



Title:	Remote Learning Policy
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# REMOTE LEARNING POLICY

## **Remote Learning Policy**

Rationale in the event of the school closure/partial closure, Learning4Life-GY is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion/suspensions from school, or longer-term illness, assuming learners are able to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents/carers choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease. Learning4Life-GT will however do our utmost to support all families with work packs/ online learning in this instance. We will also consult with the risk assessment for our vulnerable learners and make a decision based on what is advised.

### **Remote learning for individual learners**

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parent/carer will be coordinated by staff from the school.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Every case will have its own specifics therefore staff may be in contact daily if the learner does not sign in for their designated online lessons or if work packs have been agreed upon. Regular welfare calls will be made by staff to ensure the safety of its learners.

If a significant number of pupils are absent from school, but the school remains open, the Principal will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of extended school closure/partial closure In the event of an extended school closure/partial closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teaching teachers, with the ability of learners to ask questions online via Microsoft Teams.
- The setting of work that learners complete, written responses (if relevant) completed electronically and or in books that will be picked up each week, a new book given, books to be marked by staff the following week and returned as part of this rotation.
- The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided the school recognises that many families may not have home printers and will therefore will not require the printing of material. The primary platforms the school will use to deliver continuity of education are:

Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: <https://teams.microsoft.com>

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet. This is also a time in which staff members use to check the welfare of our learners and ensure their safety. Learners will be provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

### **Assessment**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
- Using the chat/comments function on Microsoft Teams or the assignment section feedback on Century Learning.
- Sending direct feedback to learners via books with specific feedback / targets.

### **Expectations of learners**

Assuming that a pupil is healthy and well enough to work, they will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g. an email from a teacher) on a regular basis.

Pupils should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If learners or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant teacher. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to the Principal.

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct learners to take relevant equipment home to use. Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these, but teachers will make no presumption of the learner's ability to print at home.

## **Expectations of teachers**

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers should work with the Principal for a resolution.

In order that we are providing a consistent approach, the Principal will be responsible for overseeing the nature and frequency of tasks set and assessed. All teachers should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for providing constructive feedback to their learners in a timely manner. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Principal to ensure work is set to her/his classes.

Teachers should be available to contact pupils/parents/carers if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the Principal will be able to support and, if necessary, assign support.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should have access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult the Principal for support and direction.

Teachers should ensure their communication with learners does not encourage unhelpful work habits. All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 4.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using school email addresses only
- Microsoft Teams

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENCO. In addition, the SENCO will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers if required. Any regular support a child receives e.g. overlays and readers will be sent out via work packs as well as information shared on how to download these if working electronically.

## **Pastoral care during a school closure/partial closure**

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, teachers, teaching assistants, and administrative staff (under the guidance of the Directors should check in regularly to monitor both academic progress and their general wellbeing. Staff will be expected to pass on feedback to the Directors, particularly if there are any concerns or a lack of communication relating to a pupil.

### **Safeguarding during a school closure/partial closure**

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

### **Behaviour Support Service Support during a school closure/ partial closure**

In the event of a school closure, the Principal may organise further support or interventions with children and young people through remote meetings on TEAMS and dialogue with schools and parents via telephone/email and remote connection. Staff are reminded that the home school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff and any concerns will be raised in alignment with the Schools policy. The Directors could also attend multi-agency or SEND meetings during this time via remote connection.

## Appendix 1 – Remote Learning Agreement

1. I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
2. I will only use my school e-mail address for school related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
4. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
5. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
6. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
7. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
8. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community
9. I will respect the privacy and ownership of others' work on-line at all times.
10. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied, and my parent/ carer will be contacted.

Name:

Signed:

Date:

## Appendix 2

### Videoconference Lessons

During video calls with your teachers, it is really important that you stick to these rules:

1. Yr 11 and under – an adult is to be present in the home where during the video call when they can be contacted if need be.
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply! No swearing.
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during you online sessions.
7. Please try to be in a quiet area where you are able to concentrate any background noise will be a disturbance to you, your classmates and your teacher.
8. Please Moodle ready to go before your lesson so that you can access materials

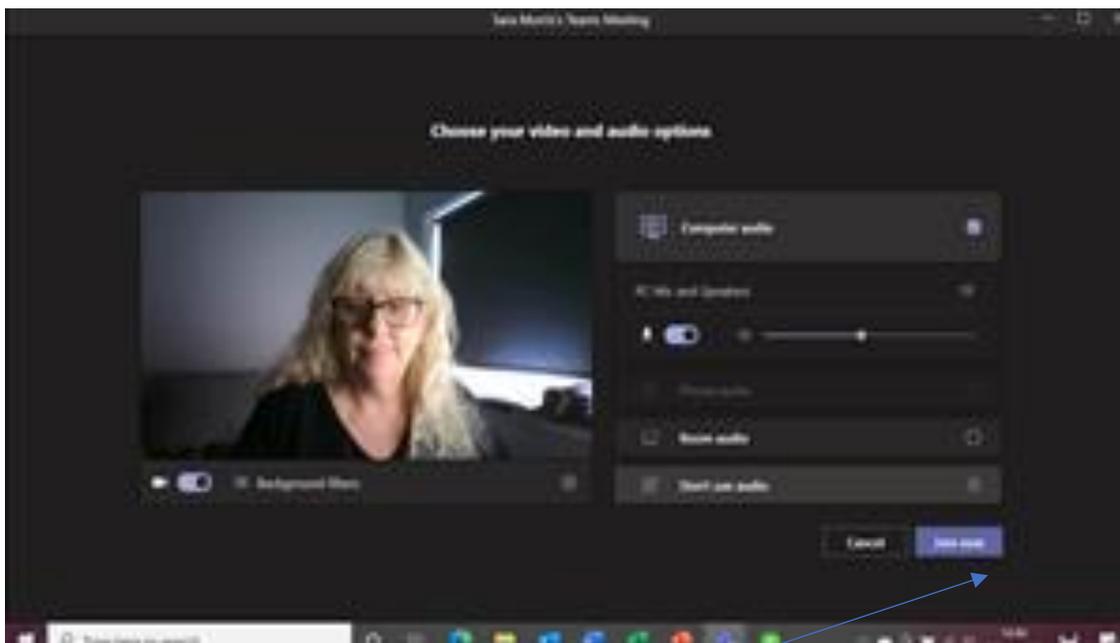
Name:

Signed:

Date:

## Joining the video call

- Your teacher will send you an invitation to join a meeting on Teams. Which will come through in an email.
- Open the invitation and click on yes.
- Go onto the calendar, you should be able to see the meeting on the calendar.
- Click on Join.
- You will have the option to join in the app or to join using the browser. If you can download the Teams app it works better.



Start with your microphone muted (turned off) otherwise it gets very noisy!

- Then click join now.
- Any topic discussions, links or attachments you may need or need to return to your teacher can be sent via the chat icon in Microsoft Teams.

**DO NOT FORGET THAT ALL THE WORK YOU NEED WILL BE ON MOODLE.**

# REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

## 1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



## 2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



## 3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



## 4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



## 5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



## 6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



## 7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



## 8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



## 9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



## 10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.



# REMOTE EDUCATION 10 TOP TIPS FOR CHILDREN

Remote education ensures continuous learning outside the classroom. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However, it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote education and to support them in ensuring their experience is as safe and secure as it can be.

## 1. TREAT REMOTE EDUCATION THE SAME AS CLASSROOM LEARNING

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.



## 2. USE CLASSROOM LANGUAGE

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.



## 3. TAKE REGULAR SCREEN BREAKS

Whilst remote education might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.



## 4. ALWAYS CONDUCT VIDEO LEARNING IN AN OPEN SPACE AT HOME

To get the best experience from remote education, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.



## 5. ONLY COMMUNICATE THROUGH APPROVED SCHOOL PORTALS AND PLATFORMS

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.



## 6. STICK TO TEACHER RULES AND GUIDELINES AROUND REMOTE EDUCATION

Your school should issue you with guidance on remote education and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.



## 7. DRESS IN SCHOOL UNIFORM

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.



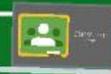
## 8. DON'T SHARE PASSWORDS OR OTHER SENSITIVE INFORMATION

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.



## 9. DON'T USE SCHOOL PLATFORMS TO DISCUSS PERSONAL MATTERS.

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



## 10. LOOK AFTER YOUR MENTAL HEALTH AND WELLBEING.

Remote education ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.

