Remote Learning Policy

Category:	Quality of Education	
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Version	1	
Status:	Under Review:	
	Approved:	✓
	Adopted:	✓
Issue Date:	October 2020	
Next Review Date:	October 2023	
Statutory Policy:	Yes	
	No	✓

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1 – Scope
This policy applies to all staff employed by TLET.

It aims to outline guidance and procedures for remote learning that may occur away from a Transforming Lives Educational Trust academy.

2 – Policy Statement
Transforming Lives Educational Trust (TLET) is committed to providing high quality education to its pupils every day. Using current research and training, staff are equipped with the knowledge and skills to support pupils to do their best. We recognise that the best learning takes place when pupils are resourced with expert teachers, excellent resources and first-rate facilities.

In the event of an academy closure, TLET is committed to continuing to deliver high quality education to its pupils and will do so through a process of remote (online) learning that aims to match the classroom learning experience as far as possible whilst being mindful of the age and learning needs of pupils. Wherever possible, we will ensure that extensive remote learning will apply, particularly in a situation in which the academy is closed for an extended period of time, but a high proportion of pupils and teachers are healthy, and able to engage in learning activities as normal from home. This policy will not normally apply in the event of short-term academy closures (e.g. as a result of inclement weather) or a short-term pupil absence.

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

There is no obligation for the academy to provide continuity of education to pupils who absent themselves from an academy, with or without parental permission, in contravention of academy or government guidance. This may apply, for example, if parents choose to take pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the academy, to absent their child from academy 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

The extent to which different methods of instruction are employed is likely to be determined by the length of any academy closure and the ability of both pupils and teachers to participate in remote learning, owing to widespread illness or access to the resources to teach or learn online, for example. This policy will be kept under review and may be revised as necessary.

3 – Principles

3.1 – Remote Learning for Individual Pupils
Assuming an absence has been agreed with the academy, and the pupil in question is healthy enough to work from home, the academy will provide work for pupils who are unable to attend in person. If this occurs for an individual pupil, work will be made available for the pupil, e.g. via Google Classroom, the academy's website, etc. If there are issues about the quantity or quality of work set, concerns should be raised with the pupil's class teacher or form tutor in the first instance.

Work will be set according to a pupil's individual timetable.   Work will only be provided to pupils in this way if there is a previously agreed absence lasting more than three academy days.

If a significant number of pupils are absent from an academy, but the academy remains open, the Principal will decide whether the method of remote learning operated will take the form outlined above, or as outlined below in our plan for pupils affected by an infectious disease/virus pandemic, e.g. COVID-19, pandemic flu.

Individual pupils who need to isolate due to:
- Testing positive for an infectious disease/virus;
- Having one or more of the symptoms of an infectious disease/virus as published in official guidance and waiting for a test;
- Being instructed to isolate due to Track and Trace or a member of their household testing positive for an infectious disease/virus;
- Pupils in quarantine following foreign travel (as per guidance);
- Medical reasons (with evidence in writing from a medical professional.)

Work for these pupils will be set every day while they are absent for the reasons above. We will aim for work to be set by 9 am each day for every timetabled lesson, where appropriate, except for development activities. Where possible, work will be set from the first day after notification of an absence. An academy must be notified by 2pm for educational activities to be set the next working day.

4 – Definition of Terms

4.1   The Trust – Transforming Lives Educational Trust.
4.2   Pupils – any child or young person who attends an academy in the Trust.
4.3   Teacher – any teacher who is employed by the Trust, including the Principal.
4.4   Support Staff – all employees who are not employed as qualified teachers.

5 – Procedure
In the event of extended academy closure, the academy will aim to provide continuity of education as below:

5.1   Full Closure in the event of the academy being instructed to close for any reason
Pupils will receive 'live' online learning wherever possible for each timetabled lesson through Google Meet. Pupils will be registered for every lesson, e.g. through Edulink.

Lessons may take the form of:
- A full lesson online;
- Part of the lesson (most likely the start and end of the lesson) being taught 'live' with pupils completing work in the middle 'off-line' ready to share at the end;
- Pre-recorded lessons allowing pupils to work independently after registering and being able to chat 'live' with their teacher at an agreed time each lesson for feedback and questions. Pupils will submit their work at the end of the lesson;
- Learning tasks set online or sent in in booklets in advance. Pupils will register 'live' at the start of the lessons and will have the opportunity to ask questions about their learning (this is for consolidation rather than the instruction of new concepts and/or content.)

5.2   Partial Closure (e.g. academies operating in rotation) or one or more year group 'bubbles' being instructed to isolate.

Pupils will receive 'live' online learning wherever possible for each timetabled lesson through Google Meet. Pupils will be registered for every lesson, e.g. through Edulink.

Lessons may take the form of:

- A full lesson online;
- Part of the lesson (most likely the start and end of the lesson) being taught 'live' with pupils completing work in the middle 'off-line' ready to share at the end;
- Pre-recorded lessons allowing pupils to work independently after registering and being able to chat 'live' with their teacher at an agreed time each lesson for feedback and questions. Pupils will submit their work at the end of the lesson;
- Learning tasks set online or sent in in booklets in advance. Pupils will register 'live' at the start of the lessons and will have the opportunity to ask questions about their learning (this is for consolidation rather than the instruction of new concepts and/or content.)

5.3   Organisation

Online 'live' lessons will all take place through Google Meet using academy email addresses only. Pupils and parents will sign a code of conduct. Pupils and staff will receive instruction and guidance about the safe use of Google Meet as part of the development of the policy. Teachers and pupils can choose to use video sharing within the guidelines in the policy (Appendix 1 and 2).

TLET academy classrooms will be set up to enable remote teaching from every PC/laptop. Each classroom will be equipped with a webcam and speakers, where required. In addition, graphic tablets are available for staff to borrow when appropriate.

Some TLET academies are permitted to apply for devices from the Department for Education (DFE) for pupils in receipt of Pupil Premium funding if they do not already have a device at home. TLET may order these devices in the event of an academy closure. TLET also has a limited number of devices that can be lent to pupils if necessary.

Where staff are absent through ill health or another authorised absence, pupils will be set learning activities to be undertaken during their timetabled lesson.

All lessons will be recorded so that pupils can access their learning at a later date. Should a pupil not be able to participate in live lessons due to a lack of access to an appropriate device, parents must inform the academy in advance. Daily contact will be made to register the child and they will be expected to access recorded lessons and hand in learning tasks as set by the teacher. Normal expectations for completion of work will apply and will be followed up according to the TLET academy Behaviour Policies.

Parents and pupils are expected to sign up and adhere to the code of conduct for live lessons through Google Meet and to ensure that they use the technology safely. All behaviour expectations in an academy are in place for online learning.

The suggested timetables* below will be used for online 'live' lessons being mindful of pupils' ages and related learning needs and to allow pupils to have a reasonable break between screened lessons and to allow teachers to

set up for the next lesson. Timetables will be approved by Principals in each academy and, therefore, may vary from those below, taking account of teacher availability, resources availability and a balance between 'live' online lessons and those that have been pre-recorded.

Early Years & Key Stage One Pupils (4 to 7 years old):

Time	Lesson
8.45 am – 8.50 am	Registration
9.00 am – 9.45 am	Lesson 1
10.00 am – 10.45 am	Lesson 2
10.45 am – 11.15 am	Break
11.20 am – 12.05 pm	Lesson 3
12.20 pm – 1.05 pm	Break
1.20 pm – 3.05 pm	Offline Learning Activities

Key Stage Two Pupils (7 to 11 years old):

Time	Lesson
8.45 am – 8.50 am	Registration
9.00 am – 9.45 am	Lesson 1
10.00 am – 10.45 am	Lesson 2
10.45 am – 11.15 am	Break
11.20 am – 12.05 pm	Lesson 3
12.20 pm – 1.05 pm	Break
1.20 pm – 3.05 pm	Offline Learning Activities

Key Stage 3, 4 & 5 Pupils (11 to 18 years old):

Time	Lesson
8.45 am – 8.50 am	Registration with tutor
9.00 am – 9.45 am	Lesson 1
10.00 am – 10.45 am	Lesson 2
10.45 am – 11.15 am	Break
11.20 am – 12.05 pm	Lesson 3
12.20 pm – 1.05 pm**	Lesson 4 A/B OR Lunch as timetabled
1.20 pm – 2.05 pm**	Lesson 4 C/D OR Lunch as timetabled
2.20 pm – 3.05 pm	Lesson 5

**Please note that timings may vary between academies.
**Please note that development activities will not be timetabled in the event of a year group or full academy closure. Individual pupil timetables are available through Edulink for secondary aged pupils.

Online 'live' lessons with our youngest pupils will be shorter sessions, e.g. 15-20mins, and increase in length relative to the age of the pupils. Priority for online 'live' lessons will be given to reading, writing, maths and pastoral learning and support.

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5.4   The Setting of Tasks

Where appropriate, subject areas will provide learning activities broadly in line with pupils' timetables. Normally this will be as part of a live lesson or will complement the work done in a lesson for secondary aged pupils, and as offline activities under the instruction of the teacher for primary aged pupils.

Tasks will be set in accordance with existing schemes of learning and will be designed to allow pupils to progress through schemes of learning at the same pace and coverage as if they were in their academy, where possible.

Naturally, remote learning will require pupils and teachers to take a different approach to working through content, but tasks should ensure the pace and coverage of content is as close as possible to in-academy teaching and ensure pupils do not fall behind. The nature of learning tasks set should allow pupils to learn independently, without the specific support of an adult at home beyond explanation of task.

Unless there is a good reason not to, learning tasks will be set for individual classes. The type of learning task set will vary between subjects, but examples of appropriate tasks might include:
- Reading and noting new material from a subject area textbook or electronic resource;
- Working through subject-specific presentations or worksheets provided by the subject area;
- Watching a relevant video resource and making notes on it;
- Completing a listening exercise (e.g. in Languages);
- Written responses to prompt questions, essay plans etc.;
- Completion of practice questions or past papers, particularly for those in examination years;
- Working through relevant exercises offered by external providers (e.g. HegartyMaths, GCSEpod).

Teachers will set tasks through Google Classroom/the academy website and it is the responsibility of teachers, parents and pupils to ensure they know how to use this programme effectively (instructions and training are made available separately).

Teachers must include line managers within the online classroom to allow them to monitor and support as required.

5.5   Assessment

Providing timely and helpful feedback is a cornerstone of effective teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on the learning activities.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the academy employ remote learning.

Assessed learning tasks will be set with clear due dates given to pupils for completion, thereby helping pupils to organise their time. Pupils and teachers should keep accurate records of all work completed, submitted and assessed.

Teachers are encouraged to ensure, when they set assessed activities, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:
- Providing whole class feedback rather than individual feedback – this is an effective way of providing feedback, supported by findings from educational research;
- Using the "Comments" function on online documents;
- Sending a direct email/comment to pupils with specific feedback / targets;
- Feedback via another website / piece of software (e.g. HegartyMaths)

Additional functionality is available in Google Classroom, if teachers wish to create assignments for pupils to complete. These might include, for example, the creation of a quiz (containing either multiple choice or extended answers.)

5.6   Expectations of Pupils

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 learning activities, and submitting assessed tasks promptly and to the best of their ability, when required. Pupils will also be expected to regularly read and respond to communication from the academy, where appropriate (e.g. an email from a form tutor).

In the event of an extended academy closure, teachers will continue to provide content in line with existing schemes of learning once the academy is reopened; if any pupil misses significant parts of the content as a result of a health-related issue, they will be able to view material posted online and the academy will give consideration to the practicalities of helping pupils to catch up once the academy reopens.

Pupils should ensure that, in addition to completing the learning tasks promptly, they should complete any administrative tasks that allow the academy to monitor their progress. For example, where tasks are set using Google Classroom, then they should mark tasks as "done" so teachers can monitor their progress. If pupils or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area teacher/s. If there are questions about a pupil's overall workload (e.g. a pupil feels they are overwhelmed or falling behind), these should be directed to the pupil's class teacher (primary academies) or head of year (secondary academies).

Teachers should work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in their academy. However, if advance notice is possible, teachers will instruct pupils to take relevant equipment home, or for parents to ensure they have duplicates. The academy does not expect pupils to have access to any specialist equipment that would usually be provided by the academy (e.g. science, art or DT). Teachers should ensure they are able to scan or upload photos of important resources in case pupils do not have access to them at home. Online textbooks are helpful in this regard and many subjects have access to these.

The academy expects that almost all parents will have internet access at home to access remote learning resources, but teachers will make no presumption of the pupil's ability to print at home. If a pupil does not have

access to a suitable device or the internet, parents should contact the academy so that appropriate provision can be made for them.

5.7   Expectations of Parents

Parents should, wherever possible, support their child to access the IT that they need to access online learning. If a child is unwell and cannot access lessons, they should call in to report an absence in the usual way.
Parents will need to sign the Code of Conduct for Remote Learning (Appendix 2) and support their child to follow it.

If a parent has concerns about the quality or quantity of learning tasks being set, they should contact the child's class teacher or form tutor.

We ask that all parents remain aware that remote education is more complex than normal classroom provision and that teachers and support staff may not be able to reply to queries or concerns within normal response times.

5.8   Expectations of Teachers (and subject areas)

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request support from their academy. If there are IT-related issues while remote working, teachers can contact the IT Manager via the service desk email – (more information for staff is available on their academy Shared Drive).

The setting and assessment of remote learning tasks will take place in accordance with academy and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of pupils' learning and subject area practices will be applied in the event of remote learning.

In order that we are providing a consistent approach, heads of faculty and subject leaders are responsible for overseeing the nature and frequency of learning tasks set and assessed within their subject areas. 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. Heads of faculty and subject leaders will monitor this and should be included in the tasks set in Google Classroom as a co-teacher, where applicable.

Teachers are responsible for providing constructive feedback to their pupils in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback and will liaise with faculty heads and/or senior leaders with responsibility for Teaching and Learning. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set for their classes. Note that illness in these cases will be treated as normal and recorded with HR with return-to-work discussions conducted remotely if required.

Subject areas are expected to:
- Plan and deliver 'live sessions' where appropriate in consultation with faculty heads and the senior leader with responsibility for Teaching and Learning;
- Respond to reasonable amounts of communication from pupils, parents and teachers during normal working hours. We define a reasonable amount of communication to be that which is possible to manage during the normal working day;

- Plan and set tasks for their pupils using Google Classroom or alternative (academy approved) online platform;
- Be able to set and assess work promptly, in line with academy policies and subject area practises, returning it to pupils electronically, where possible (or after the period of remote working for written and project work).

Teachers should be available to contact parents 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 line manager will be able to support and, if necessary, escalate to SLT.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should direct parents to the Continued Education section of the academy's website.

In order to ensure teachers are able to perform to the minimum expectations outlined above, the academy will provide a range of training opportunities that teachers should access before any planned academy closure.

Teachers should ensure that they have looked through specific instructions and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or SLT. The resources in the Shared Area are a useful source of training – simply search for the element required (such as 'Google Classroom').

Teachers should be available to be contacted where necessary during normal academy hours through normal communication channels. Teachers should ensure their communication with pupils does not encourage unhelpful work habits. All communication should take place during usual academy opening hours, with no expectation for colleagues to read or respond to emails after 4 pm, although responses should be made to electronic messages within two academy days 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 with parents and pupils must always occur via official academy channels, and never through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):
- Email using academy email addresses only (both teachers and pupil)
- Google Classroom (docs, sheets etc.)
- Google Meet
- Telephone contact ensuring that personal phone numbers are withheld

5.9   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 and remote tasks. Profiles are available for SEND pupils and advice can be sought from the SENCO or Head of Learning Development. In addition, pupils requiring additional support will have a named member of staff who will make weekly contact by email or phone with parents/pupils and feed back to teachers using CPOMS if required. Timetabled support delivered by Learning Development staff should continue online, where applicable.

5.10   Provision of Free School Meals
In the event of an academy needing to implement a full year group or academy closure of at least one full week, pupils entitled to Free School Meals will receive supermarket vouchers to the value of £2.50 per day for the period

of enforced closure. This is the amount provided to academies for pupils entitled to this support. Vouchers will be sent to parents via email on a weekly basis. Supermarket vouchers will be for ASDA as it is the only large supermarket in a central location in Rugby.

5.11   Pastoral care during an academy closure

In event of an academy closure, the primary responsibility for the pastoral care of a pupil rests with their parents/carers. However, form tutors under the guidance of the heads of year (secondary academies) and class teachers (primary academies) should communicate regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to heads of year, and class teachers to the Principal, particularly if there are concerns or a lack of communication.

5.12   Safeguarding during an academy closure

In the event of an academy closure, pupils, parents and teachers are reminded that the academy's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers, as does the academy's Staff Behaviour Policy. 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 an academy.

More advice on safeguarding and pastoral concerns is available on CPOMs. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead:

Henry Hinde Infant School: Mrs Edwards at head@henryhindeinfantschool.co.uk
Henry Hinde Junior School: Mrs Allen at head@henryhindejunior.co.uk
Ashlawn School: Mrs Pountney at pountneyl@ashlawn.org.uk

6 – Equality Statement

6.1   This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any individual (with due regard to their protected characteristics), and it helps to promote equality across the Trust.

7 – Monitoring

7.1   It is the responsibility of the Board of Trustees, and those they delegate authority, to ensure that the principles and procedures of this policy are adhered to. The use of this policy will be subject to routine monitoring to ensure its fidelity in practice. The evidence gathered from monitoring at regular intervals shall inform any reviews and future revisions to the policy, and no later than that stated on Page 1 of this policy.

Appendix 1
Remote working, flipped classroom, GDPR and safe working practice

Please note that any remote working methods should adhere to GDPR guidelines.

In most cases remote working via shared documents and the tasks function on Google Classroom and/or Edulink will give you plenty of flexibility. However, teachers and pupils must use their academy accounts (G-Suite Classroom, Meet and Gmail) and if using flipped learning techniques, uploading videos to Edulink and/or Google Classroom, please ensure the background is blurred or neutral.

Instructions for setting up live lessons are available in the remote working folder in the information for staff.

It is possible to record meetings in Google Meet and this is **required,** both for possible future reuse and to demonstrate safe working practice. Pupils can also be prevented from recording the sessions and this function must also be selected. Recordings must be placed on Google Classroom after the lesson. This will be monitored by Heads of Subject/Faculty/SLT.

Communicating via live text (e.g. conversations in Google Classroom) does not require specific permission however and can be an effective way to keep in touch with classes. Teachers must not set up or join social media groups for academy use with pupils (such as WhatsApp etc.).

It is not foreseen that you will need to use any apps or materials that fall outside the TLET network, but in the rare instance that this is the case, please ensure you have discussed this with your line manager. Any GDPR concerns should be directed to the Academy Data Protection member of SLT.

Appendix 2

Codes of conduct
Staff Google Meet Protocol

1. All meetings will be recorded by the teacher.
2. Google Meet sessions will have staff and pupils' cameras turned on.
3. Request that pupil microphones must be muted and only switched on when you are talking directly to a pupil.
4. Respect to be shown at all times to staff and pupils alike.
5. Ensure there are no inappropriate website browsers open on your computer screen when delivering a lesson.
6. The session needs to occur where there is a neutral background taking care that there are no potentially offensive items on view.
7. Please follow the staff code of conduct with regards to dress and behaviour.
8. Ensure all pupils have left the meeting at the end of the lesson.
9. Academy behaviour expectations remain in place for all lessons whether online or in an academy.
10. Pupils not following the code of conduct or concerns regarding their behaviour must be reported to the HOD/HOY/Principal. Applicable pupils will be removed from the lesson by the teacher.
11. Liaise with the HOD/HOY regarding whether the pupil will receive future invitations to live lessons in your subject.

Student Google Meet Protocol

1. All meetings will be recorded by the teacher.
2. Pupils are not permitted to record any part of a lesson.
3. Google Meet sessions will have staff and pupils' cameras turned on.
4. Student microphones must be muted and only switched on when the teacher is talking directly to a student, unless directed otherwise by the teacher.
5. Respect to be shown at all times to staff and pupils.
6. Listen and respond when questions are directed to a pupil by the teacher.
7. Ensure a quiet environment with no loud music or conversation in the background.
8. The Google Meet should take place in a family space. There needs to be a neutral background, taking care that there are no potentially offensive items on view.
9. Leave the meeting promptly at the end of the lesson.
10. Dress appropriately for the lesson.

Should any pupil not follow this code of conduct or concerns regarding their behaviour are reported, they will be removed from the lesson by the teacher and future invitations to live lessons will be reviewed.