

Remote Learning Policy

July 23



THE JO RICHARDSON

SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

Rationale

Remote learning must be made as simple as possible for staff to facilitate, and as effective as possible for students. This policy provides guidelines for the setting and assessment of remote learning over any period, whether it be a single missed lesson or several weeks.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

-Occasions when we decide that opening our school is either:

- Not possible to do safely.
- Contradictory to guidance from local or central government

-Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis. In the limited circumstances when remote learning is used, we will:

-Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision.

-Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school.

-Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity.

-Set a time limit with an aim that the pupil returns to in-person education with appropriate support.

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Setting Work

Work will be set by each teacher through Microsoft Teams. Teams is the single portal for students to access all remote learning.

Work set is best when it follows the existing curriculum. Therefore, adapting resources that would have been used in the classroom is often the most efficient and effective way of setting work remotely.

In setting work teachers should:

- Provide clear and concise instructions. This might involve a voice or video recording, or the recording of a screen to guide students through the learning.
- Provide clear instructions about how the work should be completed and submitted. This might include editing an attached file, starting and submitting a new file, or work on paper that is then photographed or simply brought into school.
- Provide a clear deadline.
- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners.
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.

Teachers should set a volume of work that is reflective of the contact time they would usually have with their class in a normal week and should schedule assignments so that students can follow their timetable at home.

Assessing Learning

Teachers are expected to assess remote learning with the same frequency and quality as learning in the classroom, in line with the school's assessment policy.

Non-completion of Work

Teams will automatically record which students have failed to complete the assignments set. Teachers should make calls home for any student failing to complete an assignment, with a maximum of one phone call a week. Teachers should also inform their Head of Department about which students have not completed assignments.

Heads of Department will alert the Heads of Year and Pastoral Assistants, who will arrange catch-up classes for students who have not completed work on their return. These catch-up sessions will take place before school, at break and at lunch, until the work has been completed. The Head of Department and class teacher will be responsible for signing off completed work to signal the end of the catch-up programme.

Safeguarding

In line with our Safeguarding and Child Protection Policy, members of staff will report any safeguarding concerns via the appropriate means immediately.