"Aim to be the best you can be."

A guide to remote learning

Remote Learning:

The period since 23rd March 2020 has been one of great innovation in remote education. A wide range of approaches has been developed, tested and refined. Despite the challenges, remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged.

Most pupils returned to school full time at the start of the autumn term 2020. Schools prepared themselves for localised lockdowns and bubble closures with various methods of remote provision. With the start of the new term in January, schools had to very quickly adapt and plan to deliver remote learning to the majority of their pupils during the national lockdown.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:
- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Ofsted's *What's working well in remote education* (Published 11th January 2021) describes how a range of approaches will be required to achieve successful remote education provision. On the 25th of January 2021, Ofsted released their research into remote learning which supported the multiple approach method and gave some insight into success stories in various settings across the country. Staff wellbeing and workload featured prominently as did the wellbeing if pupils and parents. The school has therefore developed a plan based on the following points.

To be successful in its remote education offer, the school must:

- Keep an ongoing record of which pupils have access to the internet and a device to access any online learning. Schools will need to be aware that for many pupils, these devices may be shared with other members of the family or there may only be a smartphone available. Materials can be provided through Microsoft TEAMS, although for some pupils, paper packs will need to be provided. These paper packs should only be used as a last resort when all other methods of support have been exhausted. The school will be able to provide devices to some of the most vulnerable pupils using the DfE's laptop scheme and charitable donations.

- The curriculum delivered remotely must be aligned as much as possible with the school curriculum and should follow the same planning methods used during normal school operations. Lessons should be part of a sequence of learning with assessment informing future lessons.

- Communicate effectively with all stakeholders including parents who will need ongoing support and training in order to support their children.

- Have adequate risk assessments, and other documents related to the delivery of remote education in an online environment.

- Provide links and signpost to e-safety materials, mental health and safeguarding materials via the website.

- Have an appropriate platform for the delivery of the remote education curriculum. For our school, this is Microsoft Teams.

- Have a method of monitoring staff wellbeing and a plan produced to mitigate against excessive workload.

- Have a plan to ensure that the minimum requirements for remote education set by the DfE are met.

    o 3 Hours for KS1 pupils
    o 4 Hours for KS2 Pupils

This should include a mixture of the following:

Pre-recorded lessons:
These should be uploaded to Teams as an assignment with an appropriate task to complete. They might be useful for going over key concepts or introducing a new method or idea and might only need to be short if this is the case. They can be accessed more flexibly and pupils can return to them when needed. They do not involve any interactions with pupils. Any recordings are the property of the teacher and will not be used for monitoring purposes.

Live lessons:
These lessons will involve interaction between the teacher and pupils and are key to the wellbeing of pupils and staff. Live lessons should not be overly long and should not simply be the teacher reading from a PowerPoint. Various methods of allowing pupils to interact can be used including the chat function and a digital class whiteboard. Live lessons should be recorded and uploaded to Teams so that pupils who miss them are able to access the learning.

Safeguarding policies must be followed at all times to protect staff and pupils if live lessons are used. All staff should familiarise themselves with the risk assessment produced by the school and also the teacher, pupil and parent agreements.

Tasks and assignments:
Tasks and assignments should be set daily for all pupils. Teachers must mark these as they would in class and provide feedback to children where appropriate. This is the schools primary form of assessment during periods of remote provision; teachers must remain up to date with marking and feedback. Assessment from these tasks should inform planning for future lessons.

Other live interactions:
Sometimes wellbeing check ins will take place before or after the live lesson and will have the addition of camera use for pupils. These interactions should be less formal and allow for discussions around feelings and general wellbeing with pupils. Staff should give some structure to these and ensure that all pupils have chance to participate throughout the week.
Safeguarding policies must be followed at all times to protect staff and pupils if live lessons are used. All staff should familiarise themselves with the risk assessment produced by the school and also the teacher, pupil and parent agreements.

Maintaining contact with pupils who are unable to attend school:
If a pupil has to isolate from school, there should be regular phone calls home to check on pupils' wellbeing and to discuss any issues with home learning. Any safeguarding concerns that arise must be reported via the usual safeguarding procedures in school.
The school should maintain a record of vulnerable pupils and any not attending school should be contacted by their class teacher weekly along with additional calls from the safeguarding team, in line with our safeguarding procedures. During a whole school closure, these points extend to all pupils in the school. A log of all calls should be maintained.

Pupils with SEND:
Where possible, there should be some differentiation in the activities set so that pupils of all abilities can access home learning. Pupils with EHC plans will be encouraged to come to school during the closures. For pupils unable to access due to SEND needs, separate work will be set via the class teacher in consultation with the SENCO and a bespoke plan put in place for the most vulnerable and those with EHC plans. Any child with an EHCP who is not attending school will have an individual risk assessment in place.

Safeguarding Guidance for Live Lessons
This guidance must be followed for ALL live or pre-recorded lessons.

When you are teaching via live video, please ensure that:
- There are no one-to-one lessons unless strict controls are in place. Please see the risk assessment.

- The lesson is hosted on Microsoft TEAMS so only students, pupils and staff within the organisation can access this. Microsoft TEAMS has a lobby function which prevents pupils from accessing the lesson before a member of staff is present.

- Where pre-recorded lessons are used, these do not involve pupils. These allow pupils to access a lesson at a convenient time or revisit it. Please note, this recording remains the property of the teacher and will not be used for quality assurance.
- You are familiar with the school's risk assessment and all other documentation linked to these sessions.

During online/remote learning, staff and pupils should continue to communicate and act in a professional manner as if in school.

As the teacher…
- I will record all live sessions using MS Teams.

- I will always ensure that two members of school staff are in a live meeting.

- I will ensure that the background is blurred or plain at all times.

- I will be dressed appropriately (as you would dress in school) for the online session.

- I will make sure I have all the resources I need for the session.

- I will be on time for the online session.

- I will host the online session in an appropriate environment, quiet and free from distractions.

- I will only use the school's agreed online platform for the online session.

- I will only use my school email/log in details and the child's email/school log in details.

- No personal information will be shared.

- I will remind children of the expectations from the checklist at the start of each session and register pupils that attend the session.

- I will give prior notice of any meetings including the length of any online sessions and the resources the children will need.

- If I have any concerns about the child (or other members of the household) using unsuitable language, dress or location the session will be ended for the child.

- Concerns will logged and passed on to the Headteacher/SLT member/DSL to be followed up.

Pupil agreement

- I understand that the online platform is an extension of the classroom and I will behave as I would in school.

- I will take part in my online session in an area that is safe, quiet and free from distractions, preferably not a bedroom.

- I will be on time for my online session.

- I will make sure I have all the resources I need for the online session.

- I will be dressed appropriately for my online session.

- I will blur my background or have a blank background throughout the session.

- At the start of the session, I will mute my microphone and turn my camera off.

- I will use the 'raise hand' feature to show that I want to speak.

- I will only unmute and turn my camera on when my teacher tells me to.

- When contributing to the chat, my comments will be relevant, kind and respectful because they can be seen by all the people in the session.

- I will remain focused during sessions. I will interact patiently and respectfully with my teachers and peers.

- I will not record or take any photos/screenshots during the online session.

- I will not use any of the 'tools' unless I am asked to by the teacher.

- I will leave the session when my teacher tells me to.

- When I am posting photos of my learning, I will always check with my parent/carer before uploading a photo, and I will try to make sure my photo is of the learning and does not include anyone in my house.

Parent agreement

- I will support my child to be on time and have all the relevant resources needed for the online session.

- I will make sure the online session takes place in an appropriate area, for example, somewhere quiet, preferably not in a bedroom and in a place with minimum distractions.

- I will make sure my child and other members of the household are aware the online session is happening.
- I will make sure members of the household are wearing suitable clothing if there is the possibility of them appearing on the session.
- I will adopt the same conversation and language expectations in the online session as normal school conduct and ensure family members adhere to this.
- I will supervise my child's internet use and online learning - making sure I am aware of what they have been asked to do and the online resources they need to access.
- I will not record, take or share photos/screenshots from online sessions. No details of the meeting will be shared or retained and no comments will be posted on social media.
- If I have any concerns about the session, I will discuss these after the session with the teacher or contact the Headteacher.
- If a member of staff calls/live online video calls to speak to my child, I will check that I know who they are, speak to them before my child and stay in the room during the conversation.
- I understand that any safeguarding issues which arise from the meeting will be reported following the school's Safeguarding Policy and Procedure.

Frequently Asked Questions

Q) During the wider reopening of schools, I have some pupils in my class that are absent and some who are present. What should I do?
A) Please upload your weekly planning grid onto the website with links to Oak Academy Lessons, White Rose Maths Lessons and any activities you wish pupils to complete.

Q) My entire class is absent. What should I do?
A) Learning will move online and a full curriculum that meets the DfE's minimum requirements will be provided.

Q) Do I have to teach live lessons?
A) Yes. As a school this is part of our remote education offer and is incredibly important for the wellbeing of pupils and staff alike.

Q) How do I teach a live lesson?
A) The suggested way of doing this is by sharing your screen with the students. This allows you to give verbal explanations over your PowerPoint and model techniques using your visualiser. You should be able to teach the live lesson sitting at your computer.

Q) Do I have to appear on camera?
A) Yes. You should refer to the staff agreement to ensure you are working to the risk assessment produced by the school. You do not however need to be on camera for the whole lesson; only the start and end so your pupils can see you.

Q) Will I be able to see or hear the pupils?
A) Pupil cameras and microphones will be permitted during live lessons and well-being checks under the direction of the teacher. Teachers must strictly monitor camera use and ensure the risk assessment is being adhered to and that safeguarding issues are dealt with in line with school policy.

Q) If I can't hear my class how will they ask me a question?
A) Pupils can communicate with you through the chat function or using hands up if you enable a discussion.

Q) What if pupils use inappropriate language in the chat?
A) Pupils will log in via their school email, so all chat comments have the pupil name next to them. Any inappropriate language will be dealt with through the behaviour policy when they return to school. Teachers have the right to mute or remove pupils from a live interaction if their behaviour is inappropriate.

Q) Will I have to present for an hour?
A) No. There should be opportunities in live lessons for pupils to work independently, just as there would be in regular lessons. At this point you could choose to mute your microphone and interact with students/pupils through the chat when necessary until it becomes appropriate to address the whole class again.

Q) What about pupils who don't have the technology to access these lessons from home?
A) We are providing the technology to the most vulnerable pupils who need it so all can access these lessons. Inform SLT of any pupils you identify as unable to access any online learning (either live lessons or online grids)

Q) How do I give feedback to work submitted via Microsoft TEAMS?
A) Pupils will return their work using teams and may, in some cases, upload photos. Staff should provide feedback via Teams and return work to pupils once marked.

Q) What should I do if a pupil is regularly not completing work set at home?
A) Make a note of the pupil's name and pass to the SLT who will make contact with the family.

Q) Will recording or live lessons be used for monitoring or performance management?
A) No. Recordings and live lessons are only there to allow pupils/students to revisit a pre-recorded lesson if they need to.

Q) Should I be concerned that a parent/carer might 'sit in' my lesson?
A) For younger children this might be necessary and helpful. However, if you feel a parent/carer is posting things on the chat function or you have other concerns, please let a member of the senior team know to support you. Parents have had a remote learning agreement communicated with them that outlines their responsibilities.

Q) Should I respond to pupils'/students' questions and queries outside lesson times?
A) As pupils/students become more familiar with online learning they may ask more questions outside the lesson time on chat functions. While staff are free to respond whenever they wish, there is no expectation this will happen outside normal school hours.

Q) Have issues around workload been considered?
A) As we have throughout lockdown, we remain committed to being reasonable and sensitive to concerns about workload. However, this is new territory for all of us so we will be reviewing these procedures regularly and part of that review will be an opportunity for staff to give feedback.