

# King's Academy Binfield & Oakwood

## Remote Learning Policy



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## 1. Rationale

King's Academy Binfield and King's Academy Oakwood have always strived to be creative, innovative and support our parents and students in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

## 2. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for all students (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations members of the school community with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD and Supervision)
- Support effective communication between the school and families to support attendance
- Outline the curriculum parents are to expect for students working remotely.

## 3 .Who is this policy applicable to?

- A child (and their siblings if they are also attending King's Academy Binfield or King's Academy Oakwood) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Whole school closure
- A member of staff if they are absent because they are awaiting test results and the household is required to self-isolate but the staff member is not unwell.

## 5. Expectations for Individual Students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home:

- Early Years Foundation Stage
  - Parents to access Tapestry for work posted for that day.
  - If this occurs for an individual student, where there is no internet access at home, the collation of work and paper pack will be coordinated by the class teacher.
  - If a significant number of students are absent from school, but the school remains open, the Executive Principal will decide whether the method of

remote learning operated will take the form outlined here, or as outlined below.

- **KS1 & KS2**

- The student or parent must access Google Classroom for work posted that day.
- There will be 3 hours of work provided for students covering Maths, Phonics, Science. In addition there will be tasks for handwriting, PE and foundation subjects, based on what the class is learning that day.
- If this occurs for an individual student, where there is no internet access at home, the collation of work and paper pack will be coordinated by the class teacher.
- If a significant number of students are absent from school, but the school remains open, the Executive Principal will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

- **KS3**

- The student must access Google Classroom and join the lesson live via Google Meet.
- Students will follow their regular timetable lessons as if they were in school.
- If this occurs for an individual student, where there is no device or internet access at home, in the first instance a loan device will be issued and if required a wifi dongle. If this is not possible the collation of work and paper pack will be coordinated by the tutor & YPL.
- If a significant number of students are absent from school, but the school remains open, the Executive Principal will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

## **6. Expectations for Bubble Closure**

In the event that there is a bubble closure including staff isolating at home who are not unwell or in school:

- **Early Years Foundation Stage**
  - Staff will live teach from home or school
  - Students will receive a lesson of Phonics each morning via Google Meet
  - Grid of activities for the week will be uploaded to Tapestry
  - Maths and English overview for the week will be uploaded to Tapestry
  - Additional work will be provided on Google Classroom
  - A live story will be read every day and uploaded onto Tapestry
- **KS1 & KS2**
  - Staff will live teach from home or school

- Students will receive 2 hours of live teaching for Phonics, Maths and Writing in the morning and 1 hr of live teaching for a foundation subject, such as Geography, Science, etc. and story time in the afternoon.
  - Additional work will be provided on Google Classroom
  - Weekly overview for Maths and English will be provided on Google Classroom.
  - Live storytime will be held on Google classrooms each day.
  - Class Dojo to be used for student motivation with updates to parents on Dojo points.
- KS3
    - Staff will live teach via Google Meet
    - Students will follow regular timetabled lessons as if they were in school.
    - Lessons delivered to be uploaded to Google Classroom as they occur

## 7. Expectations of Whole-School Closure

In the event that there is a whole-school closure:

- Early Years Foundation Stage
  - Staff will live teach
  - Students will receive a lesson of Phonics each morning via Google Meet
  - Grid of activities for the week will be uploaded to Tapestry
  - Maths and English overview for the week will be uploaded to Tapestry
  - Additional work will be provided on Google Classroom
  - A live story will be read every day and uploaded onto Tapestry
- KS1 & KS2
  - Staff will live teach
  - Students will receive 2 hours of live teaching for Phonics, Maths and Writing in the morning and 1 hr of live teaching for a foundation subject, such as Geography, Science, etc. and story time in the afternoon.
  - Additional work will be provided on Google Classroom
  - Weekly overview for Maths and English will be provided on Google Classroom.
  - Live storytime will be held on Google classrooms each day.
  - Class Dojo to be used for student motivation with updates to parents on Dojo points.
- KS3
  - Staff will live teach via Google Meet
  - Students follow regular timetabled lessons as if they were in school.
  - Lessons delivered to be uploaded to Google Classroom at the end of each day.

## 8. Expectations for Staff Self-Isolating but not unwell

In the event that there are staff self-isolating but not unwell:

- Early Years Foundation Stage

- Staff will live teach from home being online as long as possible, focussing on the input for each session.
- Students will follow their normal daily schedule
  
- **KS1 & KS2**
  - Staff will live teach from home being online as long as possible, focussing on the input for each session.
  - Students will follow their normal daily schedule
  - Live storytime with students via Google Meet.
  
- **KS3**
  - Staff will live teach via Google Meet to be shown in the classroom and not cover being set.
  - Staff to follow regular timetabled lessons
  - Lessons delivered to be uploaded to Google Classroom at the end of each day.
  - Chromebooks available for students as required.

## 9. Roles and responsibilities

### 9.1 Teachers

If staff are 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. Teachers must ensure that arrangements have been made with their Head of Department/Faculty, Phase Leader of SLT to ensure lessons are covered and work is completed.

#### Primary

Teachers are responsible for:

- **Setting work:**
  - Creating a weekly timetable of work for their year group in liaison with year group colleagues. This must include subjects from across the curriculum.
  - Set appropriate and relevant tasks on Google Classroom or Tapestry.
  
- **Providing feedback on work:**
  - Students with the support of parents to upload any completed work to teachers via Google Classroom or Tapestry.
  - Teachers give either verbal or written feedback as required.
  - Teachers to send any student's brilliant work to be shared in Celebration Assemblies
  
- **Keeping in touch with students who aren't in school and their parents:**
- **Attending virtual meetings or lessons with staff and students:**
  - Staff should be professionally dressed

- Staff should be in a quiet location with a plain background with nothing inappropriate in the background.

## Secondary

Teachers are responsible for:

- Setting work:
  - Timetabled lesson instruction to students whom they teach with the ability of students to ask questions online via Google Classroom.
  - The setting of work that students complete written responses that can be completed electronically or offline.
  - The monitoring of specific assignments that are submitted to teachers electronically and on which feedback is given.
  - Tasks to be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at a similar pace as if they were in school, where possible. Remote learning will require students and teachers to take different approaches to working through content but tasks should ensure the pace is as close as possible to in-school teaching.
  - Tasks set should allow students to learn independently without specific support of an adult at home.
  - Working as Curriculum teams to ensure work is planned and monitoring the student's progress and that there is consistency across the subject area.
  - Tasks will be set through Google Classroom for each individual class they teach. The types of tasks set will vary between subjects, but appropriate learning might include:
    - Reading and noting new material from a common subject area electronic resource
    - Working through subject-specific presentations or worksheets
    - Watching a relevant video resource and making notes on it
    - Completing a listening exercise (e.g. in languages)
    - Written responses to prompt questions, essay plans, etc.
    - Working through relevant exercise offered by external providers (e.g. SenecaLearning, Century Tech, Learning by Questions, HegartyMaths)
    - Through additional functionality using tools such as Google Forms. These could be tailor-made quizzes (containing either multiple choice or extended answers).

- Lesson Delivery

Subject areas may arrange for teachers to deliver content in a 'live' manner using Google Meet. This should be done as often as possible. and where teachers are unable to do so, teachers must be online available to answer questions and support students working during that lesson time.

Google Meet is a platform that allows teachers to provide exposition, and students to ask questions in 'real-time'. Google Meet is accessed, when required, through Google Classroom and students will be expected to participate in them if they are asked and able to do so. Live lessons can be particularly helpful as teachers can facilitate communication where students are able to respond to teachers' questions (and ask them) using chat or voice via the conversation functionality in Google Meet.

In a live lesson, there is no need for teachers or students to broadcast audio or video, as the text function is adequate. Teachers using the audio/video functionality must follow Safeguarding protocols and inform the DSL of any concerns.

- Providing feedback on work:

Providing timely and helpful feedback is a cornerstone of good teaching, and whilst this is more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Assessed work would be set through Google Classroom with clear due dates given to students for completion, thereby helping students to organise their time. Teachers should keep accurate records of all work completed, submitted and assessed.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set work to be assessed, that it is designed in such a way that meaningful and manageable feedback can be provided.

Methods of providing feedback:

- Providing whole class feedback rather than feedback on individual pieces of work
  - Using the “Comments” function on online documents on Google
  - Providing feedback directly in the tasks on Google Classroom, with specific feedback/targets
  - Feedback via another website/learning platform (e.g. SenecaLearning, HegartyMaths)
  - Recording oral feedback and sharing an audio file with the student directly on the piece of work (e.g. Read-Write, Mote)
- Keeping in touch with students who aren't in school and their parents:
    - Any issues that are received are to be dealt with professionally by the class teacher and the Head of Department/Faculty should be CC'd in the communication.
    - Contact should be polite and encouraging. Teachers must adhere to email protocol and not give out personal details. Any concerns should be forwarded to their Line Manager who may choose to contact the parents directly.
    - Any telephone contact with parents should be recorded on SIMs and add any relevant actions. Example: 'Telephoned mum and offered support during home learning. I spoke with the student who is getting on well. No concerns.'
    - For any safeguarding concerns, refer immediately to the DSL(See Section 5)
    - Teachers to complete the participation register which will be monitored by Form Tutors and Year Progress Leads. Concerns around engagement, form tutors must contact in the first instance to assess whether school can assist with engagement.
  - Attending virtual meetings with staff, parents and students:
    - Staff should be professionally dressed



- Staff should be in a quiet location with a plain background with nothing inappropriate.

## **9.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available for their usual working 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.

During the school day, learning support assistants must complete tasks as directed by the SENCO and/or class teacher. Teaching assistants will continue to support pupils with SEND via live Google Meets either within the whole-class Google Meet or in separate breakout rooms.

## **9.3 Subject/Phase Leads**

Alongside their teaching responsibilities, subject and phase leaders are responsible for:

- Detailing the key 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
- Monitoring the remote work set by teachers in their subject – Subject/Phase Leaders are to be invited to each Google Classroom in their subject to review work being set. Regular meetings held with teachers.
- With the support of the Digital Learning Lead, alerting teachers to resources they can use to teach their subject remotely.

## **9.4 Year Progress Leads/Phase Leads**

Alongside their teaching responsibilities, Year Progress and Phase Leaders are responsible for:

- In conjunction with the Attendance Officer, the monitoring of the lesson participation register.
- Wellbeing, supporting the regular communication with parents and students where there are wellbeing concerns
- Planning and delivering live assemblies to continue the sense of community
- Supporting their tutor team/class teachers with pastoral support
- Flagging up and following up concerns about student participation

## **9.5 Attendance Officer**

- Monitoring lesson participation register
- Communicating with parents regarding students not participating or attending live lessons.

## **9.6 SENCO**

- Ensuring that students with EHCPs continue to have their needs met while learning remotely whether at home or in school. Liaising with teachers, subject leaders, LSAs and/or senior leaders to make any adjustments required.
- Liaising with SLT and any organisations to make any alternate arrangements for students with EHCP and IHPs

- Identifying the level of support needed for students and coordinating Learning Support Assistants tasks for each day.

### **9.7 Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – liaising with Digital Learning Lead on the suitable approaches.
- Monitoring the effectiveness of remote learning – through regular meetings with subject leaders, reviewing work set or reaching out for feedback from students and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **9.8 Designated Safeguarding lead & Child and Family Support Advisor**

The DSL and Child and Family Support Advisor are responsible for managing and dealing with all safeguarding and wellbeing concerns.

### **9.9 IT staff**

IT staff are responsible for:

- Supporting on issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer or online safety breaches to the DSL.

### **9.10 Students and parents**

Staff can expect students learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- In the case of primary, supporting students with accessing work on Tapestry or Google Classroom.
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – from teachers or form tutors
- Be respectful when making any complaints or concerns known to staff

### **9.11 Local Governing Board**

The local governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education 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

## **10. 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 the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant, Year Progress Lead, Phase Leader or Head of Faculty
- Issues with IT – [Attila Liebhardt](#)
- Digital Learning queries - Jo Davis
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – Amber Walker
- Concerns about safeguarding – talk to the DSL

## 11. Data protection

### 11.1 Processing personal data

Staff members may need to collect and/or share personal data such as student name and email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions and learning, and where the organisation is GDPR compliant, 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.

### 11.2 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 the device among family or friends
- Ensuring any updates that have been scheduled are applied.

## 12. Safeguarding

In the event of a school closure, students, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students 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 questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Laura Phillips - [laura.phillips@kingsacademies.uk](mailto:laura.phillips@kingsacademies.uk)

The Covid-19 addendum in case of a partial or full lockdown, to be read in conjunction with the Academy's Safeguarding and Child Protection Policy, can be found [here](#).

## 13. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy