Ryburn Valley Academy

Remote Learning Policy

Name of Policy Writer	**Mrs C Evans**
Last Reviewed	**September 2023**
Policy Type	**Statutory**
Review Period	**2 Years**
School Staff member responsible	**Deputy Head of School** **Assistant Headteacher (outcomes)**
Next Review Date	**September 2025**

Contents

Background

This policy is to ensure the ongoing education of Ryburn Valley High School pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

Aims

This home learning policy for staff aims to:

● Ensure consistency in the approach to home learning for pupils who are not in school.

● Set high expectations for all members of the school community with regards to home learning.

● Provide appropriate guidelines for data protection and safeguarding.

Expectations of Remote Learning

When teaching pupils remotely, we expect teachers to:

• set assignments 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 or blended learning technologies

• assess 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

• 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

Preparing for Remote Learning

We would expect that many of the steps below should already be in place with most staff within Ryburn Valley High School. We would expect that there will be future benefits to putting these plans into place. The school will be proactive in ensuring that:

• Staff have access to Google Classroom and Microsoft Teams and these are set up for their classes

• Pupils within classes have access to the relevant Google Classroom and Office 365

• Pupils will receive refresher sessions in ICT lessons on Google Classroom and how to access their email and the Office 365 suite of software from home using the school website

• Staff are familiar with the main functions of Google Classroom and Microsoft Teams

• For the closure of any Key Stage 5 bubbles and if we move to a tier 2 closure, live lessons using Microsoft Teams or lessons provided via Loom.

• Parents and pupils are made aware in advance of the arrangements in place for the continuity of education

Ryburn Valley High School should ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time

- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.

The Procedure for Remote Learning

The Head of School will decide if there is to be any large school remote learning to be undertaken. This could be due to any prolonged school closure or partial closure and could include large scale illness, snow disruption etc.

The Emergency Evacuation / Closure Policy will then be used to notify parents and students and arrange for them to be dismissed and sent home if needed.

If the student is self-isolating or in quarantine, the parents will notify school and provide any necessary evidence. The Head of Year will then arrange for a letter detailing the arrangements for home learning to be emailed out to the parents / carers of those affected.

Roles and responsibilities

The Curriculum Deputy Head is responsible for formulating and overseeing the Home Learning Policy. Any questions about the operation of this policy or any concerns about the viability of any part of this policy should be addressed to the Deputy Head in the first instance.

The Assistant Headteacher for outcomes is responsible for overseeing the day to day programme of home learning activities. The AHT will provide advice to parents and ensure that the work set is appropriate as much as possible in difficult circumstances.

Teachers

When providing home learning, teachers must be available during 08.50 to 14.50 unless they are part –time when they should be available during their allocated part time 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.

When providing home learning, teachers are responsible for:

- Setting work for their classes:
    - The work should be similar to the work covered by the students if the school is open and operating normally. The same topics should be delivered.
    - The work needs to be set on a 2 week rolling basis.
    - Work should be uploaded to a google document provided by the Curriculum Deputy. This will then be shared on the school website. Further detail on the work being set should be added to the appropriate Google Classroom.
    - If required, teachers should co-ordinate with other members of their department, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
    - The work set should follow the Curriculum Plan which is published on the school website
    - The introduction of BTEC assignments must be delivered via teams as a live lesson

- Providing feedback on work
    - Students will submit their work back onto the appropriate post on Google Classroom so that it can be seen by the teacher.
    - The teacher will use the comment function to provide comments on the work as to how the student can improve. This can be done via Google Docs or Google Classroom.
    - Work should be marked using the same time period as the whole school marking policy.
- Keeping in touch with pupils who are not in school and their parents:
    - For large scale closures - within the first day of the pupil absence, the teacher should email the student and the parent to inform them of the work to be completed, remind them how and where they can access that work.
    - Staff should respond to communication from parents and students within the normal working hours. We do not expect that teachers should answer emails outside of working hours.
    - Any complaints or concerns shared by parents and pupils, should be dealt with in the first instance by the teacher and if required passed onto the Head of Department, for any safeguarding concerns, please see the relevant section below.
    - If students failure to complete work, please contact parents in the first instance. If the student continues to fail to submit work, then please let the Head of Department know. If this is persistent the teacher will inform the Head of Year who will track pupil performance across the curriculum.
    - For Years 7 to 11, teachers should aim to have fortnightly contact with their students.
    - For Years 12 and 13, teachers will have contact via any 'live' lessons or tutorials offered.
    - Form staff should send an email to students once a week to check how they are managing and provide any well-being support if required.
- Attending virtual meetings with staff, parents and pupils:
    - Ensure that you are dressed appropriate for a meeting.
    - Avoid areas with background noise and ensure there is nothing inappropriate in the background.
    - At staffs' discretion they can remove the video camera from these meetings and record sessions if required.

Teaching assistants

When assisting with home learning, teaching assistants must be available between 08.55 and 15.15 unless they are part –time when they should be available during their allocated part time 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.

When assisting with home learning, teaching assistants are responsible for:

● Supporting pupils who aren't in school with home learning:

   o Those students who they are a key worker for and any other student as directed by the SENDCO

   o They should ensure that the student understands the work by checking with the parent

● Attending virtual meetings with teachers, parents and pupils:

   o Ensure that you are dressed appropriate for a meeting

   o Avoid areas with background noise and ensure there is nothing inappropriate in the background

   o At staffs' discretion they can remove the video camera from these meetings and record sessions if required.

Heads of Department

Alongside their teaching responsibilities, Heads of Department are responsible for:

● Following an impact and gap analysis, consider whether any aspects of the subject curriculum needs to change to accommodate home learning

● Working with teachers teaching their subject at home to make sure all work set is appropriate and consistent across the department

● Working with other Heads of Department and senior leaders to make sure work set for completion at home across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

● Monitoring the home work set by teachers in their subject by being linked to the appropriate Google Classroom

● Alerting teachers to resources they can use to teach their subject from home

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

● Co-ordinating the home learning approach across the school – The Assistant Headteacher is taking on this responsibility

● Monitoring the effectiveness of home learning – through regular meetings with Heads of Departments, sampling the work set in order to carry out quality assurance reviews or obtaining feedback from pupils and parents

● Monitoring the security of home learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for:

- Overseeing Heads of Year and other pastoral staff have weekly contact with students who are vulnerable, including those who are looked after (CLA) or are CIN.
- Manage any safeguarding concerns passed on by other members of staff

ICT staff

ICT staff are responsible for:

- Ensuring the network, hardware and software are suitable to cater with the level of remote learning
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of home learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning at home to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Have positive behaviour and engagement
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning at home to:

- Make the school aware if their child is sick or otherwise can't complete work
- Regularly check the home learning section of the school website for any updates
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Governing board

The governing board is responsible for:

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

Who to contact

If staff have any questions or concerns about home learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant Head of Department or SENDCO

- Issues with behaviour – talk to the relevant Head of Year

- Issues with ICT – talk to ICT staff

- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – talk to the data protection officer

- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

When accessing personal data for home learning purposes, all staff members will:

- Use Arbor as their sole method of emailing students

- All devices should be password protected

- All devices should be locked when left unattended

Processing personal data

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

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)

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

- Making sure the device locks if left inactive for a period of time

- Not sharing the device among family or friends

- Installing antivirus and anti-spyware software

- Keeping operating systems up to date – always install the latest updates

Safeguarding

Updates with regards to the safeguarding procedures can be found in the policy:

- COVID-19 – Safeguarding and Child Protection Arrangements

Monitoring arrangements

This policy will be reviewed yearly in the first instance by the Curriculum Deputy Head of School. At every review, it will be approved by the governing body.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy [insert if relevant:] 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

Main Personnel for the 2023/2024 Academic Year:

Curriculum Deputy Head – Mrs C Evans – c.evans@ryburn.tlt.school

Assistant Headteacher – Mr Y Malik – y.malik@ryburn.tlt.school

Appendix 1: Pupil expectation/code of conduct for remote learning Rules regarding technology

- I will only use school technology for school purposes as directed by my teacher.

- I will only take part in 'live' streaming if an adult knows that I am doing it.

- I will not reveal my passwords to anyone.

- I will be responsible for my behaviour and actions when using technology (Microsoft Teams and Other interactive applications), this includes the resources I access and the language I use.

- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible.

- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or my parent.

- I will not share resources or videos created by my teachers with anyone who is not a pupil or member of staff at Ryburn Valley High School

- I will not record or take photos of my classmates or teachers during a face-to-face session.

- I will not share any school content on social media platforms

- I understand that when using Microsoft Teams and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.

- If audio/video conferencing is used, I understand that this might be recorded by the teacher only in order for this to be forwarded to any pupil who missed the live conferencing.

- I will continue to follow the rules regarding my use of technology as outlined in the school's ICT Acceptable User Agreement

I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied and my parent may be contacted. When participating in an audio or video conference on Microsoft Teams, remember that this is an extension of the classroom and you should conduct yourself as you would when on your best behaviour in a classroom. This includes:

- Be on time for your interactive session

- Be dressed appropriately for learning (e.g. no pyjamas)

- Remain attentive during sessions

- Interact patiently and respectfully with your teachers and peers

- Provide feedback to teachers about your experiences and any relevant suggestions

- Video conference from an environment that is quiet, safe, public and free from distractions. Please avoid using a bedroom for video conferencing.

- You MUST NOT record each other's online interactions. If the lesson is to be recorded, this will be done by the teacher.

- Make sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left.

General Rules and Guidelines

1. It is strongly recommended that you follow the school timetable as far as possible.

2. Please complete tasks as they are set for each lesson. Teachers will aim to be available at the times when they would normally be teaching you in order to answer questions. This will be either through Teams or email.

3. As soon as you have completed each task, please indicate this to your teacher. Please submit all pieces of work on time.

4. Failure to complete your work will result in your form tutor and parents being informed.

1. It is strongly recommended that you follow the school timetable as far as possible.

Appendix 2: Contingency Plan for Blended and / Remote Learning

Our contingency planning is based around the four tier model that is included in the government's COVID-19 Contain framework, which can be found here: https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers

Tier 1 - Whole school opening with year group bubbles. Face covering should be worn in all in communal areas (except when eating / outside) and when moving around premises when social distancing cannot be maintained.

Students on-site	Students learning remotely	Children of critical workers/vulnerable students (CWVS)	Staffing	Timetable implications	Other comments
• Following normal timetable based on year group zones ('bubbles') • Hard copy resources including booklets used to support learning and ensure familiarity so they can support more independent learning at home. • Students sign up and complete homework using Google Classroom	• Booklets sent home. • Moving to using Google Classroom to add resources for students. • Students to post work completed for marking back onto Google Classroom • Exploring further opportunities for students learning remotely to join lessons 'live' using Microsoft Teams.	• N/A - students in school unless self-isolating or awaiting test results.	• All staff in school. • In the event of staff self-isolating/waiting for tests, cover teachers used as normal.	• None	• In the event of increased staff absence, we may need to combine classes (within year group bubbles).

Tier 2 - Secondary schools asked to move to a rota model to combine on-site provision and remote learning. Students on site only for their 'rota' time. CWVS on site full time. Face covering should be worn in all in communal areas (except when eating / outside) and when moving around premises when social distancing cannot be maintained. https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions

Students on-site	Students learning remotely	Children of critical workers/vulnerable students (CWVS)	Staffing	Timetable implications	Other comments
• 50% of students in school on a fortnightly timetable cycle. • Rota 1 – Year 7, 10 and 11; Rota 2 – Year 8, 9 and Sixth Form. • Students on-site follow timetable as tier 1 to support year group zones.	• Students, learning remotely join 'live' lessons using Microsoft Teams supported by booklets and follow normal timetable except for core PE. • Online lessons shortened to 45 mins; follow normal timetable but begin 15 mins later to enable teachers to prepare and to provide students with screen breaks. • Resources and lesson detail provided on Google Classroom	• During their 'rota' weeks, CWVS follow timetable with rest of year group as set out in tier 1. • During 'non-rota' weeks, CWVS are supervised in their year group zones and join lessons via Microsoft Teams • 3 rooms will be required, which has staffing implications; would also need laptops	• All staff in school. • In the event of staff self-isolating/waiting for tests, cover teachers used as normal. • Staff under hours, non-teaching staff and cover supervisors used to supervise CWVS groups.	• If required due to teacher shortages, the curriculum can be compressed to allow for teaching of additional literacy and numeracy and/or students can be taught in combined classes. • Core PE removed from the year groups that are working remotely to provide additional capacity for a student engagement and support	• Staff self-isolating should be delivering 'live' or 'zoom' lessons *where possible* to support learning for students. • Follow up attendance protocols for students not attending live learning in Google Classroom using Arbor registers.

	• Students to post work completed for marking back onto Google Classroom • Students provided with booklets (or other hard copy resources) and work uploaded to Google Classroom to allow students to access learning if unable to join 'live'.	and earphones.		team [see below].	

Tier 3 - Secondary schools provide remote learning for all students apart from selected year groups to be identified by DfE to attend school site. CWVS on site full time. Face covering should be worn in all in communal areas (except when eating / outside) and when moving around premises when social distancing cannot be maintained.

Students on-site	Students learning remotely	Children of critical workers/vulnerable students (CWVS)	Staffing	Timetable implications	Other comments
• Year groups identified by DfE on-site and following timetable as tier 1 to support year group zones.	• Students, learning remotely join 'live' lessons using Microsoft Teams supported by booklets and follow normal	• CWVS in year groups identified by DfE follow staggered timetable with rest of year group as	• All staff in school. • In the event of staff self-isolating/waiting for tests, teachers stay at home and teach	• If required due to teacher shortages, the curriculum can be compressed to allow for teaching of additional	• Teachers self-isolating should be delivering 'live' lessons *where possible* to support learning for students.

	timetable except for core PE. • Online lessons shortened to 45 mins; follow normal timetable but begin 15 mins later to enable teachers to prepare and to provide students with screen breaks. • Resources and lesson detail provided on Google Classroom • Students to post work completed for marking back onto Google Classroom • Students provided with booklets (or other hard copy resources) and work uploaded to Google Classroom to allow students to access learning if unable to join 'live'.	set out in tier 1. • CWVS in other year groups are supervised in their year group zones and join lessons via Google Meet. • Multiple rooms will be required, which has staffing implications; would also need laptops and earphones.	lessons using live remote learning or loom. • If live remote learning is not possible all work should be set via Google Classroom for students to complete. • Staff under hours, non-teaching staff and cover supervisors used to supervise CWVS groups.	literacy and numeracy and/or students can be taught in combined classes. • Core PE removed from the year groups that are working remotely to provide additional capacity for a student engagement and support team [see below].	• Non-teaching staff can support supervision of students being taught 'live'. • Follow up attendance protocols for students not attending live learning in Google Meet using Arbor registers.

Tier 4 – Secondary schools provide remote learning for all students. Only CWVS on site full time. Face covering should be worn in all in communal areas (except when eating / outside) and when moving around premises when social distancing cannot be maintained.

Students on-site	Students learning remotely	Children of critical workers/vulnerable students (CWVS)	Staffing	Timetable implications	Other comments
• Most students are learning remotely; only CWVS are on-site.	• Students, learning remotely join 'live' lessons using Microsoft Teams supported by booklets and follow normal timetable except for core PE. • Online lessons follow normal timetable but shortened to 30 mins to provide screen breaks; teachers available after lessons for c15 minutes for Q&A and to follow up on absences. • Resources and lesson detail provided on	• CWVS supervised in their year group zones and join lessons via Google Meet • Rota of staff to supervise these groups following their live remote learning. • Access to computer rooms for all students. • Additional outdoor activities or activities in the gym for extended break and lunch time for these students. (possibly delivered by external agency?)	• Staff in school on a rota to supervise and support CWVS. • At all other times, staff working from home wherever this is possible.	• If required due to teacher shortages, the curriculum can be compressed to allow for teaching of additional literacy and numeracy and/or students can be taught in combined classes. • Core PE removed from the year groups that are working remotely to provide additional capacity for a student engagement and support	• Teachers self-isolating should be delivering 'live' lessons *where possible* to support learning for students. • Non-teaching staff can support supervision of students being taught 'live'. • Follow up attendance protocols for students not attending live learning in Google Classroom using Arbor registers.

				team [see below].	
	Google Classroom • Students to post work completed for marking back onto Google Classroom • Students provided with booklets (or other hard copy resources) and work uploaded to Google Classroom to allow students to access learning if unable to join 'live'.				

Student engagement and support team

To facilitate the delivery of a blended approach to teaching and learning in tiers 2-4, there will need to be a team created that supports students with their remote learning and staff with their remote teaching. This will include:

- Following up on students not attending the live lessons

- Following up on students not engaging with the work set

- Ensuring that students who do not yet have the technology or data have an alternative means of engaging with the printed material