The Newman Catholic Collegiate

"Growing Together for life"

Remote Learning in Primary Academies' Policy

Policy Adopted	Next Review	Author
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<p style="text-align: center;">**Home and Remote Learning Policy**</p>

Rationale

Remote Learning is an essential part of raising pupil achievement at all key stages. Remote learning is also essential in the current circumstances in order that learning can continue at home where it is not possible in school. Remote learning is in place to ensure there are no barriers to ensuring pupils can continue working with the curriculum. The aim is to ensure that all children can continue to follow the curriculum if they have authorised absence from school.

The Purpose of Remote Learning

- To enable all pupils to continue with their learning with as little disruption as possible.
- To provide access to lessons, resources and teacher feedback so that a pupil does not fall behind.
- To enable staff to continue to deliver high quality content and curriculum.
- To provide a platform that is accessible to all.
- To enable all pupils to make progress.
- To provide continuity and consistency.
- To maintain pupil engagement.
- To reinforce expectations and behaviours for learning.

Remote Learning should not be provided to any pupils with an unauthorised absence. This is the case as we acknowledge the best place for learning to take place is in the classroom.

When remote learning will be used

If a child has an authorised absence for 2 days or less they will be given home learning packs to support their learning. These packs will not be marked and are in place to support learning. As soon as an authorised absence of over 2 days is confirmed schools will put remote learning in place as soon as possible and at least within 1 day of confirmation.

Remote Learning Protocols: (Below Year 2)
In the event of a child being asked to isolate:
- The child will be given home learning packs that follows the taught curriculum in school.
- Remote activities will be made available on purple mash. These activities are to support the learning that is taking place in class.
- Teachers may offer to do phonics lessons through Microsoft Teams and offer story time for pupils able to access through Microsoft Teams.

Remote Learning Protocols: (Year 2 and above)

Schools MUST put in place provision to ensure that all pupils have the technology to access Microsoft Teams. This may include; loaning laptops, 4G dongles for internet access and remote support.

In the event of a child being asked to isolate:
- All teachers will provide work on Microsoft Teams (with a hard copy where needed) of the work a pupil should complete if they are told to remain at home. This work should link to and support the work being completed in class.
- Pupils should be able to access the teacher input through Microsoft Teams and ask questions and join in discussions.
- The pupil can complete the work online, in their exercise book or on paper and submit it to their class teacher by uploading into Teams.

- All work will receive feedback in line with the school's feedback policy.
- Pupils can communicate with their class teacher through Teams or via school email.
- Pupils should follow their usual class timetable and have access to all learning that their peers have.

In the event of a teacher being asked to isolate who is well enough to work from home:
- Cover work must be sent into school no later than 8am of the day that it is due to be delivered.
- Where requested, a teacher may 'teach' their lessons 'live' through Microsoft Teams with a teaching assistant setting up the computer in the classroom and supervising the pupils.
- The teacher must ensure that the pupils still have access to the full curriculum.

In the event of 'bubble closure':
- The bubble must follow their full school timetable.
- Lessons will be delivered through Microsoft Teams. Links will set up by the teacher to the children's school email addresses. The link will be shared with a senior leader who will monitor the lessons.
- Where a 'live' lesson is being given pupils and staff must follow the rules and guidelines provided (See appendix 1).
- Staff should only use school equipment to stream any lessons.
- Pupils work should be submitted through Teams.
- Pupils can contact teachers through Teams or via school email.
- All pupils' work will receive feedback in line with the school's feedback policy.
- Teachers will continue to receive their normal PPA and the usual cover arrangements will ensure the children receive the cover lesson through Microsoft Teams.

The above guidance covers all lessons. Children should have support in all areas of the curriculum. For example; PE input can still be delivered and tasks given for pupils to perform in their gardens or other suitable area. All should be done to ensure technology is used to ensure pupil's leaning is not disrupted.

Staff support:
All schools will have a Teams lead who can support staff or seek support and training as required.

Newman Catholic Collegiate
Online remote learning using software such as MS Teams

Best practice and guidance in remote learning –
1. Non-negotiables to keep you safe.
2. Suggestions for highest levels of engagement.
3. Exemplars of best practice

1   **Safeguarding yourself when teaching remotely (non-negotiables)**
If you do an online Microsoft Teams lesson, we would ask all staff to adhere to the following. By doing so, we will safeguard ourselves.

1.1   **Before an online lesson is taught or task is shared:**

PEC
P: Proof-read and double check the document you have uploaded is the correct one. It sounds silly but drag and drop can easily mean you have uploaded a document that you did not mean to and can cause unnecessary delays and complications.

E: Ensure your environment for an online lesson is appropriate. Guidance from both the TES and safeguardinginschools.co.uk suggests using a blank background and where possible, not using a bedroom and turning your webcam on to be sure that nothing inappropriate or distracting can be seen. A suitable background would be a blank wall for instance. You should also let the people in your household know you are going online – this helps to minimise a partner or flatmate walking in to shot. There is of course also the option of just turning your camera off if you are more comfortable with this.

C: Check your clothing before an online lesson. You should ensure you are dressed in line with the Collegiate Dress Code. You must ensure you check for things such as inappropriate slogans and that it appropriately covers at the angle of the webcam. Sit where you would sit with the webcam on and look to check you are happy with how you appear on the screen and with the clothing you are wearing.

2   **During the online lesson / for the task itself - ROLL**

2.1   **R**: Recording of lessons is not required. Never be in a 1 to 1 meeting with any pupil.

2.2   **O**: Off! Insist on all microphones off before you begin and stop if this rule is broken. Pupils can comment using the 'chat' function. Should a pupil behave inappropriately, immediately end the lesson and contact a line manager. Also put down in writing, immediately after, what happened in as much detail as you can remember.

2.3   **L**: Length! Check your lesson or task is not too long. Frequently, pupils are hindering parents / siblings' use of the internet by tuning in or doing the work. 30-45 minutes is enough for an online lesson or a task.

2.4   **L**: Language! Keep language professional during your task or online lesson and minimise the chances of another member of the household to be overheard using inappropriate language. If you have a set of headphones which include a microphone, such as those that come with iPhones, using these helps minimize outside noise. Don't share personal information within the lesson with your pupils.

3   **After the lesson – D**

3.1 **D**: Delete. Check that everyone has left the meeting. Once this is done delete the meeting from the calendar.

4 **Suggestions for high levels of participation**

4.1 Microsoft Teams is the only platform that is used across the collegiate. Each school has had its platform set up correctly.

4.2 Using Teams for live teaching: Ensure you follow your timetable. You do not have to use a full hour! Tasks and Teams lessons can be shorter. We have found Teams lessons increase engagement, pupil ownership and pupil mental health.

4.3 Some best practice is:

- Use the chat function – it is useful to interact with pupils.
- It is fine to allow voice discussion but ensure you are in control of this.
- Upload a PowerPoint or Word file to talk through as you teach.
- A register can be useful to tick off who has attended the lesson. We need to remember pupils may have valid reasons for not attending a Teams lesson. However, attendance is mandatory and absence must be followed up and the attendance policy followed.
- Have a go without the class first.
- Give the pupils notice that a Teams lesson is going to occur
- Don't be disheartened if attendance is not high initially. Many colleagues have noticed attendance increases with time as the word spreads. Senior leaders/EWO will chase attendance for you.

4.4 Notice: Let pupils know in advance what date and time the online lesson is taking place and set a task for those who do not complete the online lesson. Post a message/email pupils inviting them to a Teams meeting.

4.5 When setting tasks give pupils an appropriate amount of time to complete the task and upload their work.

4.6 Pupil resilience is weaker during these times and so it is easy for pupils to 'give up' if they cannot keep up with the work. The task can just be to watch the online lesson and complete the questions contained within.

4.7 **Utilise stimuli**: Evidence suggests that the best way to engage pupils is to provide a resource that supplements tasks which pupils can complete at their own pace. A great example is a video or a website such as BBC Bitesize. Alternatively giving a research task with specific websites/videos to use can be really effective with some pupils.

4.8 **Clarity**: When writing tasks, TES suggests that we are very clear on what output we want/will accept from pupils. For instance, summarize extract X by producing either 50-100 words, a 3 slide PowerPoint, or a script for a TV news interview of 4 questions and answers.
If you can, provide clarity on the task so pupils know if they were right. For some subjects (Maths, Science etc.) you can give the mark scheme in the task itself.

4.9	**Positivity**: Within the task, positive language can be hugely effective – 'Great to see some brilliant answers attached to the task from last week, you really understood why the arrow in Harold's eye was a big factor in the Battle of Hastings'.

4.10	Within an online lesson, positive praise with specific pupils– please continue to use the schools normal reward system

Sources:
- https://www.tes.com/news/coronavirus-5-point-model-deliver-online-learning

- https://www.tes.com/magazine/article/coronavirus-how-maximise-distance-learning

- https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

- https://www.safeguardinginschools.co.uk/