Launceston College
A Multi Academy Trust

Remote learning policy

Adopted on	**28 January 2021**
Ratified by	**Principals' Working Group**
Status	**Ratified**
Review period	**Annually**
Review date	**January 2022**

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Statement of intent

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At Launceston College MAT, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure that there is a clear expectation about teaching and learning for teachers, students and parents.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.1. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

2. Teaching and Learning

Overall intent

2.1. When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- **In KS1** - Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day, on average, across the school cohort, with less for younger children.
- **In KS2 -** Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.
- **In KS3 and KS4** - Set work that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, five hours a day, with support for pupils working towards formal qualifications this year.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.

- Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Avoid an over-reliance on long-term projects or internet research activities.
- 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.

Types of teaching

2.2. Each school may choose to employ a range of different teaching methods and resources during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school should make use of:

- Live teaching and feedback on Google Meet
- Pre-recorded video input created by the school (using Loom or a similar video creation software)
- Access to other high-quality curriculum videos
- Personalised and appropriate independent learning resources to be shared online

2.3. The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.

2.4. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

2.5. Teachers will ensure the programmes chosen for online learning have a range of appropriate adaptations to support pupils with SEND.

2.6. The school recognises that interactive lessons are effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting feedback and reflective discussion, to the best of their ability.

2.7. Teaching will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning, and that an ambitious, high quality curriculum is delivered.

2.8. Curriculum progress should be ambitious, and where adaptations to normal curriculum sequencing are made, these adaptations should be rigorous and ambitious in their intent.

2.9. Reasonable adjustments to teaching and pastoral support will be made in order to ensure all students have access to remote learning, especially vulnerable students, those with SEND and the most able.

2.10. Teaching staff will support and oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.

3. Closure scenarios

3.1. Depending on local, regional and national circumstances, there may be a range of scenarios where face-to-face teaching is blended with remote learning. Each school will have the autonomy to organise their offer in the best interests of students, depending on student numbers and staffing availability.

3.2. Where individual students are unable to attend school for legitimate and authorised reasons, curriculum materials should be provided in order to allow them to keep up with the curriculum, however, these are likely to include less video content or live interaction.

3.3. Where there is a 'blended' scenario, and larger numbers of students in a class or Year group are unable to attend school face-to face, high quality curriculum materials should be provided in order to allow them to keep up with the curriculum, however, this provision may include less video content or live interactions with teachers. Teachers should be protected from 'double teaching.' Schools may choose to adapt their staffing to provide separate teaching for students learning remotely.

3.4. Where whole classes, Year groups, or cohorts are learning remotely, teachers should ensure that their remote learning mirrors the normal curriculum as closely as possible, and that live video teaching and personalised, high quality pre-recorded video content forms a significant part of the remote learning offer.

3.5. Where there is a cohort of students continuing to attend school during a period of closure (for example vulnerable students or the children of critical workers) efforts should be taken to ensure that provision between students learning in school and those learning remotely is fair and equal.

4. Communicating with students and parents and carers

4.1. Where possible, students should be given the opportunity to understand the nature of school closure and be given reasonable opportunity to understand the provision that the school will make for them if they are required to learn remotely, and to make clear expectations the school has of them and the codes of conduct they are required to follow.

4.2. Parents and carers should be communicated with to allow them to understand how remote learning will be provided for their children. They should have clearly identified avenues for feedback and communication about remote learning.

4.3. Parents, carers and students should receive regular communication about remote learning, and be informed of changes or updates

4.4. Parents, carers and students should have clear lines of communication to inform the school about their remote learning or any changes in circumstances.

5. Teaching and Learning Support staff

5.1. Where possible, LSAs and teaching and learning support staff should have access to remote learning platforms and work to continue to support student learning.

5.2. LSAs will be provided with the use of a device so they can access their email to keep up to date on a daily basis, access Google Classrooms, watch videos, see resources and make a telephone call if necessary (this can be done by installing 3CX on a laptop or a mobile phone)

5.3. LSAs should work with their team leader to access any support, advice or training that is necessary.

6. Online safety

6.1. This section of the policy will be enacted in conjunction with the school's Safeguarding Policy, Staff Code of Conduct, and Student Code of Conduct.

Conduct -Teachers

6.2. If teaching from home, dress in a professionally appropriate way

6.3. Only admit students who are using their school email addresses.

6.4. It is recommended that teachers practise their delivery and appearance to the camera before the class starts. Check the angle of the camera and the background. The background should be as plain as possible, and ideally the class should take place from a still and fixed point. Blur the background if possible.

6.5. Try to find a quiet space where you won't be interrupted.

6.6. If you are video teaching from home, avoid sharing personal details about where you live and those who live with you. Video lessons may be hosted from school dependent on circumstances.

6.7. Teachers should be reminded that codes of conduct in relation to professional standards and behaviour apply equally to online teaching as they would to classroom teaching.

Conduct - Students

6.8. Students should only log into Google Classroom using their approved school email address. If they try to log in using another personal address, they should expect to be denied entry.

6.9. Students should do their best to find a quiet space where they won't be interrupted, blurring their background where possible.

6.10. Where possible, an adult should be available nearby.

6.11. Where possible, students should have their cameras on, so the teacher can see the student participating.

6.12. Students should wear appropriate clothing – the kind of thing that might be worn on a non-uniform school trip. Pyjamas or similar would not be appropriate.

6.13. Students should follow shared protocols for the class on taking turns, contributing and muting microphones as decided by the teacher.

6.14. Students should behave appropriately, taking normal school conduct expectations as a guide.

If things go wrong

6.15. Teachers should plan beforehand how to manage if something goes wrong. If a student is disruptive or displays challenging or inappropriate behaviour, it might be appropriate to give them a warning, explaining desired behaviour. If the behaviour persists, to explain clearly that they will be removed from the class. Contact should be made with parents as soon as possible afterwards, and advice should be sought from a line manager.

6.16. If there is a serious incident or a serious safeguarding concern which arises from any part of the visual or audio part of the class, the teacher should calmly explain that the lesson will be finishing immediately and contact the Designated Safeguarding Lead, and their line manager.

Recording Video Learning

6.17. There exists varied guidance on the recording of video interactions with students. There are safeguarding risks and benefits to encouraging recording, and also risks and benefits from prohibiting recording. As a

general rule, interactions with students should not be recorded, but it may be appropriate to record an instructional section of the lesson for use afterwards. Please seek guidance from the school's Principal, the Director of Teaching and Learning, and the Designated Safeguarding Lead.

6.18. Detailed guidance on protocols and procedures to keep teachers and students safe online can be found in our Video Learning Guidance, which teachers should read and understand prior to undertaking remote video learning.

7. Safeguarding

7.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

7.2. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning, and take reasonable steps to help them to keep engaged with learning and wider life of the school.

7.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

8. Quality Assurance

8.1. Launceston College MAT are ambitious about the quality and quantity of the remote learning curriculum provision that it will make, and will expect high standards of teachers providing remote learning.

8.2. School leaders will take steps to measure and understand the type, frequency and quality of remote teaching and provision.

8.3. Launceston College MAT recognises that while it is reasonable to work on the basis that sound pedagogical principles which work in the classroom may be transferrable to remote teaching, not enough is known about whole class remote teaching to use teachers' delivery of remote learning as a measure of performance.

8.4. Any systematic observation of remote teaching will be done in the spirit of development and planning next steps.

8.5. Where it is discovered that remote teaching practice is poor, or causes concern, further support may be put in place, including observations, as part of a Teaching and Learning Support Plan.

9. Data protection

9.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

9.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

10. Teacher feedback and student engagement

10.1. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

10.2. Marking and Feedback should be timely and consistent with school and Trust policy

10.3. Feedback is not expected from teachers for every task that students are set. For clarity, teachers should indicate when tasks do or do not require submission. As a basic principle, if teachers are asking students to submit work they should offer some sort of feedback in response to this.

10.4. Feedback might be bespoke, but can also take the form of feedback given to the whole class. Students should routinely receive some personalised feedback if they are working remotely and their independent learning should reflect development as a result of this feedback

10.5. Pupils are accountable for the completion of their work. Teachers and pastoral staff will offer support to help every pupil to engage.

10.6. Teaching staff will take steps to understand the academic progress of pupils with and without access to the online learning resources, including those with additional needs.

10.7. Teaching and learning leaders and pastoral leaders will take reasonable steps to monitor student engagement and intervene with extra support where necessary

11. Assessment

11.1. Students should be supported to understand their progress through a variety of formative assessment and feedback methods, especially those suited to remote learning e.g. through quizzes and other digital tools.

11.2. Assessment and marking should be adapted where necessary to ensure that it remains meaningful and supports student learning and progress. This would include scheduled internal assessments and may include more formal assessment like mock exams and data collection or progress update points.

12. Wellbeing

12.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

12.2. Teachers should have adequate provision by the school to undertake remote teaching comfortably and safely, and to be provided with tools and training to support this.

12.3. Teachers and students should be given clear guidance on the expectations of remote working, supported by advice on wellbeing, for example, taking regular screen breaks, and having a daily schedule which allows them to plan their work manageably, and have clear points where their work for the day ends.

13. Absence

13.1. This should be read in conjunction with the school absence policy.

13.2. During a period of remote learning, teachers are expected to be present and live with their students on a daily basis. If they are unwell or have a planned authorised absence which makes this impossible, they should follow their school absence procedures, to ensure that there are high quality teaching and learning materials available for students each day.