Ark Evelyn Grace Remote Learning Policy

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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
☐ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☒ Teaching & Learning ☐ Curriculum & Assessment ☐ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☐ Finance, IT & Estates ☐ Our People	

Purpose

This remote learning policy is intended to provide clarity to stakeholders on the different ways in which our school will:

- 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 clarity around safeguarding and data protection in a remote learning context

As a school we are committed to providing continuity of education to our pupils and will always aim to provide all of our pupils with equal opportunities to participate in learning from home.

This policy will be reviewed at the end of the academic year when we will consider which elements of the policy will remain in future years.

Definitions

Remote learning refers to the provision of work, teacher support, as well as assessment and feedback from teachers to pupils in the event that normal lessons cannot be delivered 'face to face' as normal.

Ark SPArk is the name of the learning portal for all Ark pupils, which provides work in most subjects across all year groups. This can support pupils to work independently at home.

Types of school closure

The global pandemic continues to impact on schools and has the potential to periodically or for prolonged periods of time prohibit face to face learning. The Department for Education have set out four scenarios that we must be prepared for (please note that these Tiers are not related to Local COVID alert levels that are sometimes called 'tiers' or known as a 'local lockdown'):

- **Tier 1** – If there is a relatively high risk of coronavirus in our local area, we will be placed into Tier 1. In this phase, pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others. Face coverings should be worn around the school where social distancing cannot be maintained e.g. in corridors during transitions.

- **Tier 2** – We will operate an onsite/offsite rota system; priority groups (critical workers' and vulnerable children) to be offered full-time on-site education. We will be ready to move to this system quickly if needed to. The table below sets out how we will operate a rota. Siblings will always be in the same rota group. More details will be shared if this approach is needed.

	Which pupils? KS3	Which pupils? KS4	In-school	Remote learning
Rota Group A	*Each class split in half with a gender/achievement mix*	*As per KS3 but to include balanced option groups*	*You will continue lessons as normal with your teacher P1-4.*	*You will be required to follow your normal timetable from home.*
Rota Group B	*Each class split in half with a gender/achievement mix*	*As per KS3 but to include balanced option groups*		

- **Tier 3** – We will remain open to priority groups (critical workers' and vulnerable children) and specific year groups. In the event of a Tier 3 national intervention, we will be issued with guidance on which year groups to prioritise – we do not expect that it will be our choice.

- **Tier 4** - We will remain open to priority groups (critical workers' and vulnerable children) only. This would resemble the 'Community Classrooms' model adopted in the summer term of 2019/20 during the first wave of the coronavirus.

The table below sets out the type of remote learning that we will offer now, if pupils are required to self-isolate.

Tier 1 Scenario	Timetable	Curriculum	Teaching & Learning + resources
Individual pupils have to self-isolate/other legitimate absence for up to 2 weeks	In this scenario teachers will be teaching their class and are unlikely to have the capacity to provide bespoke additional learning resources	The curriculum will advance in line with current MTPs.	• English/Maths/Science workbooks to be posted home • Class work/lesson resources published on SMHW • Online resources via SPArk portal
Whole school/Bubble sent home for small number of days	Work set is for the usual classes a teacher/ student would have on that day	The curriculum will advance in line with current MTPs.	• Live Lessons recorded and available on Teams. • Lesson resources shared with students on SMHW • Workbooks and SPArk portal used to supplement live lessons and work set on SMHW
Groups of pupils absent in 2-week cycles as bubbles burst and they have to self-isolate	The Timetable (Appendix A) will be sent out to parents and students via email and will be on the Academy website. Subjects allocated a day (more for En/Ma/Sc/MFL) where work is set with hand in from students online due the next day.	The curriculum will advance in line with current MTPs.	• Live Lessons recorded and available on Teams. • Lesson resources shared with students on SMHW • Workbooks and SPArk used to supplement live lessons and work set on SMHW • Quizzes on eedi or SMHW used to check learning

The table below sets out the type of remote learning that we will offer in future, if we are required to close our school to some pupils. Further details on these will be provided if these scenarios are triggered by national government.

Tier 2	Timetable	Curriculum	Teaching & Learning + resources
Local restrictions put in place - Tier 2	• Operate a one week on/off rota system • Full-time on-site provision will remain available for all vulnerable children, who are expected to attend full-time, and for the children of critical workers who require this. These students will be integrated into the rota system. • Each class will be split into Cohort A or B. A will attend in week 1 and B in Week 2. • The timetable will run P1-4. It has been set up so students will still have a balanced curriculum of taught lessons. See Appendix B • P5-6 will be for teachers to support, prepare and mark for the students who are being educated at home.	The curriculum will advance in line with current MTPs.	• Lessons that are taught onsite should also be available live on Teams and recorded. • Lesson resources should be shared with students on SMHW • Workbooks and SPArk could be used to supplement the teaching of all students who are missing P5&6 and those being educated at home all week.

	Timetable	Curriculum	Teaching & Learning + resources
Local restrictions put in place - Tier 3	Secondary schools should limit on-site attendance to just vulnerable children and young people, the children of critical workers and selected year groups. The DFE will issue operational guidance for the affected area that will confirm which year groups should be prioritised. The Timetable (Appendix A) will be sent out to parents and students via email and will be on the website. Subjects allocated a day (more for En/Ma/Sc/MFL) where work is set with hand in from students online due the next day.	The curriculum will advance in line with current MTPs.	• Live Lessons recorded and available on Teams. • Lesson resources should be shared with students on SMHW • Workbooks and SPArk used to supplement live lessons and work set on SMHW • Onsite lessons for prioritised year groups (assume Y11)
Local restrictions put in place - Tier 4	Limit attendance to just vulnerable children and young people and the children of critical workers. The Timetable (Appendix A) will be sent out to parents and students via email and will be on the website. Subjects allocated a day (more for En/Ma/Sc/MFL) where work is set with hand in from students online due the next day.	The curriculum will advance in line with current MTPs.	• Live Lessons recorded and available on Teams. • Lesson resources should be shared with students on SMHW • Workbooks and SPArk could be used to supplement live lessons and work set on SMHW

Roles and responsibilities

This part of the policy sets out the roles and responsibilities of all stakeholders, including pupils and parents, if our school has to move to a period of remote learning.

2.1a Teachers (who are self-isolating)

When providing remote learning, teachers must be available during their usual contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
    - Work should be provided for all classes they teach following the four-part lesson plan – Simple Do Now, One or two simple activation phase activities and a clear and achievable demonstration phase ILT
    - Lessons should be adapted so they factor in that work will be completed remotely
    - Work should be set by 3pm the day before (if not a live lesson)
    - Work set for students to complete on SMHW should be set the day before students can access it so it is available for 8:30am
    - If in Tier 2-4 then lessons should be available live on MS Teams or recorded and uploaded on MS Teams with commentary.
    - Work should be uploaded to SMHW or MS Teams or other web-based platform or emailed to your HOD/Line manager if work is set for classes in school.
    - They should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

- Providing feedback on work:
    - The ILT should be submitted online via SMHW or other appropriate web-based platforms or emailed to the teacher.
    - Feedback should be shared with students via SMHW, another web-based platform or Academy email.

- Keeping in touch with pupils who aren't in school and their parents:
    - If contacting students or parents, then all communication should only take place on official (monitored) school systems. Personal email addresses, text messaging or calls from personal phones, and interacting via social media, must not be used for these communications. If it is necessary to use a personal device to call a family, make sure your number is hidden by enabling 'No Caller ID' or by using 141 before you dial.
    - Emails from parents and pupils should be responded promptly (within 24 hours) however it is expected that this is only done during normal working hours
    - Any complaints or concerns shared by parents and pupils should be referred to your line manager and SLT should be informed – for any safeguarding concerns, you should follow the safeguarding policy (DSL Ms C Walley claire.walley@evelyngraceacademy.org).
    - Any behavioural issues, such as failing to complete work should be reported to your HOD and the DOL for that year group
    - Absence from remote learning should be recorded and the Director of Learning informed

- Attending virtual meetings with staff, parents, pupils and external agencies:
    - Dress code – suitable smart casual attire for virtual meetings
    - A suitable location should be chosen (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.1b Teachers (in school providing remote learning to pupils at home)

Teachers must still be available during the scheduled timetable lessons and are expected to provide a live lesson or remote support to pupils in their class.

When providing remote learning to pupils who are not able to attend school, teachers are responsible for:

- Setting work:
    - Work should be provided for all classes they teach following the four-part lesson plan – Simple Do Now, One or two simple activation phase activities and a clear and achievable demonstration phase ILT
    - Lessons should be adapted so they factor in that work will be completed remotely
    - Work should be set by 3pm the day before (if not a live lesson)
    - Work set for students to complete on SMHW should be set the day before students can access it so it is available for 8:30am
    - If in Tier 2-4 then lessons should be available live on MS Teams or recorded and uploaded on MS Teams with commentary.
    - Work should be uploaded to SMHW or MS Teams or other web-based platform or emailed to your HOD/Line manager if work is set for classes in school.
    - They should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

- Providing feedback on work:
    - The ILT should be submitted online via SMHW or other appropriate web-based platforms or emailed to the teacher.
    - Feedback should be shared with students via SMHW, another web-based platform or Academy email.

- Keeping in touch with pupils who aren't in school and their parents:
    - If contacting students or parents, then all communication should only take place on official (monitored) school systems. Personal email addresses, text messaging or calls from personal phones, and interacting via social media, must not be used for these communications. If it is necessary to use a personal device to call a family, make sure your number is hidden by enabling 'No Caller ID' or by using 141 before you dial.
    - Emails from parents and pupils should be responded promptly (within 24 hours) however it is expected that this is only done during normal working hours
    - Any complaints or concerns shared by parents and pupils should be referred to your line manager and SLT should be informed – for any safeguarding concerns, you should follow the safeguarding policy (DSL Ms C Walley claire.walley@evelyngraceacademy.org).
    - Any behavioural issues, such as failing to complete work should be reported to your HOD and the DOL for that year group
    - Absence from remote learning should be recorded and the Director of Learning informed

- Attending virtual meetings with staff, parents and pupils:
    - Dress code – suitable smart casual attire for virtual meetings
    - A suitable location should be chosen (e.g. avoid areas with background noise, nothing inappropriate in the background)

If we are on a Tier 2 rota system, then the timetable will operate from Periods 1-4. This is so teachers who are working in school can set, teach, assess and feedback on work that has been completed remotely.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely as directed by the Assistant Principal - Safeguarding, Inclusion & Quality First Teaching

- Attending virtual meetings with teachers, parents and pupils:
    - o Dress code – suitable smart casual attire for virtual meetings
    - o A suitable location should be chosen (e.g. avoid areas with background noise, nothing inappropriate in the background)

If we are on a Tier 2 rota system, then the timetable will operate from Periods 1-4. This will enable Teaching Assistants to carry out the above duties for students working remotely.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.

- Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set.

- Alerting teachers to resources they can use to teach their subject remotely (including Ark SPArk).

2.4 Directors of Learning

When assisting with remote learning, Directors of Learning must be available during their usual contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, Directors of Learning are responsible for:

- Supporting pupils who aren't in school with learning remotely

- Providing workbooks in cases where individual students are required to self-isolate

- Collate absence either from the Academy or remote sessions and contact home

- Attending virtual meetings with teachers, parents and pupils:
    - o Dress code – suitable smart casual attire for virtual meetings
    - o A suitable location should be chosen (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Mr D McEwen – Assistant Principal

- Monitoring the effectiveness of remote learning – Ms F Findlay – Vice Principal

- Monitoring log—ins, attendance and behaviour in live lessons – John Rowley - Vice Principal

- Monitoring the security of remote learning systems, including data protection – Mr R Dunscombe - Operations Manager

- Monitoring safeguarding considerations - Ms C Walley – Assistant Principal (Designated Safeguarding lead)

2.6 Designated safeguarding lead

The DSL is responsible for:

- Acting as the central contact point for all staff to discuss any safeguarding concerns.

- Maintaining a confidential electronic recording system for safeguarding and child protection concerns. The Impero EdAware online system is Ark's mandatory system for safeguarding recording.

- Coordinating safeguarding action for individual children. In the case of Children in Care, the DSL will ensure that the designated teacher for LAC maintains the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (DSL liaising closely with the designated teacher).

- Liaising with other agencies and professionals in line with Working together to safeguard children.

- Ensuring that locally established procedures are followed and make referrals to other agencies, including Early Help, LA multi agency safeguarding hub (MASH) and CAMHS as necessary.

- Representing, or ensuring the school is appropriately represented at inter-agency safeguarding meetings including Child Protection conferences).

- Managing and monitoring the school's part in Early Help / Child in Need / Child Protection /TAC/ TAS plans.

- Risk assessing and contacting children identified as 'vulnerable'

- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019).

2.7   Pupils and parents

Staff can expect pupils learning remotely to:

- Be available for learning during the school day – the timings of this will depend on the Tier of restrictions.

- Complete work to the deadline set by teachers – work should be submitted online either on SMHW or another online platform as directed by your teacher. You can usually submit using one of the following methods:

    • Take a photo of the work with your phone and submit that on Show My Homework

    • Save the work as a word document and submit that on Show My Homework

    • Send the work as a word document or photo to your teacher's school email address,

- Seek help if they need it from teachers or teaching assistants – this should be done using the Academy email system or the message function on Show My Homework. The same also applies if you cannot do/understand the work set?

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to/email your HOD
- Issues with behaviour – talk to/email the relevant Director of Learning
- Issues with IT – raise a ticket on X-desk https://support.xma.co.uk/
- Issues with SMHW – email D McEwen daniel.mcewen@evelyngraceacademy.org
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about data protection – email Mr R Dunscombe russell.dunscombe@evelyngraceacademy.org
- Concerns about safeguarding – email the DSL Ms C Walley claire.walley@evelyngraceacademy.org

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will ensure that they are using an Ark Schools device rather than a personal device, if you have been provided with one.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses for parents and pupils as part of your schools' approach to setting up and accessing remote learning. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing your work device among family or friends if they can access your school systems

Ark Schools devices will have updates installed automatically and security policies will be maintained. If you are using your own device, you must install anti-virus software and ensure that operating systems are update (by always installing the latest updates).

5. Safeguarding

Evelyn Grace Academy is a community and all those directly connected (staff, governors, parents, families and students) have an essential role to play in making it safe and secure. Evelyn Grace Academy recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

Our safeguarding policy can be found here:

https://evelyngraceacademy.org/sites/default/files/2019%202020%20Safeguarding%20and%20Child%20Protection%20Policy%20with%20links_5.pdf

A COVID-19 addendum to the policy can be found here:

https://evelyngraceacademy.org/sites/default/files/COVID-19%20Addendum%20-%20EGA_0.pdf