REMOTE LEARNING POLICY

Approved by	Local Governance Committee
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Contents

1. Policy Statement

Attendance is mandatory for all students of compulsory school age. This policy reflects the non-statutory guidance to maintaining the capability to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all students to attend face-to-face education.

The priority will always be for the Brian Clarke CE Academy to deliver high-quality face-to-face education to all students.

Remote education will only ever be considered as a short-term measure and as a last resort where in person attendance is not possible. This might include:

- Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.
- Occasions when individual students, for a limited duration, are unable to physically attend school but are able to continue learning, for example students with an infectious illness.

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

This policy should be read in conjunction with our:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Data Protection Policy
- E-Safety Policy
- Anti-Bullying Policy
- Home-School Agreement (in student planners and the Family Handbook)
- Student ICT Acceptable Use Code of Conduct (in student planners)

All students will be inducted into the online protocols and platforms for remote learning during the first few weeks of each academic year to ensure they are prepared in the event of disruption to face to face learning.

Step by step 'how to' guides and videos will also be communicated in a timely manner in the event of disruption.

2. Individual/Partial Year Group Remote Learning

In the scenario where an individual or partial year group is required to access learning remotely all communications will be set by teaching staff for students via **Microsoft Teams** Assignments.

Students will follow their exact timetable but will use Microsoft Teams assignments to find the work that has been set for them. This may be:

- Textbook work
- Links to resources through Microsoft Teams or other relevant platforms
- Links to the Oak National Curriculum
- Links to class educational worksheets

Resources will reflect the curriculum sequence of learning to ensure students who are working remotely can access learning in line with their peers.

3. Whole Year Group Remote Learning

In the scenario where a whole year group is required to access learning remotely students will be provided with live lessons through **Microsoft Teams.**

If fit and well, all students will follow their normal school timetable that is set out in their planners whilst working from home. This helps to provide routine and supports them with structuring their home school day.

When implementing this approach for an entire year group live lesson meetings will be added to student online Teams calendars.

4. Whole School Remote Learning

In the scenario where it is not possible, or it is contrary to government guidance for all students and staff to attend face-to-face education the school will provide the curriculum through **Microsoft Teams.**

If fit and well, all students will follow their normal school timetable that is set out in their planners whilst working from home. This helps to provide routine and supports them with structuring their home school day.

We will add live lesson meetings to student calendars.

When implementing this approach for an entire school closure the nature of the circumstance which instigated the closure would need to be considered. Where staff are not in school teaching in person, we:

- Need to ensure staff wellbeing is considered. Teaching from home with external technological set ups and childcare may be a limiting factor in what provision can be delivered in terms of live lessons. School will endeavour to deliver live lessons by staff working at home. The number of live lessons delivered each day could be dependent on staff absence.
- In exceptional circumstances where staff absences are high, we may combine classes, use pre-recorded lesson or Oak National resources to supplement our offering.

5. Expectations

5.1 Student Expectations

If fit and well students must be logged on to Microsoft Teams for 8.15am to follow their normal timetable. This includes form time registration and the pastoral curriculum in the morning and afternoon, break times and lunch times.

Students must ensure that they attempt every single piece of work set during live lessons or via the Microsoft Teams assignments, participate in lessons and follow the remote learning etiquette (see appendix 1).

If students are having any issues accessing or completing class work, they must contact their class teacher and we will resolve these as soon as possible.

If the issues are in relation to technology, students or parents must contact the Head of Year.

If a student is unable to participate in remote learning due to illness this must be reported to the school as per the attendance policy

5.2 Teacher and Teaching Assistant Expectations

When providing remote learning teachers and teaching assistants must be available from 8.10am and follow their normal timetable to deliver or support live lessons.

If teachers or teaching assistants are unable to work for any reason during this time, for example due to sickness or caring for a dependent this should be reported through the normal absence procedure.

Teachers will take verbal registers and enter on to the school MIS (Bromcom) at the start of each lesson and monitor attendance and participation throughout the lesson.

Any behavioural or safeguarding issues will be reported through normal procedures.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners and parents. This can be via their school email or Microsoft Teams.

If a teacher needs to contact parents by phone and is using their personal device, they will dial 141 before the number to ensure the teacher's own number is kept anonymous.

6. Disadvantaged Students Accessing Remote Learning

The school will have an allocation of appropriate devices that we will distribute to students identified as requiring one. These devices will ensure that every single student who is accessing remote learning is not disadvantaged in any way and can access our remote learning offer. Where appropriate, the school will also provide Wi-Fi dongles.

7. SEND Students Accessing Remote Learning

As in general class teaching, the curriculum will be adapted to ensure it is accessible to all if we have to switch to remote learning.

In addition, the SENDCo will maintain contact with pupils requiring additional support, by email or phone with parents/learners and feed back to teachers.

If you feel your child has any issues accessing remote learning lessons or content, please contact the SENDCo if this is a general issue or individual class teacher if subject specific so we can work to support your child.

8. How parents/carers can offer support

To support your child during any phase of remote learning:

- Ensure your child has access to Microsoft Teams through a PC/Laptop or other device. If there is an issue with access to technology, please contact your child's Head of Year.
- Read through and discuss together the Microsoft Teams Live Lesson Etiquette (appendix 1)
- Encourage your child to find a quiet place to work, ideally at a table.
- Ensure your child is up earlier before school starts, has had breakfast and is dressed appropriately for lessons.
- Check that your child knows what lessons they have for the day and if they were required to submit any work. If there are any issues, encourage your child to contact the relevant class teacher.
- Praise your child for work and effort each day.
- If there are any concerns regarding your child's wellbeing, please contact the Form Tutor.

See also appendix 2 (what parents need to know about Microsoft Teams)

9. Participation and Welfare Student Tracking

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, tutors (under the guidance of the Senior Leadership Team) will check in regularly to monitor both academic progress and general wellbeing. Tutors will be expected to pass on feedback to Senior Leadership Team, particularly if there are concerns or a lack of communication.

We will also make contact home based upon priority groups to ensure those that need contacting first are done so. Contact will be made either by members of the Senior Leadership Team, the SENDCo, key workers or the Form Tutor as assigned appropriately.

10. Safeguarding During School Closure

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Safeguarding and Child Protection policy applies to all interactions between pupils 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 behavioural or safeguarding issues will be reported through normal procedures.

Appendix 1

All students will be inducted into the online protocols and platforms for remote learning during the first few weeks of each academic year to ensure they are prepared in the event of disruption to face to face learning.

Step by step 'how to' guides and videos will also be communicated in a timely manner in the event of disruption.

Microsoft Teams Live Lesson Etiquette

- Arrive on time for each and every scheduled lesson and activity.
- Turn your microphone and camera off when you enter the lesson.
- Turn on your camera when instructed to do so by your class teacher.
- Have an appropriate background or blur out your background.
- Wear school uniform
- Raise your hand to ask a question (using the Teams 'raise hand' function).
- Ensure you stay in your seat during the lesson.
- Unmute your microphone when you are asked to do so by the class teacher.
- Only use the chat function as directed by your class teacher.

Microsoft Teams, or simply 'Teams', is a platform that allows for collaborative working, either as students or as professionals, using communication capabilities through audio, video and instant messaging. The software is available both online through a web browser and to download from microsoft.com. Users can have 1:1 online meetings or set up live events to host up to 10,000 people. Groups can be set up to include only relevant users and almost all file-types can be uploaded and shared, from PDFs and Word documents to audio and video files.

AGE RESTRICTION 13+

What parents need to know about
MICROSOFT TEAMS

DISCLOSING PERSONAL DETAILS

Like any messaging service or social network, children can be targeted by others to share their private or personal information ranging from their phone number, birthday and home address to their social media accounts or even their personal login details and passwords. Oversharing their private information can lead to any manner of risks including online fraud, bullying or even grooming activity.

CYBERBULLYING

#BULLY

The risk of cyberbullying can be increased online when using chat facilities. Microsoft Teams provides the ability for users to chat to each other via its instant messaging service, both as part of a group or privately. Children could find themselves the target of negative or hurtful comments directed from other users who might find it easier to say things they maybe otherwise wouldn't in person.

INAPPROPRIATE CHAT

The chance to have private conversations in Teams can also mean that children feel as though they can share messages and communication between each other that are hidden away from others. Whilst children are most likely to use Teams in a school setting, the ability to chat privately may provide an opportunity to be less formal which could lead to sharing inappropriate messages, files or content which is unsuitable in a school environment.

HACKING RISK

Teams, like any software application, may be a target for hackers to illicit personal data. A 'man-in-the-middle attack' could occur, whereby the attacker reroutes communication between two users through the attacker's computer without the knowledge of the other users. This means that online communications could possibly be intercepted and be read or listened to, exposing both parties to the possibility of identity fraud or other criminal behaviour.

VIRUS INFECTION

Viruses and other harmful programs are among the risks of using online platforms like Microsoft Teams. Wherever you can share files or links, there is a risk that the content could be malicious. This could lead to slow computer performance, deletion of data, the theft of private or personal information and even hackers taking control of your PC.

LIVE STREAMING RISKS

Microsoft Teams, like other video-conferencing software platforms, facilitates live streaming. That means it inevitably carries some of the associated risks. These are likely to be minimal within a controlled environment (for instance in a classroom setting / remote learning). However, live streaming means that content isn't always moderated and children may inadvertently view or hear inappropriate, unsuitable or offensive material that they otherwise wouldn't.

National Online Safety®
#WakeUpWednesday

Safety Tips for Parents & Carers

BLOCK USERS

If your child is receiving inappropriate messages or finds themselves being harassed or abused on Teams, they can block these contacts from the privacy control in the settings menu. To add an extra layer of protection, you can also block contacts whom hide their ID to protect children from communicating with people they don't know.

BLOCK

PROTECT PERSONAL INFO

It's a good idea to talk to your child about the importance of keeping their personal information private and secure. Children should only give out the minimum information they need to when creating an account and understand that if other people request their personal details from them, they should avoid providing it and report any concerns to a trusted adult.

ENABLE BACKGROUND BLUR

To help protect your privacy during a video call or live stream, it may be a good idea to blur the background or even add a background effect. This can easily be done by clicking 'Background effects' before joining a meeting after which you'll have the option to blur your background, replace your background with one of the images provided or upload and use an image of your own.

UPDATE COMPUTER SECURITY

It's important to ensure you perform regular computer and software updates, as these patches often improve security flaws and minimise your vulnerability to cyberattacks. Having your own computer security or anti-malware software is another level of defence in minimising the chances of an attack from viruses, malware and other harmful programs. Ensure this is updated everyday so that it is able to protect you against the very latest threats.
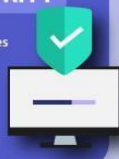
TALK ABOUT RISKS

As a parent, talking to your child and making them aware of the risks of working and communicating online can help them to be more digitally resilient. Perhaps outline a set of agreed do's and don'ts and try to ensure young people know what to do if they are made to feel uncomfortable or experience any negative behaviour or activity.

AVOID VIDEO/AUDIO

It's always a good idea to turn off your audio during live group calls when not in use. This can easily be done by muting the mic and will avoid others hearing anything personal in the background at home or at school. Similarly, if possible, try to encourage children to avoid using video call to help guard against any privacy concerns and limit the risks of viewing anything inappropriate or unsettling.

Meet our expert

Emma Davis is a cyber security expert and former ICT teacher. She delivers cyber awareness training to organisations nationally and has extensive knowledge and experience of managing how children access services and apps online.

SOURCES:
https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software
https://www.microsoft.com
https://www.thinkuknow.co.uk