Values Academy

Remote Learning Policy   Rationale

In the event of a school closure, the school is committed to providing continuity of education to its students 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 students 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 student absence.

Remote learning may also be appropriate in situations when students, 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 from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students 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 students 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 students on holiday during term time. Similarly, this would apply if parents/carers made the decision, without prior agreement with the school, to absent their son or daughter from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

At the time of writing, the school has not experienced an example of an extended school closure and so this policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, 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 students and teachers to participate in remote learning, owing to widespread illness, for example.

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/carer will be coordinated by the Head of Teaching. 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. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days. If a significant number of students are absent from school, but the school remains open, the School Principal 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, the school will provide continuity of education in the following ways: a) Regular direct instruction from teaching teachers, with the ability of students to ask questions online (via Microsoft Teams b) The setting of work that students

complete, written responses (if relevant) completed electronically c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided Students and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education are via the following URL: https://teams.microsoft.com or www.onedrive.com. alongside Google Classroom. Access to these platforms is via a student's normal school login; if students have difficulty with logging in, they should contact the school for support.

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 students and teachers to participate in remote learning. For shorter closures, for example, teachers may set work on Britannica for submission in person once the school has reopened. For longer closures, teachers would make more use of live sessions and electronic assessment. 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. 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.

The type of task set will vary between subjects, but examples of appropriate tasks might include:

• Reading and noting new material from a common subject area textbook or electronic resource

• Working through subject-specific presentations or worksheets provided by the subject area

• Watching a relevant video resource and making notes on it

• Completing a listening exercise (e.g. in languages)

• Written responses to prompt questions

• Completion of practice questions or past papers, particularly for those in examination years

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 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. 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 google or microsoft

- Providing feedback directly in the tasks functions on relevant platforms or directly to the student, both verbally and face-to-face

- Sending a direct email to students with specific feedback / targets

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, attending relevant live sessions, 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 teacher) 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, the school will give consideration to the practicalities of helping students to catch up once the school reopens.

If students or parents/carers 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 student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the Head of Teaching. 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. However, if advance notice is possible, teachers will instruct students to take relevant equipment home, or for parents/carers to ensure they have duplicates.

The school does not expect students 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 students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these. The school expects that parents/carers have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. The setting and assessment of remote learning tasks will take place in accordance with school policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided. In order that we are providing a consistent approach, subject 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 students have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their students in a timely manner. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Head of Teaching to ensure work is set to her/his classes.

Subject Teachers are expected to:

• Plan and deliver 'live sessions' where appropriate in consultation with the School Principal and Head of Teaching

• Respond to reasonable amounts of communication from students, parents/carers

• Be able to set and mark assessed work promptly, in line with school policies, returning it to students electronically (or after the period of remote working for written and project work) Teachers should be available to contact parents if needed, by email or school landline.

If contact is deemed excessive the Head of Teaching will be able to support and, if necessary, escalate to the School Principal. If parents ask for additional work beyond that set as part of the requirements above, teachers should have a bank of general resources available in Britannica, such as interactive websites and support activities, and point students and parents/carers 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 to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions.

If teachers require support with any aspects of remote learning, they are encouraged to consult the Head of Teaching or School Principal. Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. 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)

• Microsoft Teams

• Google classroom (docs/sheets etc.)

Teachers should ensure that work is differentiated as required for all learners when setting online tasks.

Educational contacts:

School Principal

michelle.baker@valuesacamy.org.uk

Head of Teaching

david.lovegrove@valuesacademy.org.uk

Pastoral care during a school closure

In event of a school closure, safe and well checks will be carried out by the Designated Safeguarding Leads who will check in regularly with students and families to monitor general wellbeing.

Safeguarding during a school closure

In the event of a school closure, students, parents/carers 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 questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Leads:-

hayley.cartin@valuesacademy.org.uk

michelle.baker@valuesacademy.org.uk

Review Date: September 2021