Remote Teaching & Learning Policy

Approved:	
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1. Aims

This Remote Teaching & Learning policy aims to:

> Ensure consistency in the approach to remote learning for students who are unable to be in school due to local or Government restrictions.

> Set out the expectations for all members of the school community with regards to remote learning.

> Provide guidelines for safeguarding and data protection in the remote learning context.

2. Purpose of Remote Learning at St Paul's Academy

The purpose of the Remote Teaching and Learning Policy is to ensure the appropriate planning and preparations are in place to enable St Paul's Academy to offer immediate remote education. This may be required where:

- an individual, a class, a group or small number of students need to self-isolate.

- there is a local lockdown requiring students to remain at home.

- students are unable to come on site due to an operational issue (e.g. a fault with the central heating system).

N.B. The KS3 and KS4 Home Learning Plans that were in place throughout the partial closure of the academy (March to July) is replaced by the Remote Teaching & Learning Policy.

3. Requirements of Remote Learning

The planning and preparation for remote learning at the academy must:

- provide access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations.
- support the implementation and consistent use of Google Classroom in order to enable interaction, assessment and feedback.
- consider students who do not have suitable online access to learning resources.

- make adjustments so that students with SEND who may not be able to access remote education without assistance.

The Head of Department and the subject team are required to:
- plan a remote learning programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.
- identify the most appropriate topics that should be taught remotely and how key assessments will be completed.
- agree the presentations of assignments to students so instructions and expectations are clear and support students' independence.
- plan for the effective deployment of Faculty-based Teaching Assistants.
- avoid an over-reliance on long-term projects or internet research activities.
- identify and agree on a range of high-quality subject resources that will be used for remote learning, remaining mindful of the limited access to technology (including printers) students may have when at home.
- agree the expectations on how regularly teachers will check work and provide feedback, including how this feedback should be presented to students.
- equip students with any resources that may be required by students to carry out their remote learning whilst they are still on site. This may include, exercise books, text books, reading books, drawing equipment etc. This is particularly crucial for students who may have limited or reduced access to technology at home.

When teaching students remotely, teachers are required to:
- set assignments to ensure students have meaningful and ambitious work each day.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practiced.
- provide frequent, clear explanations of new content, delivered by a teacher through high-quality curriculum resources or videos (there is no expectation for teachers to carryout live lessons).
- gauge how well students are progressing through the curriculum, using questions and other suitable assessment methods.
- adjust the pace or difficulty of what is being taught in response to questions or assessments.
- be available to go online between the hours of 8am and 4pm to communicate with students and respond their queries via Google Classroom. (N.B. A blended learning model will include teachers delivering classroom-based lessons as well as remote lessons and so will determine a teacher's availability throughout the school day).

High quality resources
Videos and video lessons should be taken from the following approved sources:
- The Oak National Academy
- BBC Bitesize Daily Lessons
- or as directed by the Head of Department (e.g. Subject specific platforms inc. Seneca, Method Maths etc)

Students are required to (providing they are well):
- access their lessons each day via Google Classroom [sole platform used for teaching and learning], ensuring they inform a teacher or form tutor if there are issues with accessing the work.
- complete lessons each day, as per their usual school timetable.
- submit work to their teacher via Google Classroom to demonstrate their full engagement with remote learning and enable teachers to respond, reward and provide feedback.

4. Remote Lessons

Remote lessons must:
- be uploaded to Google Classroom by 8.45am on the day the lesson would usually take place in school.
- be in line with departmental curriculum plans, including those amended to effectively support remote learning.
- cover the content students would learn in school.
- use resources from the agreed departmental resource pool.
- provide active teacher input via appropriate and relevant videos.
- be differentiated according to the needs of students.
- direct students to complete tasks/activities and provide appropriate challenge.
- engage students with episodes of activities that equate to ~40 minutes of active learning (reading, practice questions, writing, etc.).
- regularly provide age/ability appropriate reading opportunities.
- make use of opportunities to build students' cultural capital and enrich their learning.
- allow students adequate time to complete work so that they can provide evidence of their lesson work by 4pm each day (this may include photos of work completed in their books).
- ensure tasks set for completion outside of the remote lesson time have clear expectations and reasonable deadlines by which work should be submitted (with a minimum of 24 hours between the setting and submission of work).
- expect students to respond and submit work via Google Classroom.
- include appropriate feedback, to individuals and whole class, in accordance with the departmental feedback policy (or a version adjusted for the purpose of remote learning).

Remote lessons must not:
- rely heavily on parent support/input.
- require students to complete extended project style work.
- require students to complete general tasks, such as 'review/revise' a given topic.

If a teacher is working from home (due to self-isolation or isolation of a dependent) they are required to:
- provide work for all their classes [whether they be remote or on-site lessons].
- be contactable via Google Classroom [for students] and school email [for colleagues] between the hours of 8am-4pm.
- play an active role in supporting the KIT Strategy.
- be available to meet online with colleagues where necessary, including taking part in CDP sessions and Faculty Meetings.
- update their line manager with their personal circumstances that may impact on their working capacity (caring for a dependent or family member who is unwell).
- follow direction from the Head of Faculty or Head of Department to support students and colleagues.
- continue to work in accordance with the Teachers' Standards.

If a teacher becomes unwell whilst working from home, the academy's Absence Procedures must be followed. To support the cover of their lessons, where possible, teachers should invite their line manager to their classes on Google Classroom. The line manager will resume responsibility for the completion or delegation of providing cover work for the relevant classes. In the case of a subject with only one specialist teacher, the Head of Faculty will determine the most appropriate approach to the provision for remote learning should the teacher be unable to provide remote lessons directly.

5. Tracking & Monitoring of Remote Learning

The tracking and monitoring of engagement and quality of work during periods of remote learning must be completed using the academy's online behaviour management platform: Behaviour Watch.

Two functions are available to record positive and negative engagement with remote learning:
• **Behaviour Register**
• **Remote Learning Positive/Negative**

Student engagement with Remote Learning will be judged against the following criteria:
• Positive engagement with Remote Learning = quality of RL is <u>above</u> expectations or quality of RL <u>meets</u> expectations
• Negative engagement with Remote Learning = quality of RL is <u>below</u> expectations or <u>no evidence</u> of engagement with RL

The accuracy of the data on student engagement with remote learning that is recorded in Behaviour Watch is vitally important to enable the academy to gage the effectiveness of the remote education provided. It is incumbent for all colleagues to accurately make use of the Behaviour Watch functionalities put in place for this purpose.

A record of student engagement should be recorded on Behaviour Watch at an appropriate time following each lesson. This would usually be within 24 hours from the end of the lesson.

6. Quality Assurance of the Remote Learning Provision

The purpose of the QA of the Remote Learning Provision at St Paul's Academy is to identify the strengths and areas for development to ensure that the remote education students receive is of the highest possible standard.

Appendix 1: Remote Learning: Quality Assurance Protocols outlines the steps that are taken to identify where support may be required to improve or enhance the remote learning provision. These steps will also identify good practice which in turn will be shared with colleagues.

7. The SPA Keeping In Touch Strategy (KIT)

Following the success of the Keeping In Touch (KIT) Strategy during the forced closure of the academy, the KIT strategy will remain a crucial part of how the academy supports students during periods of remote learning.

Where remote learning of a class, group or small number of students is required, the most appropriate version of the Keeping In Touch Strategy will be implemented. Any adaptations to the KIT Strategy will be based upon the specific conditions and arrangements of the remote learning requirements.

The Head of Year must plan for the implementation of the KIT Strategy and ensure their pastoral team are informed of its requirements.

8. SEND

Students with SEND or EHC plans will continue to be supported directly by their assigned key worker as well as their subjects teachers. During periods of remote learning key workers will contact students on a daily basis to support with the completion of work. Class teachers and Key Workers should liaise to ensure the most appropriate work and support are provided.

Remote lessons should be individualized to ensure they provide appropriate challenge and support expected progress of students.

Careful consideration should be taken when communicating work and expectations to EAL students. Instructions and communications must be clear, concise and avoid idioms. Teachers and students may wish to make use of the Google Translate function within Google Docs.

Teachers of SEND students can seek guidance where necessary from colleagues within the SEND team.

9. Safeguarding & GDPR

If a safeguarding concern arises during a period of remote learning, a record of this must be recorded on MyConcern as soon as possible. A follow up email, confirming the actions taken, should be sent to Kim Nicholas (DSL) and the relevant Head of Year.

All colleagues must be familiar with the updated St Paul's Academy Safeguarding Policy.

All colleagues must ensure they continue to successfully log on to MyConcern.

When working off site, all colleagues must take the necessary steps to ensure sensitive and personal student information remains confidential. Class Profiles, access to SIMS and other systems that hold student information should be carefully safeguarded.

Issues with the access or use of any online platform relating to the delivery of the remote education of students must be raised with BCTec immediately using the BCTec portal.

All academy devices are installed with digital safeguarding monitoring software provided by eSafe. Therefore, academy devices must only be used by the colleague to whom the device has been assigned.

10. Monitoring of the Remote Teaching & Learning Policy

The Remote Teaching & Learning Policy will be regularly reviewed in light of the changing landscape of remote learning requirements and expectations.

Any feedback or comments regarding the remote learning provision at the academy should be discussed initially with the relevant Head of Faculty and/or the Assistant Principal responsible for the faculty.

11. Appendix 1: Remote Learning: Quality Assurance Protocols

This document is presented in two parts. This first section focuses on the protocols and responsibilities for the Quality Assurance (QA) of the remote learning provision at St Paul's Academy. The second section outlines how faculties are required to report on the implementation of remote learning on a weekly basis.

<u>Section 1:</u>
The purpose of the QA of the Remote Education provision at St Paul's Academy serves to ensure:
1. a consistently high quality of learning opportunities is provided that actively engages students and supports student progress in all areas of the curriculum.
2. feedback on work as well as opportunities for praise, acknowledgement and improvement are provided.
3. the appropriate delivery, nature and presentation of remote learning activities and tasks are monitored.
4. opportunities for reading, cultural capital growth and enrichment are incorporated where possible.
5. a suitably adjusted PHSE programme is provided.
6. the tracking and recording of student engagement with remote learning is accurately completed.
7. effective and good practice is identified and shared.

Layers of QA:

Role	Main focus of QA	QA Requirements
HOD	1, 2, 3, 4 & 6	To drive the QA process for the relevant subject. HOD and HOF to agree criteria/teacher/year group focus by week. Weekly comments and actions provided to HOF.
HOF	1 to 6 with support from HOD(s) and HOY	Relevant areas QA according to feedback and areas of concern raised by HOD and in discussion with AVP. Weekly summary report completed and provided to the Principal, relevant AVP, ET & JC (see Section 2).
AVP	1, 2, 3 & 6 for lined managed faculty	Relevant lessons QA across the week based upon feedback and areas of concern in discussion with HOF.
Subject Mentors/ Professional Mentors	1, 2, 3 & 6	To QA the RL provision provided by their mentee which is in place of the support that would have been provided by way of lesson observations as well as ad hoc reflective discussions. Feedback & discussion from the QA will form the basis of weekly mentor meetings along with the ECF requirements.
HO SEND	1, 2, 3	QA of criteria 1 to 3 in targeted lessons/teaching groups/students. Comments and actions from HO SEND and Key Workers provided to relevant HOF.
HOY	4 - 6	To drive the QA process for the relevant year group. QA of criteria 4 & 5 in pastoral year group only. Weekly comments and actions provided to HOF.
AP for Pastoral & AP for of Inclusion	4 - 6	QA of provision according to points 4-6 above from perspective of pastoral care.

The appropriate access to Google Classroom to enable the QA of a particular criteria can be obtained in two ways: by using student log on details for GC (shared by DV) or by requesting that a colleague invites you to their Google Classroom class or classes. The latter would be suitable for HOD or a Subject Mentor who is supporting a particular member or members of staff.

Section 2:

Faculty Remote Learning Summary Report

To oversee the QA at a whole school level, a weekly summary report of the Remote Learning provision is required from each faculty.

The format of this report is flexible, however it must provide a summary of the faculty's findings from the QA process, actions taken and/or suggested solutions as well as feedback.

Faculty: _____

Week commencing: _____

	Remote Learning Provision Criteria	Faculty's actions, comments, suggestions, feedback
1	a consistently high quality of learning opportunities is provided that actively engage students and support student progress in all areas of the curriculum	
2	feedback on work and opportunities for praise, acknowledgement and improvement are provided	
3	the appropriate delivery, nature and presentation of remote learning activities and tasks are monitored	
4	opportunities for reading, cultural capital growth and enrichment are incorporated where possible.	
5	a suitably adjusted PHSE programme is provided	
6	the tracking and recording of student engagement with remote learning is accurately completed.	
7	effective and good practice is identified and shared.	
Other comments:		

Please forward to the Principal and relevant AVP, ET & JC by Monday of following week.