TRINITY SCHOOL CARLISLE
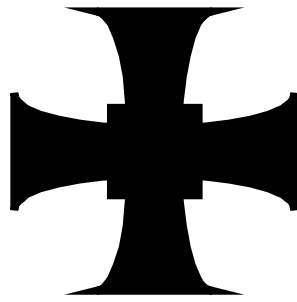
A CHURCH OF ENGLAND ACADEMY

REMOTE LEARNING POLICY

Trinity School Remote Learning Policy

Date of adoption	January 2021
Originator	SLT Teaching and Learning Team
Date of Review	June 2024
Additional information	This policy should be read in conjunction with; • Expectations for Learning Behaviour Policy • Assessment for Learning Policy • Child Protection Policy • E-Safety Policy • Data Protection Policy • ICT Acceptable Use Policy

Aims of Policy

This Remote Learning Policy aims to
➢ Ensure all our students have access to a high quality education whilst out of the school setting.
➢ Ensure consistency in the school's approach to Remote Learning.
➢ Set out expectations for all members of the school community with regards to Remote Learning.

Roles and Responsibilities

Any prolonged school closure will have impact on staff, parents and students. It is with this knowledge that the policy is designed to be considerate to additional stresses that people may experience.

It is important that staff and parents work closely to ensure that students continue to have a quality education.

Remote Learning

At the current time (June 2024), Government guidelines define Remote Learning as any of the following;
➢ Live Direct Teaching
➢ Recorded Teaching
➢ Activities which promote the completion of tasks and assignments independently.

Policy into Practice

➢ At all Key Stages staff will plan and deliver Remote Learning **according to the school timetable.**
➢ This means that all students will have five lessons a day in the normal timetabled slots.
➢ Where the lesson is '*recorded*' or is an '*activity which promotes the completion of a task or assignment independently'*, the class teacher will be available in that timetabled hour for support, advice or to answer any student questions.
➢ Given the nature and reason for a prolonged school closure, we fully appreciate that following the school timetable may not always be possible. In this instance, we have communicated to families to follow a timetable that best fits their individual circumstances and pastoral support is offered via year teams.

- ➤ If a member of staff is unable to work for any reason during this time, for example, due to sickness or caring for a dependent, they should report this using the normal absence procedure and independent cover work will be set by the member of staff or curriculum leader.
- ➤ All work, regardless of the learning platform being used, should be uploaded to ClassCharts by **8:30 am.** This ensures that students and parents have a one stop access point for all of the work on any given day.
- ➤ Departments should assess curriculum plans and identify key concepts that must be taught to prevent students falling behind. There should be a balanced approach to revisiting prior knowledge and the introduction of new knowledge and skills.
- ➤ Teachers should aim for a variety of activities where appropriate. Practical subjects should maintain that element of the course where possible.
- ➤ Teachers need to ensure that the content they are providing the students is accessible and achievable for students to complete at home independently of their parents but with teacher support and within their allocated timetabled hour.

Technology

- ➤ Heads of Year and Assistant Headteachers have identified those students who need to be provided with a laptop to ensure a smooth adherence to Remote Learning.
- ➤ We continue to reach out to Government initiatives to provide further technological support for the members of our community who would benefit.
- ➤ We continue to offer other areas of support to our families in need through, for example, internet access offers.
- ➤ Where families do not want to access technology at home, work will be posted home. Pastoral Teams are responsible for getting this information to class teachers. Due to the nature of live lessons, work posted home may follow a different format but will ultimately cover the same learning material.
- ➤ Where issues with technology mean that students are falling behind, year teams will consider whether an offer to attend the hub in school is appropriate if the school hub risk assessment at that current time in the pandemic allows extra numbers to attend in school.

Feedback

Teachers should provide regular feedback to students **following their departmental policy**. Students need to know what they are doing well and what they need to do to make progress. This may be in a variety of different forms, such as;
- ➤ Self-Assessment
- ➤ Individual e-mail
- ➤ Assessment/Marks
- ➤ Teams Assignment feedback function
- ➤ Whole group feedback

Monitoring of students
- ➤ Teaching staff should make contact with home via e-mail or phone if a student fails to access two consecutive lessons in a particular subject.
- ➤ Teachers log students using the '*Failure to engage in remote learning*' log.
- ➤ Form Tutors will receive a Form print out of these logs weekly, on a Thursday and will use their knowledge of circumstances to make further contact with home where appropriate.
- ➤ Pastoral Teams are in regular contact with our vulnerable and disadvantaged families and communicate messages to staff where appropriate. If communication with vulnerable and disadvantaged families fail, or there are concerns over home learning, consideration will be given to insisting students attend the hub in school.
- ➤ Where individuals who are self-isolating are within our definition of vulnerable, it is important that systems are in place to keep in contact with them. When a vulnerable child is asked to self-isolate, their social worker will be notified (if they have one). The Heads of Year will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

➢ Pastoral teams and SEND team are available to support remote learning. Vulnerable students and students that have an EHCP will receive weekly contact to support student wellbeing. Differentiated work/timetables will be put in place where appropriated to maintain student engagement in education. All students and parents are able to follow normal school procedure and contact teacher and/or form tutor with concerns or if in need of extra support.

Monitoring of work

Curriculum and Middle Leaders are responsible for;
➢ Reflecting on any aspects of the subject curriculum that need to change to accommodate remote learning.
➢ Working with teachers to ensure work set is appropriate and consistent.
➢ Maintaining links with subject networks and exam boards.

Role of SLT Teaching and Learning Team

The Teaching and Learning Team is responsible for;
➢ Co-ordinating the Remote Learning approach across the school.
➢ Monitoring the effectiveness of remote learning through regular meetings with teachers and Curriculum/Middle Leaders, reviewing work set and collating and evaluating regular feedback from staff, parents and students.
➢ Monitoring the security of Remote Learning systems including data protection and safeguarding considerations.

Network Support

Network services staff are responsible for;
➢ Fixing issues with systems used to set and collect work.
➢ Helping staff and parents with any technical issues they're experiencing.
➢ Reviewing the security of systems and flagging any data protection breaches to the Data Protection Officer.
➢ Assisting students and parents with accessing the internet or devices.

Students and Parents

Staff can expect students to;
➢ Be contactable during the required times.
➢ Complete work to the deadline set by teachers.
➢ Seek help if they need it, from teachers.
➢ Alert teachers if they're not able to complete work and be prepared to discuss the reasons for this.

Staff can expect Parents to;
➢ Make the school aware if their child is sick or otherwise can't complete work.
➢ Seek help from the school if they need it.
➢ Be respectful when making any complaints or concerns known to staff.

The Governing Body

The Governing Board is responsible for;
➢ Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
➢ Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

<u>Data Protection</u>

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to;

➢ Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
➢ Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
➢ Making sure the device locks if left inactive for a period of time.
➢ Not sharing the device among family or friends.
➢ Installing antivirus and anti-spyware software through Network Services.
➢ Keeping operating systems up to date – always install the latest updates through Network Services.

All private student equipment used at home will have the security systems of their internet or phone service provider.