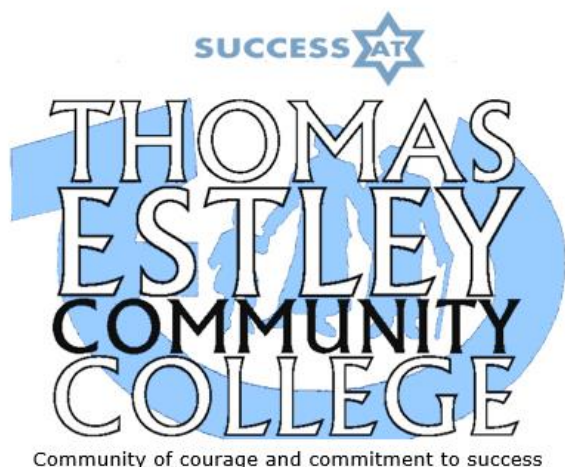




**THOMAS
ESTLEY**

COMMUNITY COLLEGE

Remote Learning Policy

2024-2027

Reviewed by	Summary of changes	Date
Maxine Young	New Policy	January 2021
Mandi Collins	Updating to remove Covid references	January 2024

Approved/reviewed by	
TECC LGC	
Jan 24	
Date of next review	Jan 2027

Aims:

In putting together plans relating to this policy we will endeavour to work to the following principles:

- Allow access to high quality online and offline resources and teaching videos that link to the schools overall broad and balanced curriculum policy and maps
- Give access to remote education resources online where possible and budget permitting
- Select online tools that will be consistently used across the school
- Make provision for interaction, assessment and feedback from staff to homes and support staff in this process
- Provide printed resources for those who are unable to access them online (only in significant circumstances)
- Work with all families and particularly those with special needs to deliver a broad and balanced curriculum

When teaching pupils remotely we will endeavour to;

- Set tasks and activities that are meaningful and relevant across a range of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built upon
- Make clear what is intended to be taught and practised in each subject
- Provide clear explanations, particularly where new content is introduced, through videos produced by teachers within the school or a third party where considered appropriate and copyright permissible or live lessons delivered through Microsoft teams
- Assess and give feedback related to work that children produce through conversation, emails and written feedback, in line with our Marking and Feedback Policy. As well as verbal feedback during live lessons
- Differentiate tasks/expectations as needed to meet individual needs
- Match the curriculum time that would be covered in school in setting work at home
- Homework will be continued to be set and submitted in line with the year group timetable whilst in a blended learning approach

Roles and responsibilities:**Teachers:**

When providing remote learning, teachers are responsible for:

- Setting work for a whole class if they are unable to attend site
 - The amount and content of the work will match our normal long, medium and short term plans where possible
 - Work will be available on line for the day by 8.30 a.m.
 - Work should be uploaded onto the Satchel One (formerly Show My Homework). Each teaching member of staff has access to this via RMunify.
- Teaching staff are to use the Class Assignment element.
- Work set will have either hybrid live, audio or recorded video to accompany the presentation to ensure clear explanation, direction and instruction where possible

- Staff have been advised to use best practise from the EEF remote learning toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/>
- During that specific timetable lesson teaching staff should log on to Satchel one and provide live feedback through the comments section during that specific lesson time, if not delivering a live lesson.
- Feedback on written assignments/tests/exam practise questions etc will be done in a timely manner and reflect the department feedback policy
 - Providing feedback on work:
 - Completed work from pupils will be sent to teachers via Satchel one using the online submission
 - Feedback will take place in a timely manner and before the next stage of the process is introduced. Teachers may produce a video to explain the follow up tasks and include general verbal feedback in their teaching video (as they would do in the classrooms)
 - Keeping in touch with pupils who aren't in school and their parents/carers:
 - Keeping in contact with Pupil Premium parents - access to remote learning monitored by PP achievement mentors to ensure students are accessing their online work and submitting
 - Vulnerable students not attending will have contact daily or twice a week from team leaders - details of conversation logged - all other students to receive fortnightly contact from tutor - report any concerns via My Concern which will be addressed by a DSL
 - DSL available each day
 - Teachers will be expected to answer emails from parents and pupils during the normal working day, including directed time, or the hours that have been agreed if this isn't possible given individual circumstances whilst working at home
 - Complaints or concerns shared by parents and pupils including any safeguarding concerns, should be dealt with in line with the relevant policies. SLT staff members and DSLs will be available via phone call, text, WhatsApp or emails to answer any queries and discuss next steps
 - Attending virtual meetings with staff, parents and pupils:
 - The Staff Code of Conduct will apply in relation to virtual meetings in the same way as it would during actual meetings, including dress code
- The Child Protection Policy should be followed at all times, including when working remotely
 - The location for virtual meetings should be carefully considered to keep in line with Safeguarding and Child Protection Policies as well as the Staff Code of Conduct paying particular attention to avoiding areas with background noise and nothing inappropriate in the background

Class Based Support Staff:

When assisting with remote learning, Learning Support Assistants must be available between 8.50 a.m. and 3.00 p.m. or their normal working hours.

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure and alternative times will be agreed.

When assisting with remote learning, Learning Support Assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Participating in Microsoft TEAMS lessons with teachers where required

- Phone calls or emails to child's parents/carers to explain work or support delivery, providing packs of work for those without IT hardware
- Attending virtual meetings with teachers, parents and pupils, if required by the teacher, following the advice given to teachers above re following other policies e.g. Child Protection and Staff Code of Conduct

If LSAs are working in school then any support they give to remote learning will be during their normal hours.

Pupils and Parents:

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time or may be too ill (normal illness procedures to follow here)
- Complete work to the deadline, set by teachers
- Seek help if they need it, from teachers or Learning Support Assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely 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

Online education resources for home learning:

At the time of writing this policy Thomas Estley have elected to use Satchel One as their platform for remote learning. We will continue to review technology for remote education that is available and review the effectiveness of our approach, making amendments based on monitoring, evaluation and review procedures. Teaching staff may also use other online platforms specific to their subject areas to support the teaching and learning set e.g. SENECA/Dynamic Learning/Hegarty Maths/My Maths etc

Statutorily the school publishes long term plans detailing curriculum coverage across all year groups for each academic year. This will be the basis on which remote learning is planned, where possible.

Related resources for each subject may include:

- Access to live lessons
- Knowledge Organisers that show the key knowledge for each host subject for the connected theme
- Worksheets
- Videos/podcasts produced by teachers
- PowerPoints
- Links to other websites (copyright permitting)

Appendix 1.

Delivering Live Lessons - Guidance for Staff

This document is designed to help ensure each live lesson session runs as smoothly as possible.

As well as our usual 'Code of Conduct for Staff' and child protection policy/Covid addendum some additional measures must be adhered to whilst delivering remote learning/live lessons:

1. Sign in using your teaching name (e.g. Mr Walker)
2. If you are not in school, ensure you are in an appropriate room in your house (this MUST NOT be a bedroom)
3. Ensure the background of your video is appropriate - consider downloading a Zoom default background if necessary
4. No 1:1 lessons are permitted

Meeting IDs and passwords MUST NOT be disclosed to any parent by teaching staff - this will be managed by the Office Team at school - in the case of a breach of ID or password security, you MUST notify your IT/GDPR support lead and the DPO.

Safety Features of the Remote Learning tool:

- Sessions MUST NOT be recorded by the host teacher and/or saved unless this has been notified at the start of the lesson and pre-approved by a member of SLT.
- Recording should be the exception and not the norm.
- Waiting Rooms are enabled on all lessons, participants cannot join the lesson unless admitted by the host.
- Turn a participant's video off if they provide unwanted, distracting, or inappropriate gestures on video.
- Block unwanted, distracting or inappropriate noise from participants by muting them (if they have unmuted themselves)
- Use the 'Hold' facility to pause the meeting if any discussion needs to take place between the host teacher and their support adult regarding safeguarding or behaviour concerns
- Expel a participant if there is any safeguarding or serious behaviour breach - report this to SLT as a matter of urgency

Any concerns regarding Safeguarding must be brought to the attention of a DSL as a matter of urgency.

Safeguarding Lead – Cathy Cornelius. If lead safeguarding lead is not available, please refer to a deputy.

Any serious breaches of behaviour must be reported to a member of SLT as a matter of urgency.

THOMAS ESTLEY COMMUNITY COLLEGE
Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	Healthy Schools Policy
Date of impact assessment:	

Is this a proposed or existing policy, procedure or practice?		Proposed	
Is this model LA policy, procedure or practice for local adoption?		Yes / In Part / No / Don't Know	
What are the overall aim/s or purpose of the policy, procedure or practice?			
Who is intended to benefit from the policy, procedure or practice?			
Equality Strand	Does the policy/procedure/provision (including access to facilities) or proposed plan have an adverse or positive impact on people from these key equality groups?	If adverse impact, are there any changes or reasonable adjustments which could be made to the policy/procedure/provision or proposals which would minimise any adverse impact identified? Please describe.	Areas for review/actions taken (with timescales and name of person responsible)
Race	No		
Gender	No		
Religion/Belief	No		
Disability	No		
Sexual Orientation	No		
Age	No		
Social Inclusion	No		
Community Cohesion	No		
Based on the impact assessment findings, and the reasonable adjustments in place, this policy is judged to be of high/medium/low impact against the above equality strands. (Delete as appropriate). Initial Assessment undertaken by:(Signed) Copies circulated to P Bates for impact assessment file to include any actions in appropriate plans.			

If high or medium judgement made, the monitoring sub-committee must consult appropriate equality group to gather appropriate monitoring data/consult on redrafting/consult on additional appropriate reasonable adjustments.