PolyMAT

REMOTE LEARNING POLICY

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Contents

Rationale

This policy aims to clarify the arrangements for remote education that PolyMAT schools will implement to support staff and students during situations where in-class learning is not possible for an extended time-period. This will include situations in which the school is closed, but a high proportion of learners and teachers are healthy, and able to work as normal from home, such as in the event of national or local lockdowns for public health reasons or other extended school closures.

This policy will also be followed should there be infectious disease outbreaks, where learners are self-isolating at home, but are not suffering with relevant symptoms.

This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term (up to 3 days) learner absence.

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

"Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies." DfE 2/10/2020

This remote learning policy aims to:

> Ensure consistency in the approach to remote learning for pupils who are not in school;
> Set out expectations for all members of the PolyMAT community with regards to remote learning;
> Provide appropriate guidelines for data protection and safeguarding.

Curriculum expectations

PolyMAT will ensure that the curriculum expectations outlined by government underpin all remote education plans.

Our expectations for Remote Education Plans:
   a) Remote Education continues to enable schools to teach an ambitious and broad curriculum in all subjects, maintaining student choices for further study and employment;

   b) Remote Education responds to the individual needs of students, and is informed by an assessment of pupil's starting points and addresses gaps in their knowledge, understanding and skills;

   c) Remote Education will enable teaching of new content, support pupils to master the curriculum, and so make good progress;

   d) Remote Education will be high-quality and safe, and align as closely as possible with in-school provision;

e) Remote Education will make effective use of regular formative assessment, while avoiding the introduction of unnecessary tracking systems.

When teaching pupils remotely, PolyMAT expects its schools to follow the DfE guidance, including:

- Setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally;

- Providing frequent, clear explanations of new content;

- Gauging how well pupils are progressing through the curriculum, using questions and other suitable tasks, and setting clear expectations on how regularly teachers will check work;

- Enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including revising material or simplifying explanations to ensure pupils' understanding;

- Ensuring pupils receive a programme of learning that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers;

- Enabling pupils to receive feedback on how to progress.

Individual Remote Learning

This section of this policy applies in situations where a school remains open and working as normal, but an individual student is unable to attend lessons as normal for a period of 3 or more days, but is otherwise well and able to work, e.g. a period of advised self-isolation or an extended absence that has been authorised by the school in advance.

Note: As of 1st September 2021, students are no longer require to self-isolate if they have come into contact with a positive case of Covid-19. Students who are isolating due to contracting Covid-19 are considered to be unwell, and this section of the policy will not apply. It is therefore expected that there will be few if any situations in which Individual Remote Learning will be required.

Should a school become aware of a qualifying period of planned absence, school leaders will make a judgement on the support to be provided.

In most circumstances, the school should provide remote education for the student to access from home immediately or no later than the following working day, and this should fully meet the curriculum expectations outlined above.

Where students are unable to access remote education due to lack of access to technology at home or where students may have difficulty successfully accessing remote education in this

way (perhaps due to SEND), schools should seek to provide access in the first instance, or if this is not feasible, then should provide alternative home learning resources and support measures.

Each school will need to have in place plans to enable staff to teach students in the classroom and at home, without creating unnecessary additional workload.

Year Group Closures

This section of this policy applies in situations where a school remains partially open, with one or more year groups working from home.

From the first day of planned absence for a year group, each school should provide remote education that fully meets the curriculum expectations outlined above.

Where students are unable to access remote education due to lack of access to technology at home or where students may have difficulty successfully accessing remote education in this way (perhaps due to SEND), schools should make a judgement on whether these students can continue to attend the school during the partial closure as part of the Trust's commitment to "Vulnerable Students". Alternatively, schools may seek to provide access, or if this is not feasible, then should provide alternative home learning resources and support measures.

Each school will need to have in place plans to enable staff to teach those vulnerable students who are on site and those students at home, without creating unnecessary additional workload.

Full Closures

This section of this policy applies in situations where a school is fully closed, with the exception of "Vulnerable Students" who should continue to be provided for in most situations.

From the first day of planned absence for all year groups, each school should provide remote education that fully meets the curriculum expectations outlined above.

Where students are unable to access remote education due to lack of access to technology at home or where students may have difficulty successfully accessing remote education in this way (perhaps due to SEND), schools should make a judgement on whether these students can continue to attend the school during the partial closure as part of the Trust's commitment to "Vulnerable Students". Alternatively, schools may seek to provide access, or if this is not feasible, then should provide alternative home learning resources and support measures.

Each school will need to have in place plans to enable staff to teach those vulnerable students who are on site and the majority of students at home, without creating unnecessary additional workload.

Self-Isolating Teaching Staff

When teaching staff are required to self-isolate without symptoms, they will be expected to work from home.

Note: As of 1st September 2021, double-vaccinated staff are no longer require to self-isolate if they have come into contact with a positive case of Covid-19. Staff who are isolating due to

contracting Covid-19 are considered to be unwell, and this section of the policy will not apply. It is therefore expected that there will be few if any situations in which teachers will be required to teach remotely whilst self-isolating.

PolyMAT is committed to providing teachers with the necessary access and to enable them to continue to teach their lessons from home where necessary.

Where this is not possible, teachers should be providing cover materials as per standard practice, and may be required to undertake alternative duties for the self-isolation period.

<h2 style="text-align:center">Roles and responsibilities</h2>

Each school's own remote learning plans will outline roles and responsibilities that are specific to the school's procedures for remote learning. These will expand upon the roles and responsibilities outlined in this policy, which are focussed on the leadership of remote learning within each school.

School Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
- Developing school-specific Remote Education plans, to include the school's approach to remote teaching and learning, assessment and pastoral and safeguarding, and ensuring this meets PolyMAT's expectations;
- Maintaining an up-to-date record of which pupils and families do not have device or internet access
- Purchasing additional devices or textbooks (if needed) so all students have access to high quality remote learning
- Monitoring the effectiveness of and engagement with remote education;
- Seeking feedback from pupils and parents;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations;
- Checking if vulnerable children are able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so
- Ensuring that sufficient training and development time has been provided to enable teachers and students to make effective use of Remote Education platforms
- Collating and sharing best practice of the use of Remote Education within the school to share with the wider family of schools within PolyMAT in order to help shape and refine this policy.

"Ensuring that training is regularly refreshed with teachers, and that appropriate trouble-shooting support is available where needed, so that transfer to the remote environment can happen seamlessly when needed." DfE 2/10/2020

Teachers

Each school's plans will set out the expectations for teachers drawing on the curriculum expectations contained in this policy. This should include expectations for the delivery of remote education in the event of individuals or year group bubbles being required to self-isolate or work from home; whole school closures; and in situations where teachers are self-isolating. This will cover expectations for delivery, assessment, communication and pastoral care.

Subject/ Pastoral Leads

Each school's plans will set out the expectations for subject and pastoral leaders. This will include expectations for curriculum design, monitoring and communication. For pastoral leaders in particular, this includes details of how the school will deliver assemblies, tutor times and parental meetings.

SENCO

Each school's plans will set out the school's approach to providing remote education to students with Special Educational Needs or Disabilities (SEND). They will also make clear the role of the SENCO and the wider SEN team in the event of remote education being required for these students. This will include details of how SEND students who may be unable to access remote education will be supported, and the curriculum support, monitoring and communication activities of those staff involved in their care.

"Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names." DfE 2/10/2020

IT Support – Central Service

The PolyMAT IT Support team provide a central service to all schools in the Trust, and is responsible for:
> Ensuring that the agreed systems for the delivery of remote education are fully operational;
> Providing IT support to staff/ students/ parents/carers with any technical issues they are experiencing when working remotely;
> Ensuring the security of remote learning systems and flagging any data protection breaches to the data protection officer;
> On request, preparing devices for students who have no access to computer at home and keeping track of these devices in line with asset management procedures.

Pupils/ Parents/ Carers

Each school's plans will set out expectations for pupils, and their parents/ carers. This will include details of how students will be expected to engage in remote education and how this will be monitored. It should also provide advice/ guidance for how to learn effectively from home.

Academy Committee Members

The Academy Committees for each school are responsible for:
> Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is in line with DfE guidance;
> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Safeguarding & Data Protection arrangements

During any period of remote education, the Trust's policies on Safeguarding and Child Protection, Data Protection, and E-Safety continue to apply. In these policies, there is specific guidance to which staff must adhere, whether they are at home, in the community or at school, including specifically prohibited behaviours and reporting obligations.

Each school's plans will reference and re-enforce these policies, and any addendums to them, which include matters of online safety and how students are effectively safeguarded when they are educated from home, and staff use of personal devices when handling personal or sensitive data.

Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Trustees.

Each school within the Trust will have their own arrangements for monitoring remote education, and will seek to share emerging best practice with the Trust, and contribute to the ongoing review of this policy.

Links to other Policies

- PolyMAT Data Protection (GDPR) and Data Breach policies
- PolyMAT Disciplinary Policy and Procedure
- PolyMAT Equal Opportunities and Diversity policy
- PolyMAT E-Safety policy (draft)
- PolyMAT Freedom of Information policy
- PolyMAT Safeguarding Child Protection policy
- PolyMAT SEN policy
- PolyMAT Whistleblowing policy

Guidance for students – online lesson etiquette

- In advance of the lesson, set up your space. This should be somewhere quiet, preferably with a neutral wall behind you and must not be in your bedroom
- Make sure you are dressed appropriately
- Warn others in your house you are about to go online
- Make sure you're muted when not talking
- Respect others
- Ask questions using chat
- Think before you write
- Use the raise your hand feature if you want to ask a question live
- Always use formal language

APPENDIX 2   **CURRICULUM PLANNING AND RESOURCING**

The first priority for teachers and teams is to decide what content can and should be delivered whilst school is closed. As far as possible, work set should focus on review, retrieval practice and practical application of previously taught knowledge and skills. If you feel it is necessary to teach new content, please consider carefully how you plan to address misconceptions or gaps when students return to school. Teachers are encouraged to work together (remotely) to discuss, debate and plan their curriculum changes.

Stage 1 - The following questions may help to initiate conversations:

- Look at your curriculum map. What should you prioritise review of and why? Are your choices appropriate?
- What does this mean you leave out? Will it need to be covered later? When will that be?
- How should you space out the content? Can you interleave content?
- How will you arrange signpost to students how this content fits into their learning of the whole subject?
- What resources do you need to provide for students? Is it possible? Are these available or do you need to make them? Who has time/capacity to do it?
- What work should pupils produce? What will good quality work look like? Do you have or do you have time/resources to create models to share with students?
- How will you work further retrieval of this content into the curriculum once pupils return to school?

Stage 2 - CURRICULUM REVIEW

The next stage will be to review your current curriculum map with a critical eye and consider what needs to be adapted ready for when we return to school. Questions leaders can debate with their departments are:

- What should we choose to teach and why? What does this mean we leave out? Are our current/proposed choices appropriate? What might we be missing?
- How should we sequence the content? How will we arrange and signpost to pupils the links and coherence between content in order to build effective schema?
- How will different colleagues be involved in the development of the curriculum? What expertise can we draw on? What professional learning needs do we have and what development is available in our subject? Is anything available online whilst schools are closed? Can we arrange anything amongst ourselves to deliver whilst schools are closed?
- Who will create the curriculum resources and how will we ensure curriculum resourcing and materials are of a consistently high standard, and work to make the composite parts of the curriculum work as a whole?
- How will we assess the curriculum? What should formative and summative assessment look like in our subject? What records should we keep and what

should we focus on in our Pupil Progress meetings?

- What would good quality teaching of our curriculum look like?
- What would good quality pupil books look like?

APPENDIX 3   **Remote Learning Agreement for Students**

1. I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
2. I will only use my school e-mail address for school related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
4. I will not try to bypass the internet filtering system.
5. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
8. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
9. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community
10. I will respect the privacy and ownership of others' work on-line at all times.
11. I will ensure that I am always dressed appropriately, and I will warn others in my house I am about to go online
12. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
13. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied, and my parent/ carer will be contacted.

Student Name: _____

Signed Pupil: _____

Signed Parent/Carer: _____

Signed Form Tutor: _____

Date: _____

APPENDIX 4

LINKS TO PROFESSIONAL LEARNING READINGS AND VIDEOS ON REMOTE TEACHING

- Doug Lemov interview in which he outlines the key principals he feels create effective remote teaching practice:
  https://www.youtube.com/watch?v=tOCDRSRLN5w&feature=youtu.be

Videos and field notes from the TLAC blog focusing on remote teaching:
- Mastering remote teaching– intro: https://teachlikeachampion.com/blog/mastering-remote-teaching-intro-two-types-of-learning/
- Connecting and communicating through video:
  https://teachlikeachampion.com/blog/our-first-round-of-videos-of-online-teaching/
- Introducing "pause points" in video/remote teaching:
  https://teachlikeachampion.com/blog/pause-points-a-clip-from-sara-sherrs-online-classroom/
- Example of a planned, live online lesson: https://teachlikeachampion.com/blog/alex-barbas-bio-class-an-example-of-a-synchronous-online-lesson/
- Feedback and accountability loops: https://teachlikeachampion.com/blog/feedback-and-accountability-loops-for-online-classes/
- Example of a planned, pre-recorded video lesson:
  https://teachlikeachampion.com/blog/online-lessons-george-bramley-wins-the-battle-of-hastings/
- Accountability and feedback online:
  https://teachlikeachampion.com/blog/accountability-and-feedback-online-one-big-questions-is-when/
- Using Cold Call in a live online lesson: https://teachlikeachampion.com/blog/knikki-hernandez-engages-students-online-with-three-types-of-cold-call/
- Reading aloud in online lessons: https://teachlikeachampion.com/blog/is-reading-aloud-relevant-in-an-online-classroom-yes-these-videos-prove-it/

RESEARCHED PRESENTATIONS
- These links can be accessed through Teams and are also saved under the Files tab in the Professional Learning group
- Paul Kirschner: Tips for effective teaching from a distance
- Harry Fletcher-Wood: How to get students to turn up to remote learning Caroline Spalding: Re-motivating students
- Stuart Kime: Distance learning by MCQ

BLOGS AND ARTICLES
- Daisy Christodoulou: Why remote learning hasn't worked before and what we can do to change that
- https://daisychristodoulou.com/2020/03/remote-learning-why-hasnt-it-worked-before-and-what-can-we-do-to-change-that/
- Daisy Christodoulou: The challenge of remote teaching is the challenge of all teaching
  https://daisychristodoulou.com/2020/04/the-challenge-of-remote-teaching-is-the-challenge-of-all-teaching/