Remote Learning Policy

October 2020 Version

1. Principles

Priory School has always strived to be creative and innovative, and to support our students, parents and carers in the most appropriate ways in order to make learning purposeful and engaging. Our strategy for remote learning is in keeping with this philosophy.

Evidence-based research informs our working practice with regard to distance learning (Education Endowment Foundation Rapid Evidence Assessment, October 2020).

2. Aims

This Remote Learning Policy aims to:

- ensure consistency in the approach to remote learning for all students (inc. SEND) who are not in school, through the use of quality online and offline resources and teaching videos;
- provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning;
- maintain continuous delivery of the school curriculum, as well as support for motivation, health and well-being, and parents/carers;
- consider continued development for staff and parents/carers (e.g. CPD, online resources);
- support effective communication between the school and families and support attendance.

3. Who is this policy applicable to?

This policy applies to all staff, students, parents and Governors of Priory School.

Specifically during the Covid pandemic March 2020 onwards:

- A student *(and their siblings if they are also attending Priory School)* who is absent because he/she is awaiting test results and the household is required to self-isolate. Other students in the "bubble" are attending school and being taught as normal.
- A student's whole bubble which is not permitted to attend school.

4. Content and Tools to Deliver This Remote Learning Policy

Resources to deliver this Remote Learning Policy include:

- Online tools: EduLink; Microsoft Teams; Home Access Plus+;
- Use of recorded instructional videos;
- Phone calls from school to home for students of concern;
- Printed learning packs to be sent home for students who do not have access to a computer and/or internet;
- Physical materials such as writing tools and laptops for students needing support in this regard;
- Third party resources detailed in the Remote Access to the Curriculum Document (see website, Curriculum > Overview).

- Lessons will be delivered via Teams at times indicated on the Remote Lessons Timetable (see website, Curriculum > Overview).

Further curricular materials can be found on the school website at https://www.priory.e-sussex.sch.uk/404/overview

5. Home and School Partnership

Priory School is committed to working in close partnership with families and recognises that each family is unique. Because of this remote learning will look different for different families in order to suit their individual needs.

We encourage parents to support their children's work, including finding an appropriate place to work, and, to the best of their ability, encourage them to work with good levels of concentration. Parents should support their children to follow a regular work routine. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be investigated. These will be discussed on a case-by-case basis.

Parents are encouraged to follow the Digital 5 A Day framework (https://www.childrenscommissioner.gov.uk/digital/5-a-day/) which provides practical steps to support a healthy and balanced digital "diet". We also encourage parents to support their children in reading every day.

All our students sign an **Acceptable Use Policy** at school which includes online safety rules and this applies when they are working on computers at home, along with the more general AUP - External Services. Both can be viewed by visiting the school website online safety resources page at https://www.priory.e-sussex.sch.uk/516/online-safety along with other useful links.

6. **Roles and Responsibilities**
Teachers
Teachers' responsibilities will vary according to context.

Majority of students in school
- Teachers plan and deliver lessons in accordance with the relevant Curriculum Guide published on the school's website, in Curriculum > Subject Details;
- Teachers post details of homework tasks on Edulink;
- Where possible and if appropriate, teachers post key documents in Microsoft Teams for students to access remotely;
- Teachers are aware of Remote Access to the Curriculum document, on the website in Curriculum > Overview, which details useful sites, by subject and year group, that students should access if working from home during a period of self-isolation / illness;
- Students in the above category can be directed to the Remote Access to the Curriculum document by House teams.

A Whole Year Group **not in school**/Whole School closure

- Teachers plan and deliver lessons in accordance with the relevant Curriculum Guide published on the school's website, in Curriculum > Subject Details;
- Teachers post details of remote learning tasks on Edulink;
- Teachers post key documents in Microsoft Teams for students to access remotely;

- "Live" lessons are delivered in accordance with the Remote Lessons Timetable, on the website in Curriculum > Timetable Information;
- "Live" lessons will be delivered on a 1 in 3 basis;
- A "live" lesson is defined as teacher input to start the session, pre-recorded, then interaction with students via the Posts facility in Teams for the remainder of the session;
- If a teacher chooses to appear in a pre-recorded video he/she must ensure that the background is blurred, and appropriately attired, as if in a classroom with students;
- Teachers should ensure that students have an appropriate amount of work to complete during all of their regular timetabled sessions; this should not exceed the time allocated weekly to each subject;
- Teachers should offer formative feedback on students' work, in accordance with the School Feedback Policy, so could be individual/group/whole class as appropriate; feedback should be submitted via Teams (only, unless there are exceptional circumstances) via the Assignment Feedback function;
- Teachers should monitor students' input during "live" sessions and report any breaches of the Code of Conduct to their Curriculum Leader;
- Teachers should log a student in SIMS if he/she fails to complete a piece of work set (this log will not trigger a behaviour point, but will allow tutors to monitor levels of engagement);
- Teachers should contact a parent/carer if they have concerns about a student's level of engagement, to explore how best to support the student; details of concerns should be forwarded to House teams for information/action as appropriate;
- Teachers should respond in a timely manner to any email from a student/parent/carer;
- Teachers should report any complaints or concerns shared by parents or students to their Curriculum Leader;
- Any safeguarding concerns must be referred immediately via CPOMS to the DSL (see Safeguarding Policy);
- If a tutor, the teacher should monitor the engagement with remote learning of his / her tutees by running a report in SIMS and contact parents with general concerns, informing House teams of any contact made.

Unless notified otherwise by their Curriculum Leader, teachers are expected to work on the school site for the duration of the school day (8.30am-3.15pm).

If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, he/she should report this using the normal absence procedure, and notify students via a brief, generic post in Teams that he/she is not available to interact in a "live" lesson format.

Vulnerable Students / Children of Key Workers

If the school is open solely for a limited number of students, teaching staff are expected to be available to attend school on a rota system to support the learning of these students, based around their normal working days. A member of staff who is unable to be included on a rota in general, or on specific days, should discuss his/her personal situation with his/her line manager.

Teaching Assistants

Unless notified otherwise by their Line Manager, teaching assistants are expected to work on the school site for the duration of the school day (8.30am-3.15pm). Tasks will be allocated by the Line Manager.
If a teaching assistant is unable to work for any reason during this time, for example due to sickness or caring for a dependent, he/she should report this using the normal absence procedure.

Senior Leaders (Curriculum)

In addition to any teaching responsibilities, senior leaders with oversight of curriculum provision are responsible for:
- Co-ordinating the remote learning approach across the school;
- Monitoring the effectiveness of remote learning through regular meetings with Curriculum Leaders and subject leaders, reviewing work set and responding to feedback on processes from students and parents;
- Co-ordinating ongoing training (and induction for new staff) on how to use Microsoft Teams.

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection and Safeguarding Policy, available on the school website.

ICT Support

IT Support staff are responsible for:
- Resolving issues with systems used to set and collect work;
- Assisting staff with any technical issues they are experiencing;
- Monitoring and reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer;
- Assisting students and parents with access to the internet or devices.

SENCO

The SENCO is responsible for:
- Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternative arrangements for students with EHC plans and IHPs;
- Identifying the level of support needed for individual students with EHC plans and IHPs;
- Liaising with ICT Support to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.

Curriculum Leaders

In addition to any teaching responsibilities, Curriculum Leaders are responsible for :
- Co-ordinating the consistent approach to remote learning within their curriculum areas;
- Ensuring that work set follows the content as set out in the subject Curriculum Guides, on the website in Curriculum > Subject Details;
- Monitoring the effectiveness of remote learning within their curriculum areas and, through regular discussion with link senior leaders, identifying and addressing areas for development

House Heads

The House Heads are responsible for:

- Monitoring identified students' levels of engagement with remote learning;
- Contacting parents if a student's general level of engagement is a cause for concern;
- Directing parents and students to the Remote Access to the Curriculum document.

Finance

The Bursar is responsible for:

- Ensuring value for money when arranging the procurement of equipment or technology;
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Students

Teaching Staff can expect students learning remotely to:

- Check their school email and Edulink site daily;
- Complete work to the deadline set by teachers;
- Seek help if they need it, from teachers;
- Alert teachers if they are not able to complete work;
- Abide by the school's Code for Conduct for Use of Microsoft Teams.

Parents

Teaching and Support Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or cannot complete , following normal absence reporting procedures;
- Seek help from the school if they need it (making sure through discussion with their child that there is a definite reason to contact the school);
- Be respectful when making any concerns or complaints known to staff.

Governing Body

The Governing body is responsible for:

- Monitoring the school's approach to providing remote learning, to ensure that education for all students remains as high quality as possible;
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

7. Links with other Priory School policies

This policy is linked to:

- Child Protection and Safeguarding Policy
- Behaviour for Learning Policy
- Data Protection policy
- Network Security Policy
- Online Safety Policy
- Feedback Policy
- Code of Conduct for phone calls, video conferencing and recorded video.