Holte School

Remote Learning Policy

Lead member of staff:	Mr L Farmer – Deputy Headteacher, T&L
Legislation Status: (Statutory/Non-Statutory)	Statutory
Local Authority Model Policy or School Written Policy:	School Written policy
Required on school website:	Yes
Revision Date:	May 2024
Date Ratified by Full Governing Body:	September 2024
Signed by Chair of Governors:	J Humpherson

Contents

Changes/updates to the policy since last ratified

The following updates have been included in the policy:

- Updates on how remote learning is offered through Microsoft Teams. Students access their work through MS Teams and not the VLE.

- The following platforms are no longer available to students: Mathswatch and MASSOLIT

- Updated information regarding the SENCO's contact details.

- Information relating to remote learning guides issued once per week for parents.

Introduction

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to students in the event that lessons are unable to be delivered 'face-to-face' as normal. We are committed to providing continuity of education to our students and will do so through a process of remote learning where the need arises.

Situations where remote learning may apply include:
- A student is absent from school for pre-agreed reasons e.g. taking part in a sporting tournament or activity.
- A student is suspened for a fixed term.
- A student is unable to attend school due to a period of advised self-isolation, e.g. quarantining or shielding
- An extended period of school closure.

Situations where remote learning will not apply include:
- A student who absents themselves from school without prior authorisation from the school, with or without parental permission, e.g. a family holiday taken in term time
- A parental decision to absent their children as a precaution against an outbreak of infectious disease but contrary to official medical advice from Public Health England, the UK Government or the World Health Organisation.

Our remote learning plan has been developed in line with the latest Department for Education guidance - https://www.gov.uk/coronavirus/education-and-childcare and in consultation with students, parents and staff.

Remote Learning for Individual Students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's Year Manager and Year Coordinator.

The student's subject teachers will save all resources, including instructions, on the class Teams group on MS Teams within twenty-four hours of the request for work from the pastoral team. This includes work for students who have been suspended from school for a fixed term. A guide to remote learning will be issued to parents and students to ensure that they are effectively supported. This guide will include information on additional resources for remote learning, including learning platforms such as Seneca, GCSEPod, Kerboodle and Sparx Maths

The student's Year Coordinator and Year Manager will communicate directly with students and their parents to ensure that work is completed. Students will be instructed to return completed work to their class teacher using their school email address, or in person when they return. If a student is unable to access online resources the Year Coordinator and Year Manager will ensure that offline resources are made available. If an absence continues for more than one-week, additional work should be requested and provided on a weekly basis until the student is able to return to school.

If a significant number of students are absent from school, but the school remains open, the Head teacher 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

In the event of an extended school closure, (partial or full closure) the school will provide continuity of education in the following ways:

- Set assignments so that students 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, with a good level of clarity about what is intended to be taught and practised in each subject.

- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources and/or videos.
- Gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
- Plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.

Any provision of remote learning to achieve these aims assumes that all students have access to the technology they require to engage with remote learning. All resources created for students will be made available to students as hard copies where required. Parents may request 'offline' resources for their child, at any point, by contacting their child's Year Coordinator or Year Manager, who will then liaise with the relevant subject teacher to obtain these resources.

In certain circumstances the school may offer support by arranging for the loan of laptops, or a dongle to enable Internet access. In such cases parents should contact their child's Year Coordinator or Year Manager with their request. All equipment loaned to parents will be subject to the school's safeguarding and child protection policies, including the acceptable usage of ICT, including social media and will be monitored at all times by the school.

Remote learning platforms

The school will publish remote learning guides for parents on a weekly basis. These guides provide information relating to what each student is learning during each week. The guides are available on the school website.

Work will be set, submitted for assessment and assessed through a combination of the following online platforms:

- Microsoft Teams (from Apple/Android application or http://teams.microsoft.com/
- FROG Virtual Learning Environment https://frog.holte.bham.sch.uk
- Seneca Learning (Key Stage 3) Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
- GCSEPod (KS4 only) https://www.gcsepod.com/
- UpLearn (KS5 Maths, Science only)

Microsoft Teams is a collaborative platform which allows for contemporaneous, real-time communication and sharing of resources between teachers and their classes. Every member of the school community has been set up and trained on the effective use of Teams and pre-registered to each of their classes.
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.

The setting of tasks

Subject areas will provide work broadly in line with students' timetables through Microsoft Teams and/ or the remote learning platform outlined previously. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible.

Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home. Teachers should also encourage students to extend their learning beyond the set tasks at every opportunity.

- Reading and noting new material from a common subject area worksheet, textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area

- Watching a recorded presentation on Teams or a narrated PowerPoint or Loom presentation that has been uploaded to Teams.
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Regular retrieval tasks testing students' knowledge and understanding
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. Seneca, Kerboodle, GCSEPod)

Teachers will set all tasks for students to complete through Microsoft Teams. Teachers should also save resources centrally on the Team hub for each class that they teach for every lesson. This ensures that students can catch up with any work missed. Teachers will also communicate with students through their Team Hub or through the year group's Team hub.

The school will ensure that students, staff and parents are supported in the effective use of Microsoft Teams and the VLE by providing appropriate instruction and training. Students are expected to work on these tasks during the week in which they are set. During this time, teachers are expected to have an online presence via Microsoft Teams at the time they would normally have a lesson with that year group to be available for students to ask questions in real time. If this is not possible, teachers should respond to any questions from pupils within twenty-four hours.

There is no expectation for staff or students to broadcast audio or video using Teams. Any use of the video functionality must be done strictly with the knowledge and consent of the Head teacher.

Important: all staff will follow the school's acceptable use of ICT, including social media agreement at all times.

Assessment and feedback

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 endeavour to provide regular feedback to students 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.

Assessed work will be set and submitted using Microsoft Teams, with clear due dates given to students for completion, thereby helping students to organise their time. The assignments function on Teams allows students to submit work to their teacher. Assessments may also be submitted via. Email. Students and teachers should keep accurate records of all work completed, submitted and assessed.

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.

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 "Comments" function on online documents on Microsoft
- Providing feedback directly in the assignments function on Teams
- Sending a direct email or Microsoft Teams message to students with specific feedback / targets
- Feedback via another website / piece of software (e.g. GCSEPod, Seneca, Mathswatch)
- Recording oral feedback and sharing an audio file with the student via Teams

Additional functionality is available is in Microsoft Teams if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made Microsoft Forms quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback within Teams.

It is an expectation that teachers assess student progress in some form at least once every half term. Whilst teachers will determine the nature of assessments, in conjunction with their departments, they should include a mixture of retrieval tests and extended answers, particularly for those students in examination years.

Support for students with Special Educational Needs and English as an Additional Language Teachers should ensure that work is differentiated as required for all learners when setting online and offline tasks.

Profiles are available for SEND students via. Provision Map and advice can be sought from the Special Educational Needs Coordinator, Mr S Ahmed. In addition, the SENCo, 2nd in SEND, SEND Administrator and Teaching Assistants will maintain contact with students requiring regular and enhanced support, by email or phone with parents/students and feed back to teachers if required.

Expectations of staff

Assuming they are well enough to work, teachers are expected to ensure that work is set and made available on Microsoft Teams at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home. Where textbooks are not available online, staff should at the very least scan relevant pages and share them with students along with the resources for that week's lessons. Teachers are expected to set, assess and return work to students promptly by electronic means. Students causing concern through a lack of engagement with lessons or assignments requiring submission should be flagged with Heads of Department and the relevant year team. Teachers should recognise and reward their students as much as possible using ePraise.

Heads of Departments are required to maintain oversight of the appropriateness and quality of the work set across their Department. All resources will be saved by teachers in a class Microsoft Teams Hub for their class. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. At the beginning of each week Heads of Department will provide a summary of tasks, including deadlines for completion that will be shared centrally with all parents and carers using MyEd and the school website. Heads of Department are expected to respond to any communication from parents. Students causing concern through a lack of engagement with lessons or assignments requiring submission should be flagged with the relevant year team and the subject's link SLT member by the Head of Department.

It is an expectation that all staff will be familiar with the use of the school's VLE and Microsoft Teams, and to be available online through Teams at the times they would usually have lessons to engage in live support with their students. Teachers should ensure they have effective Internet and a phone connectivity at home. If there are IT related issues while remote working, teachers can contact -holteictlog@holte.bham.sch.uk

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, and students. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 3.30pm, 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 email, using school email addresses only (both teachers and student) and class groups in Microsoft Teams.

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students 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.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will consider the practicalities of helping students to catch up once the school reopens.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant Head of Department. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Year Manager, or Year Coordinator. Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school.

Expectations of parents and carers

At the beginning of each week the school will provide parents with a summary of learning tasks and deadlines for the week for their child through the publication of the remote learning guides for all subjects. This will be shared using the school's communication tool MyEd and on the school website. The school will encourage all parents and carers to download the MyEd application in order to facilitate this process. The MyEd application may be downloaded at the App Store or Google Play, free of charge.

Parents and carers should encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks. If a parent or carer has concerns regarding their child's academic progress they should contact their child's Year Manager or Year Coordinator in the first instance.

At the start of a period of school closure the school will provide a guide for parents on supporting their child with remote learning. This guide will include an outline of how the school will continue to educate their child during the period of closure and how to contact key staff at the school. Parents will also be offered an opportunity to attend a 'remote learning' training session for parents using Microsoft Teams.

The school will also ensure that key information for parents is available on the school website and is updated regularly.

Safeguarding and pastoral care during a period of school closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parent/carer. The school's safeguarding team will make weekly contact, including home visits where appropriate, in order to check on the wellbeing of our vulnerable students. Year Coordinators and Year

Managers will be available for a weekly check-in with their year group via. Microsoft Teams. In addition form tutors should check in regularly with their tutees to monitor both academic progress and their general wellbeing.

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

Any live contact between students and staff must only take place through official school channels. This includes emails from students to teachers, which should only be sent from students' school email address. All staff must adhere to the acceptable use of ICT including social media agreement at all times.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Andy Oliver – a.oliver@holte.bham.sch.uk Safeguarding issues should be raised using the school's reporting tool Whisper: https://swgflwhisper.org.uk/report/HOL3