



CASTLEMAN ACADEMY TRUST

POLICY :

Remote Learning

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CASTLEMAN ACADEMY TRUST

Remote Learning Policy

To be read in conjunction with the Corona Virus (COVID-19): Contingency Plan

At Castleman Academy Trust we understand the need to continually deliver high quality education, including during a period of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

Statement of intent

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Remote Learning Access

If a local or national lockdown is implemented, the school will offer access to remote education for pupils who are required to remain at home. If there is not a local lockdown, but a single class or bubble needs to self-isolate, the school will implement remote learning for that group.

We aim to provide this immediately when required but we may, in some instances, be unable to do so. We would endeavour to have remote learning resources in place within 24 hours of the need being raised with the school.

Remote Learning Teaching and Learning

Our remote learning provision is based around the following principles:

- Our pupils should still feel part of our school community when learning from home.
- The home school curriculum will work in tandem with the in-school curriculum where possible
- School will do all it can to help pupils access remote learning opportunities as easily as possible.
- Learning experiences will be as simple to access as possible to recognise the potential pressures of learning, working and keeping people well at home.
- Additional pressures on teachers to deliver home learning will be kept to an absolute minimum to ensure a manageable workload.

The community

If children are required to self-isolate and are well, parents will be contacted by a member of staff in the first few days of absence. This phone call is a check-in to see whether there are any questions about the home learning access or material and make sure families are set up and comfortable with accessing the curriculum. Where barriers exist, we will do all we can to fix this.

All pupils will have access to high-quality education when remote working. The school will endeavour to provide a range of resources to support and cater for different learning styles in these scenarios, including but not limited to:

- CAT Live learning resources
- Century Tech access
- Access to Oak Academy resources

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, staff will:

- Set assignments/work so that pupils have meaningful work each day in line with the long and medium term plans and learning pathways
- Deliver a planned, coherent, and well-sequenced curriculum which allows skills to be built incrementally
- Provide children with models, explanations and work relating to the curriculum.
- Regularly monitor work completed and provide feedback where appropriate and possible.
- Adjust the pace or difficulty of what is being taught in response questions or assessments
- Plan a programme of study that is in line with that being studied by pupils in school as much as possible.

Support for SEND pupils

All provisions for remote learning will be subject to the year group's age, ability, and/or any SEND. To support teachers, pupils with SEN-D and EHCPs will also be supported by the SEND team and pastoral staff to ensure that any remote learning that takes place meets their needs and individual targets.

In exceptional circumstances, the school may reduce its curriculum offer to enable pupils to cope with the workload – the SEND Director will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

Marking and Feedback

In class, teachers will continue to use the marking and feedback policy to provide children with prompt next steps as guidance for how to improve. When learning remotely, teachers are expected to provide feedback to monitor the learning and progress of pupils.

Support with technology and devices

The school will consider the support available through the DfE's '[Get help with technology during coronavirus \(COVID-19\)](#)' scheme. Under the scheme, the school may be eligible to order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government and/or clinical advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

The school has a limited number of devices it can provide for learners. Priority for access to these will be given to those learners who are in receipt of pupil premium support. Where demand exceeds our ability to supply devices, the school reserves the right to take into consideration the individual needs of learners concerned and make the final decision about who receives this support.

Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process, in line with the school Risk Assessments and/or local or national provision put in place.

Remote Learning – Roles and Responsibilities

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Executive Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the IT lead.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times they would usually be in school and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Trying to ensure that their child always has access to remote learning material during the times they would ordinarily be in school.
- Reporting any illness or reason for which children are unable to engage with remote learning on the first day of such issue and let school know when the child is well enough to begin to access learning again
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Trying to engage with learning during the times they would ordinarily be at school and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher and/or parent as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the School Behaviour Policy at all times.

Learning Materials

In the main, pupils will access learning that is in line with the long and medium term plans and learning pathways already in place in school. Teachers, during planning, will consider ways to make the learning taking place in the classroom accessible for pupils learning at home. However, this may not always be possible.

We want to encourage all of our pupils to access learning online where required to ensure they receive regular feedback and are able to engage with learning in a similar way to their peers at school. As such, we have worked hard to try to identify all pupils without learning devices or the tools to engage in remote learning and provided these pupils with alternative resources.

All of the learning set will match the objectives being taught in class. Reading, Writing and Maths will be a priority. Links to learning based around the foundation subjects will also be included.

PRIMARY CURRICULUM

Phonics – links will be provided matching the phonics programme used in school ensuring the correct sounds are being studied in line with what is being learned in class.

Reading – independent reading is as vital to continue at home as much as we value it in school. Reading everyday – whatever the text – will make pupils better readers. Activities linked to objectives covered in class will be set with links from BBC Bitesize, Oak Academy or Literacy Shed included to support.

Writing – spelling tasks will be set using ‘Spelling Frame’ and other writing tasks will be planned in line with in-class learning. Links from BBC Bitesize, Oak Academy and Literacy Shed will be included to support.

Maths – in school, pupils will follow the White Rose Maths scheme of learning. Having invested in the premium subscription for this programme, links will be provided to videos and worksheets for parents to access and therefore remain in sync with learning happening in school.

Following a review of the home learning set during the summer term, we have invested in a digital curriculum called Century Tech. This will provide key stage 2 pupils with access to a bespoke, personalised learning pathway based on diagnostic assessments that will take place in school. Pupils will be directed to this provision when necessary and pupils will be set up and prepared to continue their learning through this platform.

Additional links with current subjects and topics being learned in school will be shared via Oak Academy and BBC Bitesize where necessary.

SECONDARY CURRICULUM

English, Science and Maths – pupils are currently accessing Century Tech as a digital platform for their personalised curriculum in these subjects. Learning pathways have been created for pupils as a result of diagnostic tests in these subject areas. Specific assignments are also created by subject specialists and accessed via the platform. This learning can continue at home ensuring a seamless transition between home and school learning.

Foundation Subjects – Links to online inputs and programmes or additional resources will be shared that are linked to school coverage.

Removing barriers for access

Initial phone calls home will determine that families have the resources available to them to access the provision. In cases where parents or children are unable to access remote learning online, paper work packs may be provided and teachers will work with parents to agree a mutually appropriate way to submit and provide feedback on this work.

Online Safety

This section of the policy will be enacted in conjunction with our Online Safety Policy.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programmes as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.
- Calls made to pupil's personal phone numbers can only be made by arrangement with a pupil's parent or carer and after receipt of written permission from them.

All online resources will be published inline the ICO's Code of Practice to protect children's privacy online. Parents will be notified if pupils are not using devices or software as intended and appropriate action agreed.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

Safeguarding

All sources of learning shared by teachers will be secure and support school's online safety policy. Devices which belong to school will be fitted with the appropriate safety software and all parents receiving these will receive and sign the school's acceptable use policy. In order to prevent and deal with any issues arising from online safety during online learning the school will do the following things:

- Continue to encourage communication channels between parents and children and record any concerns regarding online safety on "My Concern".
- Ensure parents and children have a contact at school who they can reach out to in case of emergency.
- Where children are identified as the most vulnerable, provide additional communication e.g. phone calls or visits.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the trust's Equality Policy.

Remote Learning Information for Parents

Broadstone Middle School and Broadstone First School

Our home learning provision is based around the following principles:

- Our pupils should still feel part of our school community when learning from home.
- The home school curriculum will work in tandem with the in-school curriculum.
- All pupils will access the learning despite circumstantial barriers.
- Learning experiences will be as simple to access as possible to recognise the potential pressures of learning, working and keeping people well at home.
- Additional pressures on teachers to deliver home learning will be kept to a minimum to ensure a manageable workload.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- Pupils can access Google Classrooms using their own log-in and password.
- Home learning overview documents outlining the learning for the week will be uploaded ready for access each Monday.
- During the first day of learning from home, activities for the week will be populated on Google Classrooms.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical activities may be replicated via recorded links if this work cannot reasonably take place at home and subjects such as PE will be implemented differently due to the need for demonstration and in response to the groups size being managed within school.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Remote education does not take place solely on a screen and the hours outlined include time spent using on screen direction, discussion and independent tasks. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	2 hours
Key Stage 1	3 hours
Key Stage 2	4 hours
Key Stage 3 and 4	5 hours

Accessing remote education

How will my child access any online remote education you are providing?

- Our remote provision will be accessed via Google Classrooms. This education platform has been chosen due to its child friendly interface and because it can be accessed from a broad range of devices.
- Century.Tech is also used to support English, Maths and Science learning where appropriate across Key Stages 2 and 3.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- The school will approach parents to confirm their circumstances regarding access to devices and identify how further support can be provided.
- When devices are loaned, a loan agreement between the family and school will be completed. School will engage with parents and the DFE offer to provide devices and broadband to those eligible.
- Wherever possible, the school will commit to loaning a device to those families who do not have a device in the home.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Some live sessions
- Live reading sessions
- 1:1 hearing reading sessions (KS1)
- Interactive study groups
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, BBC Bitesize)
- Use of online subscriptions such as TT Rockstars, Oxford Owl, Ruth Miskin phonics and Spelling programmes
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- All live sessions will be recorded for safe guarding purposes. When necessary, videos can be accessed by SLT for thirty days after which they are permanently deleted.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Pupils should register and log on daily to Google Classrooms.
- All work should be marked 'done' and submitted when requested.
- Pupils, and/or parents, are expected to request help via Google Classrooms 'chat' if they are struggling to submit work or have a query about the work that has been set.
- Teachers will inform parents when work has not been submitted via email the week following the due date.
- Pupils are expected to work in line with the Google Classrooms agreement which outlines expectations for routines and etiquette when children are working with Google Classrooms.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Daily registration via Google Classroom's register question will identify who is accessing the platform.

- Pupil's will also be registered via daily live meetings used to prepare the children for learning each day.
- Text messages will inform parents if pupils haven't logged onto GC by 10am.
- Teacher will monitor work submissions to identify who hasn't engaged with the learning.
- Parents will be informed if work is not submitted during the week following the due date
- Where lack of contact and engagement is persistent, phone calls home will be made and home visits where necessary to support the engagement in remote learning.
- Data will be logged to monitor this interaction and inform next steps for support

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

- Pupils will be requested to mark work as done once complete. This will maintain teacher records of access to learning.
- In Reception, examples of learning will be submitted via 'Tapestry' to build evidence for the Foundation Stage Profile for each child.
- KS1 and 2 – English, Maths and one Foundation subject piece of work will be submitted weekly.
- KS3 – one piece of English, Maths, Science and Foundation subjects studied will be submitted weekly.
- Assignment Quizzes and submitted work will be used to assess learning.
- Whole Class Feedback tutorials will be used to feedback to pupils in response to submitted work.
- At upper KS2 and KS3, study groups will be used to identify queries and questions about learning and identify any common misconceptions about the work set.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- The inclusion team will work closely with teachers, parents and pupils to set appropriate expectations for remote learning including making reasonable adjustments for those who are struggling to access the full range of remote provision (for example reducing the daily timetable of work, or providing additional online support).

- Weekly overviews will be shared with families at the start of the week to help plan provision within the home and prepare any materials parents feel are necessary. There is no expectation for materials to be printed from the point of view of the school. Photographic evidence of workings and writing or online documents can be used and submitted to show working and answers
- There will be an element of live session inputs for the youngest pupils to support them in their independent learning
- Some SEND pupils will access online and bespoke support through the inclusion team for wellbeing and learning.
- Schools continue to have a statutory duty to deliver provisions for students with an Education health care plan. However, the Government recognises the challenges with meeting some of these provisions at present, both in school and remotely, and state that schools 'have a duty to use their 'best endeavours' to secure provision needed by a pupil to meet their SEN needs'.
- For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. Clear and regular communication between home and school will support the current and emerging needs of students with SEND.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Where an individual has been required to self-isolate, they will access recorded inputs/links to support the learning via Google Classrooms. Work can be submitted but feedback will be limited.
- Where cohorts or bubbles are required to self-isolate and teachers are working remotely, the provision will mirror that outlined above.