for each year group in each subject and will be designed to last an equivalent amount of time as that subject's lessons and homework times during one calendar week.

The pages containing these tasks will become live in the event that a school closure is announced, and students and parents will be notified of this by email; this will give the school the opportunity to get more a substantial programme of teaching ready, if this is needed.

### 2. Longer-Term Closure

In the event that the school is closed for longer than 5 working days, a timetable of live lessons will be communicated home and delivered on the Teams platform. Classwork will be set via Teams using the assignment function and homework set to the school's homework timetable via Microsoft Teams.

### 3. Live Lessons

During any period of closure, remote lessons will take the format of a Teams Meeting call where staff will provide the necessary support and information to make progress, classwork and homework successful. The remote lesson can take several formats and may include:

- fully taught lesson
- the introduction of tasks followed by time for the pupils to complete work
- short tasks with pupil interaction via the chat function

The Q & A/chat function will be turned on (monitored by the teacher) where students can pose questions regarding the lesson going on. Students are expected to complete these lessons within a prescribed time frame. Classwork and homework will be set and will be required to be submitted through Teams Assignments. Students can pose questions and contact the teacher through the Teams class page at any time after the live event for assistance. Classwork and homework will be set direct to class groups by their class teacher.

**For all:**

All lessons will be recorded and shared after the lesson via Microsoft Stream and the General Channel of the relevant class.

**4. Assessment and Feedback**

Work should be submitted to class teachers via Microsoft Teams. Teachers will assess the work and return it to students with feedback attached in a timely fashion.

**5. Expectations of pupils and students**

Assuming they are well enough to work, students are expected to:

- Attend all lessons whether at the time of broadcast or to review the recording by a prescribed date.
- Where students are not able to attend live e.g. siblings sharing a device, priority should be given to attending class meetings in real time.
- Complete all work set and submit by the deadline for feedback
- Check communication on class teams regularly
- Uphold the same standards of conduct and behaviour during live online lessons and events as they would be expected to in school. This includes but is not limited to:
  - Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
  - Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.

**6. Expectations of Staff**

Assuming they are well enough to work, staff are expected to:

- Send information regarding their Teams Meeting, including the link to the Meeting on Teams so this can be communicated home to parents/carers and students.

- Links to Teams Meetings should be posted on all relevant class teams pages.
- Ensure that work is set and made available in a timely manner, and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home. Where textbooks are not available online, staff should scan relevant pages and share them with students along with the resources for that week's lessons.
- Be familiar with the use Microsoft Teams, and be available online through Teams at the times set out in the remote learning timetable.
- To respond to written student queries on Teams regularly by checking class Teams pages.
  - To set, assess and return work to students in a timely manner by electronic means.

Heads of Departments are required to liaise with their Departmental staff through regular (at least weekly) contact to ensure that:

- Sufficient work is being set to cover ongoing periods of closure
- Students causing concern through a lack of engagement with live lessons and events or assignments requiring submission are flagged with the relevant Head of Department on a weekly basis. Form Tutors and Heads of Year will follow up individuals where this is occurring across a number of subjects.

Any online contact between students and staff must only take place through official school channels:

- School email address only. No personal email addresses should be used by either staff or pupils
- Microsoft Teams

## **7. Individual Remote Learning**

This applies in situations where school remains open and working as normal, but an individual student is unable to attend lessons as normal but is otherwise well and able to work, e.g. an absence that has been authorised by the school in advance.

- Heads of Department will supply the Assistant Headteacher (Quality of Teaching) relevant remote learning links on a half termly basis. These will detail online resources which support and run in parallel with the curriculum to be taught in each subject for each half term.
- HUD will co-ordinate the Remote Learning document to be sent to relevant parents and pupils.

## **8. Tutor time**

There is the facility for a regular checking in with Form Tutors at the start of each day, as well as for provision of the Tutorial programme and what would normally be part of Personal and Social Development.

### **9. Assemblies**

These can be provided virtually through Microsoft Stream. A short daily assembly can form part of the short meeting with Form Tutors before the timetabled lessons begin.

**Review, monitoring and evaluation** of this policy will happen both immediately and over a longer period of time. As and when it has to be implemented, as it is likely that there will be several practical problems to solve. Once there has been time for us to settle into a routine, there will be the opportunity to take more of a reflective view of how well the policy is working for both staff and pupils and students.

This review will be done informally within Departmental Teams and by SLT Links in the first instance. Data will be collected about pupil and student participation and progress as this becomes available. The normal meeting structure will be used to keep a close overview of how this is developing. A periodic survey of pupils and parents will also be conducted, so that we can know what their experience is.

The Governors' Curriculum, Teaching and Learning Committee will be kept informed and therefore able to raise questions or pose challenges to the school, as needed.