

Remote Learning Policy and Procedure (Protocol)

Remote education is an essential component in the delivery of our 2020 – 21 school curriculum for some pupils, alongside classroom teaching, or in the case of lockdown. This could apply to a class, a year group or key stage bubble or several students who need to self-isolate. A strong contingency plan should be in place to allow access to high quality resources and uses curriculum sequence. Students who do not have online access have been considered and are being provided with devices, wherever possible, or books/printed resources to continue their learning. For students where data access is a barrier the school will be providing extra resourcing.

DfE expectations include:

- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations.
- access to high quality remote education resources.
- on-line tools that will be consistently used across the school to allow interaction, assessment and feedback and that will make sure staff are trained in their use.
- provision of printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access.
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely the DfE expects schools to take into account pupils age and stage of development and/or special educational needs to:

- set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Aims

We will ensure that our remote learning will be high quality, safe and aligned as close as possible with in-school provision.

Work must:

- Be meaningful and ambitious
- Cover a range of subjects
- Be equivalent in length to a normal school day where appropriate
- Be well planned and well sequenced
- Have clarity in terms of what will be learnt
- Provide clear explanations so work is accessible for all

Work must not:

- Have an over reliance on long term projects
- Be based purely on internet research
- Be random tasks that do not match the curriculum provision

Using Technology for Remote Teaching

Students who do not have online access should be considered and provided with books/printed resources to continue their learning, or the means to access online provision if possible.

Resources available:

Provision
<p>Provision across all subjects:</p> <ul style="list-style-type: none"> • All lessons delivered in school are placed on Synergy, or a suitable course has been allocated to the class on Synergy • All homework tasks are set on Synergy • There is opportunity for teachers to enable 'class discussions' on Synergy so that pupils can ask questions. • Pupils can submit work remotely through Synergy. Teachers can provide feedback on work through Synergy.
<p>Additional provision at subject level:</p> <ul style="list-style-type: none"> • Hegarty Maths • SENECA

- BBC and BBC Bitesize
- Oak National Academy
- Kaboodle

Staff Training will be available to cover:

- Setting work on Synergy through CLASSWORK and COURSES
- Expectations on the content of the work (to mirror curriculum sequence)
- Expectations and protocols on teaching within Microsoft Teams to deliver 'live lessons'.

Student Training:

- Pupils have log ins to Synergy to enable them to access home learning.
- All students have received training on how to access work set on Synergy.
- SLT have established who has access to ICT equipment, what equipment they have and how many family members share that equipment. This information will be used to support pupils who do not have access to ICT equipment but also to understand the limitations and possibilities for all students.
- Student guide will be placed on the school website and pinned as a post to the student bulletin.
- Attendance Team have been directing families to access work on Synergy when parents/carers phone to report an absence.
- Expectations and protocols and accessing 'live lessons' as they are introduced to different year groups in Spring Term 1.
- Live Lessons: staff Good Practice:

Potential Stages for remote learning:

- For all Key Stages within the school, work will be set on Synergy and the expectation will be that students complete the work on Synergy. Work will follow the planned curriculum sequence.
- Students who do not have access to technology to complete work set online will have paper- based work to complete: this will, wherever possible, match the curriculum sequence. We would aim to provide online access wherever possible.

Safeguarding – Safe and Effective Remote teaching

1. Always follow the school SG Policy and the remote learning guidelines
2. If any safeguarding concerns arise, report them to school safeguarding team
3. Login onto your selected device through the school's VPN Office 365
4. Ensure you and students use school emails only and discussions regarding work take place on Synergy.

Good practice for teachers conducting virtual lessons in school or from home: When providing virtual lessons, teachers will:

- Follow the school's Safeguarding Policy and the remote learning guidelines.
- Report any safeguarding concerns that arise to the school safeguarding team.
- Use Microsoft Teams available through the school's Office 365 VPN.
- Ensure appropriate security settings are in place e.g. 'Only me' should bypass the lobby.
- Communicate with pupils using their school email.
- Dress appropriately.
- Make behaviour and expectations clear.
- Ensure they are not interrupted when conducting virtual lessons from home.
- Plan virtual lessons to be of a similar structure as a face-to-face lesson in school, as far as possible.
- Ensure video or interactive sessions have pause points to allow students to complete activities.
- Ensure the lesson is recorded using the inbuilt 'Teams' function.
- Ensure the students have been marked as present for the lesson on Synergy.

Remote teaching and learning, in particular the use of 'live' lessons, is an extension of the school environment. With this in mind, we will maintain the high expectations of pupils regarding their behaviour and attitude to learning, as we do when they are attending school.

Protocols for 'Live' lessons for students:

- Pupils should remember that the normal school rules apply when they are learning online. If these are not followed, school sanctions will apply, and parents/carers informed.
- Pupils may be removed from 'live lessons' if they do not adhere to the rules.
- Pupils should not make any recording, or photograph, the sessions.
- Pupils should understand that, when using applications provided by the school, actions can be monitored, logged, and made available to class teachers/Progress Leaders/Senior Leaders.
- Pupils should appreciate that 'live lessons' are an extension of the classroom and they should conduct themselves accordingly.

Etiquette for students attending virtual lessons from home. When attending virtual lessons, we expect students to:

- To attend all scheduled 'live lessons'.
- Find an appropriate space to attend the live lesson – somewhere quiet and without interruptions.
- Let others in your household know you are going online to learn.
- Consider the background of the space if it will be visible on screen. Students may wish to 'blur background'.
- Dress appropriately.
- Ensure that behaviour and conduct is in line with school's expectations when attending classes in school.
- Keep the microphone muted and camera off until the teacher instructs otherwise.
- Use appropriate language when speaking to teachers and peers, including on the chat function.
- Use the chat or raise hand function if you wish to ask the teacher a question.
- Participate fully in any activities the teacher asks you to complete.

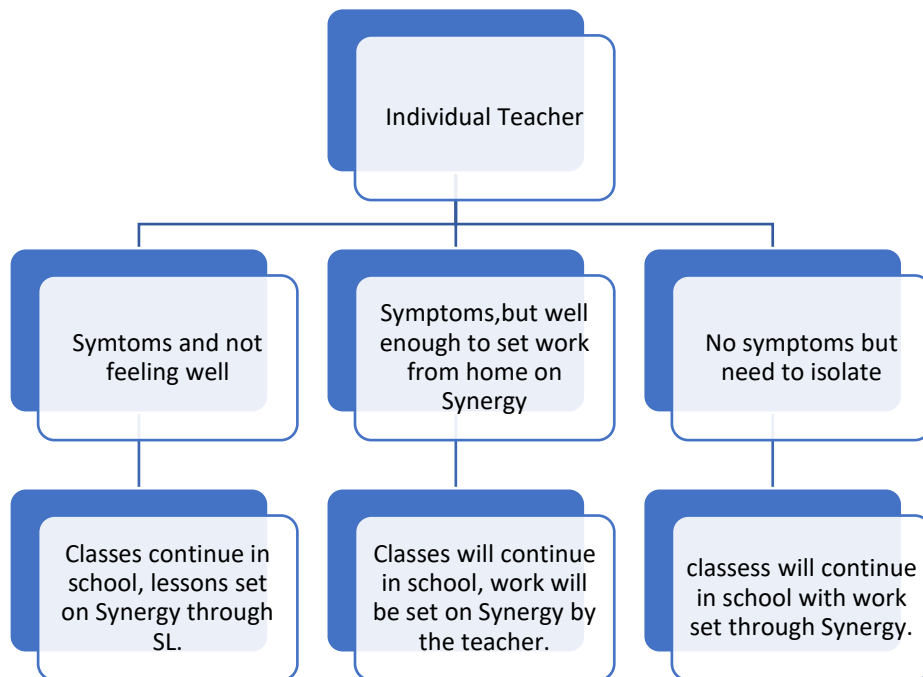
Teachers will be asked to continue to use the school reward systems. Sanctions, and potential consequences, will be issued to pupils who do not meet the expectations in terms of behaviour and conduct, or who fail to submit work by the deadlines set by teachers.

Curriculum Provision expectations for isolating staff or students:

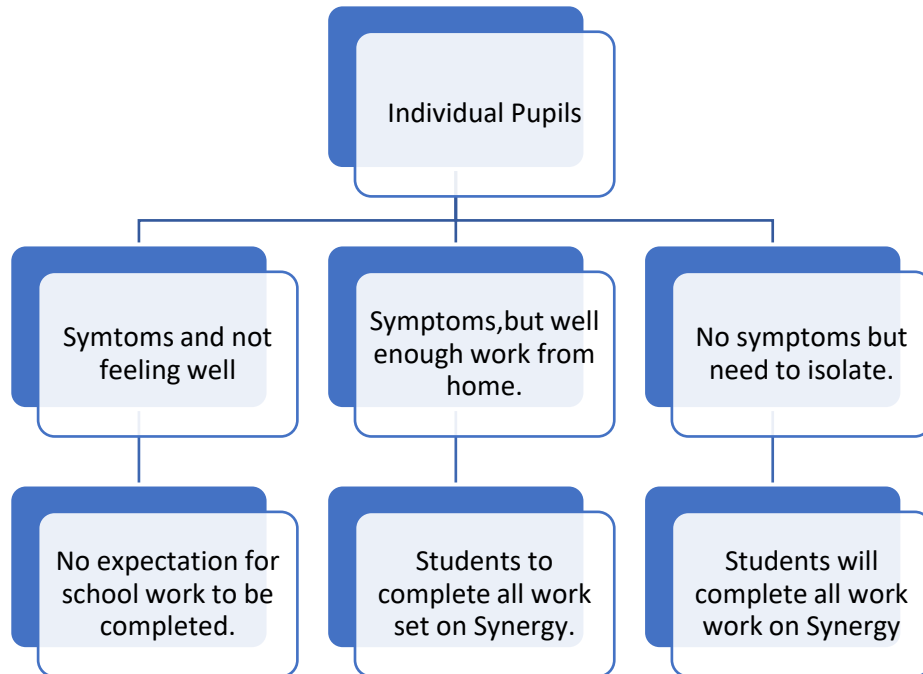
Student / staff Member Self-isolating : staff member will be expected to place lessons for all their groups on Synergy, unless unwell.

1. Students will be expected to complete lessons for each school day and submit completed work on Synergy.
2. The whole school marking and feedback policy applies; therefore, not all work will receive feedback.

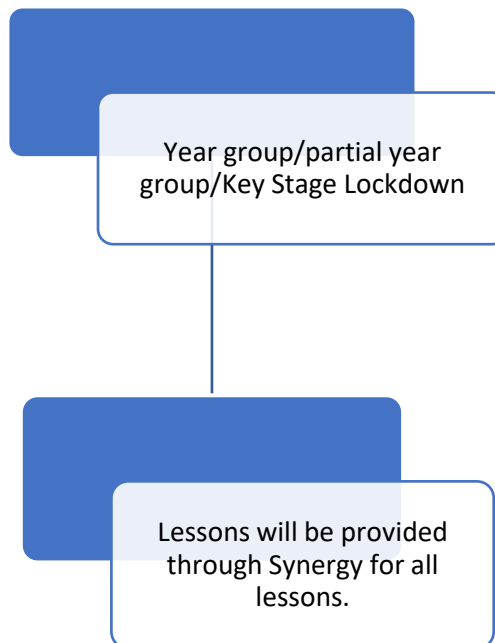
Staff Isolation



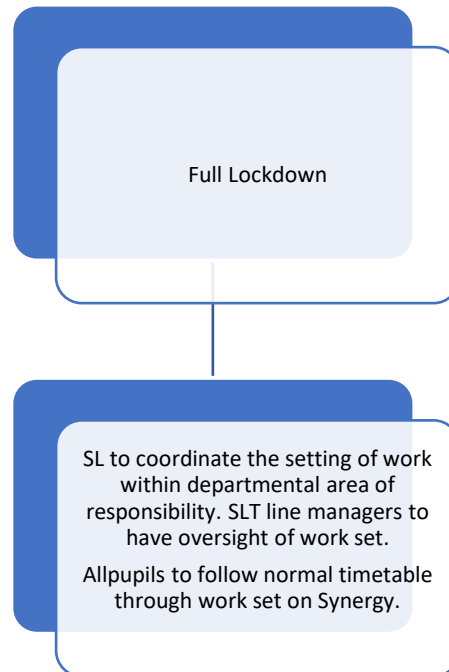
Individual students: self- isolating:



Partial lockdown –Year group / Key stage bubble / half year group – need to follow same curriculum as those in school.



Full lockdown



Timetable Considerations

Partial Closure – Timetable:

Keep to current timetable. All students who are in partial lockdown will expected to complete the work through Synergy, or using the paper packs provided.

Key Worker and Vulnerable Children:

- Key worker students who do not come into school during a school closure will access lessons on Synergy or via Microsoft Teams in line with all students.
- It is an expectation that vulnerable children will attend school, even in the event of school closure.
- School will contact all vulnerable student's households and if applicable their allocated social worker to inform them that the expectation is that they attend school.
- For students who are level 3 or level 4 on Lancashire's continuum of need, the school liaises with the relevant stakeholders to encourage attendance.



- School makes weekly contact with all students identified as vulnerable to check on welfare and academic engagement.

Summary:

The nature of the situation surrounding COVID 19 is ever-changing and often decisions affecting schools are taken quickly. This plan sets out in this policy will be under constant review and may need adapting to balance the needs of all stakeholders at Morecambe Bay Academy. The Academy will do its utmost to ensure that high quality provision is delivered to all pupils whether that be in the academy or from home.