



Sybil Andrews Academy Remote Education Policy

Policy Title	Remote Education
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Policy review cycle	Biannually
Policy Review Date	January 2026

Remote Learning Lead: Mr Cripps

1. Rationale

In the event of extended school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. The implementation of remote learning would apply particularly in a situation in which the school is closed for an extended period of time (such as in the instance of a pandemic), but high proportion of students and staff are healthy, and able to work as normal from home. This policy does not apply in the event of a short-term closure (e.g. in the event of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in certain limited situations when students, in agreement with the school, have a period of absence but are, to some extent, able to work at home. This may apply in cases such as, but are not limited to, a student who is recovering at home from major surgery, following an infectious disease outbreak, or as a result of self-isolation at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, and without the agreement of the school in contravention to school or government guidance. This may apply, for example, if parents choose to take students 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.

2. Remote learning for individual students

The policy outlined below is in reference to remote learning in the event of individual students only.

Assuming an absence has been agreed with the school, as detailed above, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work will be coordinated by the student's teachers and coordinated by their Head of Year. The Head of Year will be the point of contact for parental communication, supported by the Pastoral Officer and will advise Parents/ Carers as to how students will receive remote learning work.

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. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

If a significant number of students are absent from school, but the school remains

open, the Headteacher will decide what method of remote learning will be in place. This will be communicated with staff, parents/ carers and students.

3. Remote learning in the event of extended school closure

The policy outlined below is in reference to remote learning in the event of an extended school closure only.

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

- a) Lessons will be delivered in accordance with the normal timetable of the students, and will be delivered via Microsoft Teams
- b) Teachers will initiate a Teams lesson within the class team and use this mechanism to deliver the lesson.
- c) At times teachers may set work to be completed independently through the use of external videos or materials (e.g. Oak Academy) or through the use of pre-recorded videos.
- d) Regular direct instruction from classroom teachers will take place, with students having the ability to ask for help through the lesson chat or general chat within the class.
- e) The setting of work that students complete, written responses (if relevant) completed electronically, or on paper with a photograph will submitted to their teachers through the assignment function on Microsoft Teams.
- f) Feedback on work set will be given through the use of whole class feedback, per the **SAA Feedback Policy** (see below for further details)
- g) Assessment will follow the **SAA Assessment Policy** (see below for further details). Therefore, regular cyclical testing will take place through the use of Microsoft Forms. Assignments on Microsoft Teams will also allow students to complete extended written tasks (if applicable) which dependent on the department and year group, will be used to provide data for any upcoming data drops in the academic year.

Students and teachers will be expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material.

The primary platform the school will use to deliver continuity of education is Microsoft Teams, however this may be complemented by other digital platforms and websites.

The extent to which different methods of instruction are employed are likely to be determined by, but are not limited to, the length of any school closure, the ability of both students and teachers to participate in remote learning, as well as individual subject requirements. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the circumstances of any closure and based on our experience and lessons learnt from previous periods of closure.

Assessment and Feedback

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 students 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.

Additionally, assessment will be conducted through the use of Microsoft Forms and the Assignment feature on Microsoft Teams. Teachers will make clear to students if the work is to be assessed and therefore whether feedback will follow.

Methods that teachers use 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. We aim to deliver this twice per half-term.
- Giving live feedback during lessons (verbal or through chat)

Acceptable use of ICT and Remote Learning Platforms in the event of extended school closure

Expectations of students

1. You will access lessons on Teams by following your in-school timetable. For example, if on Monday, P1, you have French, you will join your French Teams class for your live lesson
 - a. Go to your class Team by clicking on the Class Team.

- b. Once your teacher has started the lesson, you will see this in the Class Team.
 - c. To join the lesson, click 'Join'.
 - d. You must join every live lesson with your cameras and microphones turned off, unless your teacher invites you to un-mute.
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1. Students are expected to take part in each live lesson on their timetable and complete the work set by teachers
 2. Students must be dressed appropriately for the duration of the school day online (in case of switching their camera on) and should remain in a public part of their home, wherever possible
 3. Students should be ready at the start time of the lesson. This includes book out and equipment ready, Teams open, logged in and in the Class Team
 4. Students may need to download lesson resources, as indicated by their teacher
 5. Students must remain on mute, unless invited to un-mute by the teacher
 6. Students should use the chat function in the live lesson to only ask questions related to the lesson. Remember to think carefully about what you ask and check this is appropriate before sending (everyone else can view this chat on the live lesson and it is saved)
 7. Students are prohibited from recording or taking screen shots of content or images from the live lesson
 8. Students should not begin a meeting themselves through the meet now function.
 9. If Students lose Internet connection, they should re-join the live lesson using the information above. If this does not work, they should alert their teacher via email or Teams chat
 10. Students may have their school Office 365 account suspended temporarily if they do not follow the SAA Behaviour Policy and further sanctions may be put in place

Expectations of staff

1. Use your school device for all live teaching/ pre-recorded videos
2. Follow the Teams Guide
3. Dress appropriately (in case of being on camera) and treat the video as a professional call (as you would with students in school)
4. Blur your background if working from home
5. Lessons will only be delivered during the school day, from 08:30-15:00
6. Do not conduct lessons on a one-to-one basis. If only one student turns up for the lesson, direct them to complete the work set within Class Materials or Teams Assignment and then end the lesson.
7. Maintain appropriate use of teacher language when conducting live lessons
8. Close your email tab to avoid any data breaches
9. Staff should not behave any differently towards pupils compared with when they are in school. They must never attempt to arrange any meeting, including additional sessions, without the full prior knowledge and approval of the school, and should never do so directly with a student.

10. Staff should make reasonable adjustments and specific arrangements for SEND students remotely as you would in the classroom.
11. Staff should only use platforms specified by the school. They should not attempt to use a personal system or personal login for remote teaching or set up any system on behalf of the school without prior approval.
12. If anything inappropriate happens - or anything which could be construed in this way – staff must immediately inform their line manager and keep a written record. This is to protect staff and pupils.

Expectations of parents

1. Parents can support by ensuring their child is appropriately dressed for lessons. We do not expect students to wear school uniform whilst on live lessons
2. Parents can support by ensuring that their child is in a professional environment whilst on Teams lessons and so should conduct themselves accordingly
3. Parents can support by making their child aware that they may have their school Office 365 account suspended temporarily if they do not follow the SAA Behaviour Policy and further sanctions may be put in place
4. Parents can support by ensuring other family members do not participate in the live lesson
5. Parents can support by ensuring their child is familiar with how the Remote Learning process works
6. Parents can support by checking their child knows their login for Office 365 to ensure they are ready to take part in the live lesson at the scheduled time

Live Teaching (also referred to as live lessons)

What constitutes live teaching?

- For each lesson, work is set in the class Team, either as a Teams Assignment or within the Class Materials section
- Teachers will begin every live lesson by greeting the students and introducing the lesson
- Teachers will follow the SAA Lesson structure including a Do Now, direct instruction and Exit Task. The direct instruction could be in the form of asynchronous clips from websites, pre-recorded teacher instruction, teacher-led learning from a PowerPoint, teacher-led modelling from a visualiser or teacher-led use of resources (for example, worksheets)
- For each lesson, an average of 20 minutes of direct instruction teaching. This may vary, dependent on subject and task
- Approximately 15 to 20 minutes of independent learning by the students, including students completing the Exit Task. The final 10 minutes would be used for any queries or questions, including checking student work handed in (looking over for

engagement purposes, not providing feedback – that will follow the feedback policy)

Live lesson recording

As per the Trust IT Acceptable Use Policy (September 2020) section 14.4, any live lessons must be recorded.

School day set up

In the instance of extended school closure, the school day times will not change. For example:

- 8:30 to 9:00am – Tutor time
- The rest of the timetabled day will follow the usual school day
- We will review this process regularly to ensure that we adapt as we progress through this period of time.

Homework

We will not set homework throughout any extended school closure, where remote learning is the main source of student education.

Students unable to attend live lessons

Work will be uploaded onto Class Materials or the Assignments section of each Class Team for every lesson for students to work through and complete. We are using a 'blended' approach to Remote Learning, which means there will be pre-recorded material, or videos from other platforms which may be used in addition to live delivery from SAA teachers. We would suggest that the teacher is contacted through email or Teams chat in any instance of queries about the lesson.

Extended school closure IT Provision

We may have the facility to loan devices to students. Parents/ carers should contact the school for more information about the provision for vulnerable children.

Pastoral and Welfare

Pastoral care during a school closure

In the event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / carers. However, tutors will check in each day with students through tutor time. Tutor time will be run through Microsoft Teams each day. The online tutor time acts as a check-in each day with a familiar face for students, allowing them to express any issues or concerns they may have.

Assemblies will occur once weekly and will be led by the Head of Year.

Welfare Calls will take place regularly throughout the period of school closure, but the frequency, length and detail of the calls will be specific to the individual student's needs. This includes students with SEND.

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

Teachers should ensure that work is scaffolded correctly and is accessible, as required for all students when setting remote learning. Profiles are available for SEND pupils and advice can be sought from the SEND Team. In addition, the SEND Team support will deploy the Learning Support Assistants who will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/students and feed back to teachers as required.

Safeguarding during a school 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.

Student Support for Teams during a school closure

In the event of a school closure, the Pastoral Team or SEND Team may maintain support or interventions with children and young people through phone calls, emails, or Microsoft Teams.

Staff are reminded that the home school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. The Pastoral Team or SEND Team could also attend multi-agency or SEND meetings during this time.

Support for the set up and use of Microsoft Teams

Guidance about setting up and using Teams for parents/ carers and students will be accessible via the school website.