



Remote Learning Policy

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1. Rationale/ Aims

In the event of a full or partial closure, PITCHEROAK SCHOOL is committed to providing continuity of education to its students through remote learning. The Coronavirus Act 2020 Provision of remote Education (England) Temporary Continuity (No.2) Direction issued in August 2021 states however, that the provision of remote education does not apply to post 16 education including school sixth forms.

This remote learning policy aims to:

Ensure the ongoing education of PITCHEROAK SCHOOL students during any period where their attendance would be contrary to government guidance or legislation around COVID-19. This includes where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring students to remain at home.

Ensure consistency in the approach to remote learning for students who aren't in School.

Set out expectations for all members of the school community with regards to remote learning.

2. Roles and responsibilities

Pitcheroak School are aware that the requirement for schools within the [2014 Children and Families Act](#) to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs, remains in place. School will therefore work collaboratively with families and put in place reasonable adjustments so that pupils can successfully access remote education.

a. Senior Leadership team.

The Senior Leadership Team will coordinate and monitor the remote learning approach across the School. They will ensure the timetable for remote learning is clear for staff, students and parents. Whilst some students are at home and some in School, the normal timetable will be followed as much as is possible. During a period when no students are in School, the timetable may be delivered differently, for example with shorter lessons.

PITCHEROAK SCHOOL will endeavour to ensure that all staff and students have the technology to be able to teach/ learn in this way. overcome barriers to digital access for pupils by, for example:

- distributing school-owned laptops accompanied by a user agreement or contract
- securing appropriate internet connectivity solutions
- providing printed resources, such as worksheets/books, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work

Use will continue to be made of Microsoft Teams as the digital platform for remote education provision where appropriate across the school to allow interaction, assessment and feedback. Staff are trained and confident in its use. For students who require a higher level of support to engage with remote learning, use will continue to be made of Microsoft Sways.

If a member of staff is unable to teach their lesson due to illness or because they are caring for somebody, SLT will inform the parents using the text messaging system and where possible alternative arrangements put in place to make work available.

b. Teachers

When providing remote learning, teachers will be available to deliver their lessons, according to the timetable. Teachers will aim for students, who are not physically unwell, to have access to remote education as soon as reasonably practicable, which may be the next school day.

When teaching students remotely teachers will:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing access to visual materials to reinforce learning

- providing, clear explanations of new content, delivered by a teacher who is familiar with students' language levels or through high-quality curriculum resources differentiated, to ensure content is accessible (according to reading ability and level of cognition)
- providing repetition to reinforce key concepts
- enabling students to follow familiar routines
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion, where appropriate
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to students' needs and addresses any critical gaps in students' knowledge
- avoiding an over-reliance on long-term projects or internet research activities

If teachers are unable to work for any reason during this time, for example due to sickness or whilst caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work. Teachers will use their professional judgement to select elements of the schemes of work which lend themselves more readily to remote teaching. Teachers will aim to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally. Teachers will make clear what is intended to be taught and practised in each subject so that students can continue to progress through the planned curriculum.

Providing feedback on work. Not all learning is formally assessed and this would continue to be the case during periods of remote learning. Teachers will endeavour to provide feedback on work completed.

Contact. Teachers will contact students in their lessons, either through Teams or via the class email system. Teachers will have their own preference for this and any of these mediums are acceptable.

Recording lessons. Lessons may be recorded so that students who are unable to attend are able to access the lesson at a later stage. Online video lessons will, where possible, be recorded by teaching staff due to the importance of students seeing familiar faces and also due to the need for lessons to be personalised to the individual pupil's needs. Links to familiar, commercially produced materials may also be used.

Communication. Teachers will respond to reasonable amounts of communication from students, parents and staff. (Staff will not use their own personal devices to do this).

Where possible teachers will use a quiet space to deliver their lessons. This may not always be possible.

We are aware that if remote learning is happening nationally, there may be bandwidth limitations. At such times, dropping down to audio only may be necessary.

c. Teaching Assistants

When providing remote learning, Teaching Assistants may be available to support lessons, according to the timetable.

If Teaching Assistants are unable to work for any reason during this time, for example due to sickness or whilst caring for a dependent, they should report this using the normal absence procedure.

The support provided for a student or group of students will be discussed by the class teacher and the Teaching Assistant.

d. Students

Assuming that a student is healthy and well enough to work, students are expected to participate fully in the remote learning process, attending live sessions, completing independent work and submitting completed work promptly and to the best of their ability. Students are expected to respond to communication from School, such as emails. Students that may struggle to access IT should contact the IT network manager – ithelpdesk@pitcheroak.worcs.sch.uk

If unable to complete the work set, students should inform the class teacher.

e. Parents

It is recognised that some students may not be able to access remote education without adult support therefore school will work with families to deliver an ambitious curriculum appropriate for their level of need.

Where possible, parents are asked to provide a quiet space for their child to access lessons from. We recognise that this may not always be possible.

Parents are asked to support their child in accessing remote learning, if they are able to do so.

If their child is unable to attend lessons, parents should let their class teacher know.

3. Safeguarding

During any period of remote learning, the School's Safeguarding Policy still applies.

Staff will continue to report any safeguarding concerns using CPOMs and these will be addressed by the Designated Safeguarding Leads.