

**JOHN SPENDLUFFE  
TECHNOLOGY COLLEGE**



**REMOTE LEARNING POLICY**

# John Spendluffe Technology College

## Remote Learning Policy December 2021

**Review Frequency: Three years**

### **1: Rationale and Overview**

1.1 In the event of a school closure, the school is committed to providing continuity of education to its children and will do so through a process of remote 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 children, teachers and classroom staff 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.

1.2 Remote learning may also be appropriate in situations when children, 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 longer-term illness, assuming children are able to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, children are self-isolating at home but are not suffering with relevant symptoms.

1.3 There is no obligation for the school to provide continuity of education to children 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 children 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.

1.4 This policy may be revised as necessary in light of DfE guidance such as KCSIE 2021, associated trust policies such as Online Safety, recommendations from Ofsted and our 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 children and teachers to participate in remote learning, owing to widespread illness, for example.

### **2. Remote learning for individual students**

2.1 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 a nominated member of staff.

2.2 The subject teachers should use email or MS Teams / Class Charts to make work available to the student. Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be

once per week. For general illness, work will only be provided to students in this way if there is an agreed absence which has lasted more than three working days or where it is known in advance that the absence will last for more than three working days. In the event that the absence is Covid related, work will be provided as soon as practically possible, but in most cases; on the first day of absence.

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

### **3. Remote learning in the event of a partial or whole school closure**

3.1 In the event of a partial (one or more year groups) or whole closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teachers via MS Teams / Class Charts with the ability of students to ask questions online via email or MS Teams / Class Charts
- The setting of work that students complete via MS Teams / Class Charts, written responses (if relevant) submitted electronically.
- The assessment of, and feedback on, specific assignments that are submitted to teachers electronically.

3.2 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 MS Teams / Class Charts for submission in person once the school has reopened. For longer closures, teachers would make more use of electronic assessment. The school may need to vary the range of methods used to provide learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

### **4. The setting of tasks (MS Teams / Class Charts)**

4.1 Subject areas will provide work broadly in line with students' timetables; tasks for each subject may be set lesson by lesson during the week following the normal timetable or for the whole week in one go by the start of the first timetabled lesson of that subject in the week. Where possible, tasks will be set in accordance with existing schemes of learning, and tasks will be designed to allow students to progress through schemes of learning at the same pace as if they were in school.

4.2 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 as far as possible for students to learn independently, without the specific support of an adult at home.

4.3 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, 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. My Maths, ActiveLearn, Hegarty Maths, Kerboodle, GCSEPod, Oak Academy)
- Knowledge review tests / quizzes

4.4 Teachers will set tasks through MS Teams / Class Charts. Teachers and students will receive training to ensure they know how to use this software effectively.

## **5. Live sessions**

5.1 Teachers may choose to deliver content in a 'live' manner either by text or audio and/or visual means. Staff should use MS Teams if live sessions are used, students will be provided with details, and will be expected to participate in them if they are asked and able to. When using MS Teams, there is no need for teachers or students to broadcast audio or video, as the text conversation function is adequate in a live session.

5.2 Teachers who wish to use the audio/video functions must follow the School's safeguarding protocols.

## **6. Feedback and Assessment**

6.1 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 key 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.

6.2 Assessed work will be set using MS Teams / Class Charts, with clear due dates given to students for completion, thereby helping students to organise their time. Students and teachers should keep accurate records of all work completed, submitted and assessed.

6.3 Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as we currently use (peer marking, on the spot feedback). 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
- Providing feedback directly in the tasks function on MS Teams / Class Charts messages
- Sending a direct email to students with specific feedback / targets
- Feedback via another website / piece of software specific to their subject
- Recording oral feedback and sharing an audio file with the student

## **7. Expectations of students**

7.1 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 form tutor) on a regular basis.

7.2 In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of learning 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 give consideration to the practicalities of helping students to catch up once the school reopens.

7.3 Students 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 students 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 student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Progress Leads / Head of Subject.

7.4 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. The school does not expect students to have access to any specialist equipment that would usually be provided by the school. 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.

## **8 Expectations of teachers and subject areas**

8.1 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. If there are IT related issues while remote working, teachers can contact our IT support

8.2 The setting and assessment of remote learning tasks will take place in accordance with school and subject areas. 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.

8.3 In order that we are providing a consistent approach, Faculty Leaders and Subject Leaders 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. Faculty Leaders, Subject Leaders, Progress Leaders and Senior Leaders should monitor this.

8.4 Teachers are responsible for providing constructive feedback to their students in a timely manner. Faculty Leaders/Subject Leaders are responsible for overseeing the form and regularity of feedback, and will liaise with SLT Links to ensure consistency.

8.5 In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal and recorded with back to work discussions conducted remotely if required.

8.6 Subject areas are expected to:

- Respond to reasonable amounts of communication from students, parents and teachers as they would if school were open
- Plan and set tasks for their students using MS Teams / Class Charts
- Be able to set and feedback on work promptly, in line with school expectations, returning it to students electronically (or after the period of remote working for written and project work)

8.7 Teachers should be available during working hours (personal circumstances will be taken into account if staff members are at home with their own children) to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, the SLT Link. Senior Leaders, Progress and Pastoral Leads and SEN staff members will make appropriate contact to our more vulnerable students.

8.8 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, such as interactive websites and support activities, and point students and parents in that direction.

8.9 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 have 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 their line managers or SLT Link.

8.10 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 4pm, 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.

8.11 Written 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)

- MS Teams / Class Charta

### **9. Support for students with SEND, EAL and other specific learning needs 9.1**

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND students and advice can be sought from the SENDCO. In addition, the SEND team will maintain contact with students on their lists requiring regular support, by email or phone with parents/students and feedback to teachers if required.

### **10. Pastoral care arrangements during a school closure**

10.1 In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents/carers.

10.2 Form Tutors, under the guidance of the Deputy Head, Progress Leaders and Pastoral Leads should check in regularly with their tutees to monitor both academic progress and their general wellbeing. The expectation is that this will be once a week. Form tutors will be expected to pass on feedback to Progress/Pastoral teams particularly if there are concerns or a lack of communication.

### **11. Safeguarding during a school closure**

11.1 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 questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead or Deputy Safeguarding Lead.

### **12. Access to ICT and the Internet**

12.1 Teachers are expected to have access to the internet; where internet provision is currently not in place, the school must be alerted to this fact in good time to allow provision to be provided during a period of school closure. Staff should also ensure they have suitable IT provision to deliver remote learning. Depending on availability, some IT equipment may be available to borrow from school and staff should make contact with the IT team to discuss their requirements.

12.2 Whilst students will need access to the internet and a suitable device at home to complete work, we recognise that many families may not have this provision at home. The school will undertake regular audits to identify families where additional support may be needed during a school closure. This support may take the form of the lending of a laptop or dongle or accessing resources through national schemes to support remote learning.

## **POLICY DOCUMENTS**

The following policy document was presented to the Governing Body of John Spendluffe Technology College and approved and adopted by them on the date stated.

Policy: Remote Learning

Signed as approved on behalf of the Governing Body

A handwritten signature in black ink, appearing to be 'S Curtis', written in a cursive style.

Mr S Curtis, Headteacher

Date: 24 January 2022