



Remote Learning Policy

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Policy Author:	Head of Education
Ratified by:	Liam Gaster- Head Teacher

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Yarrow Heights School documentation, including particulars of employment, it is non-contractual.

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Remote Learning Policy

Our rationale in the event of a school closure/partial closure is that the school is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of pupils and teachers are healthy, and able to work as normal from home. 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 pupil absence.

We have taken into account recent DfE guidance: 'Providing remote education: non statutory guidance for schools, January 2023'.

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

There is no obligation for the school to provide continuity of education to pupils 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 pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease. At Yarrow Heights School we will do our utmost to support all families with work packs/ online learning in this instance.

Remote learning for individual pupils

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parent/carer will be coordinated by staff from the school.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Every case will have its own specifics; therefore staff may be in contact daily if the pupil does not sign in for their designated online lessons or if work packs have been agreed upon. Regular welfare calls will be made by staff to ensure the safety of our pupils.

If a significant number of pupils are absent from school, but the school remains open, the Headteacher will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of extended school closure/partial closure

In the event of an extended school closure/partial closure, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from teachers, with the ability of pupils to ask questions online via Google Classrooms
- b) The setting of work that pupils complete, with written responses (if relevant) completed electronically and or on paper, which parents/carers can post on Friday of each week, with a new hard copy work pack posted to them. Work packs will be marked by staff the following week and returned the following Friday.
- c) The school recognises that many families may not have home printers and will therefore will not require the printing of material.

The primary platform the school will use to deliver continuity of education is:

Google Classrooms

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Live sessions

Academic subject areas may also arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means).

Google Classrooms is the platform that we will use to allow for resources to be shared, teachers to provide feedback, and pupils to ask questions in 'real-time'. Pupils will be provided with details of their lessons/sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with pupils able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet. This is also a time in which staff members use to check the welfare of our pupils and ensure their safety.

Pupils will be provided with a school email address to avoid any issues regarding GDPR; there will be no expectation for parents/carers or pupils to provide their own email addresses for use.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavor to provide regular feedback to pupils on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case, should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

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Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
- Using the chat/comments function on Microsoft Teams or the assignment section feedback on Century Learning.
- Sending direct feedback to pupils via books or their school email address with specific feedback / targets.
- Feedback via another website / piece of software.

Expectations of pupils

Assuming that a pupil is healthy and well enough to work, pupils will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Pupils will also be expected to read and respond to communication from the school (e.g. an email from a Form Tutor) on a regular basis.

Pupils should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to 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. 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 Tutor.

Teachers must work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct pupils to take relevant equipment from their classrooms/lockers home, or for parents to ensure they have duplicates. The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (e.g. Science or Art). 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 are now moving over to these. but teachers will make no presumption of the pupil's ability to print at home.

Expectations of teachers

Teachers should ensure they have effective internet and phone connectivity at home. If this is not available for any reason, teachers can request a school device. Teachers should set the background to the Yarrow Heights School screen.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of pupils' work – for example, the frequency of substantive task set and the regularity of written assessment provided – Curriculum subject policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, teachers are responsible for overseeing the nature and frequency of 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. Teachers are responsible for

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providing constructive feedback to their pupils in a timely manner.

In the event a teacher is unwell during a period of remote learning, it is their responsibility to ensure work is emailed to school so it can be set for her/his classes.

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialing 141 before the number will ensure the teacher's own number is kept anonymous).

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available and point pupils and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above, the school will provide a range of training opportunities that teachers should access before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walk-throughs and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult the Head of Education.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents. Teachers also should ensure their communication with pupils does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4.30pm, although responses should be made to electronic messages within one working day 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 must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- email using school email addresses only
- Microsoft Teams

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is adapted as required for all pupils when setting online tasks. In addition, the Head of Education will ensure staff maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to other teachers using Behaviour Watch if required. Any regular support a child receives e.g. overlays and readers will be sent out via work packs as well as information shared on how to download these if working electronically.

Pastoral care during a school closure/partial closure

In event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents/carers. However, teachers, LSAs, Tutors and administrative staff (under the guidance of the Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. Staff will be expected to pass on feedback to Senior Leadership Team, particularly if there are any concerns or a lack of communication relating to a student. Key staff in this process are the Family Liaison Lead and Pupil Wellbeing Liaison Lead.

Safeguarding during a school closure/partial closure

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In the event of a school closure, pupils, parents/carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. 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 school.

Behaviour Support Service Support during a school closure/ partial closure

In the event of a school closure, staff will maintain pastoral support or interventions with children and young people through remote meetings on TEAMS or GOOGLE MEET and dialogue with schools and parents via telephone/email and remote connection. Staff are reminded that the Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff and any concerns will be raised with the DSL. The safeguarding team will continue to attend multi-agency or SEND meetings during this time via remote connection.

Review of implementation

The implementation of this Policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.

The school may submit to Cavendish Education proposals for amendments to this Policy.

Appendix 1 – Remote Learning Agreement

1. I will only use school ICT equipment 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 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.
12. 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.

Pupil Name:	
Signed Pupil	
Signed Parent/Carer	
Signed Staff Member:	

Appendix 2

Online Lessons (Primary pupils)

During online lessons with your teachers it is really important that you stick to these rules:

1. An adult is with you during the online lesson when they can be.
2. You are in either your dining room, living room or kitchen and not your bedroom when possible.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that online learning is still part of school. You must be respectful to staff and other pupils. School rules still apply!
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during youonline sessions.
7. Where possible there will always be two members of staff present in the call. Online

Lessons (Secondary pupils)

During online lessons with your teachers it is really important that you stick to these rules:

1. An adult is present in the home during the online lesson.
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that online lessons are still part of school. You must be respectful to staff and other pupils. School rules still apply! No swearing.
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during your online lessons.
7. Please try to be in a quiet area where you are able to concentrate. Any background noise will be a disturbance to you, your classmates and your teacher.
8. Where possible there will always be two members of staff present in the call.

Joining the online lesson

- Your teacher will send you an invitation to join a meeting on Teams which will come through in an email.
- Open the invitation and click on 'Yes'.
- Go onto the calendar; you should be able to see the meeting on the calendar.
- Click on 'Join'.
- You will have the option to join in the app or to join using the browser. If you can download the Teams app it works better.