REMOTE LEARNING POLICY

	Date	Minute No.	Review Date
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Reviewed by Governors			
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A) Remote Learning Provision at Anthony Gell School

Our remote learning provision is responsive to the Government guidance as well as local circumstances. The information contained within this document predominantly focuses on our provision for remote learning when we have a partial or full closure of school/onsite learning. However, section E of this policy provides information regarding our provision for when an individual student is isolating but the majority of students remain in school.

i) Provision during a full school closure

During a full school closure, students in Years 10-13 will be taught as per the students' timetables (with the exception of core PE, CR and tutor time), via Microsoft Teams, with all learning resources provided on our student intranet and/or Teams, to enable students to successfully access the learning if they cannot access the live lesson.

For students in Years 7-9, a timetable is in place to cover the full breadth of the curriculum over a period of 4 hours per day. Again, these lessons are taught live via Teams with resources uploaded to the intranet. As per Derbyshire County Council guidance, we do not record live lessons for safeguarding reasons so students cannot access the teacher led live content once it has been delivered, but can still access resources from the intranet. In addition to the daily lesson content, students are also invited to a weekly tutor time session to keep in touch with their tutor and peers.

Registers, which show accurate attendance details for live lessons, are downloaded from Teams with teachers and staff will contact parents/carers of students who fail to attend the timetabled lessons.

Our Pastoral / SEND staff contact each student every 2 weeks, with our cohort of vulnerable and SEND students being contacted weekly or more frequently if necessary. Virtual assemblies are held through Teams and will cover topics as broad as: student finance, mental health and wellbeing, the changing examinations process etc. Careers appointments for Y11 students will continue to be held remotely.

Students with additional needs, including those who have parent/carer who is a key worker, those with a social worker, and those with SEND, are encouraged to attend supervised onsite provision in school and work alongside their peers within the school setting. The onsite provision will help to maintain the school routine, provide respite for parents and carers but also to allow the student to receive specialist support alongside the remote teaching. The provision within school will be tailored to the needs of the individual and can involve the use of rest and activity breaks. Groups will be formed and maintained to support social interaction and social communication skills as well as limit contact/possible transmission between students of different ages. More nurturing activities can be provided to support the emotional wellbeing of the student.

A wide range of assessment and feedback techniques will be incorporated including: Microsoft Forms, SAM Learning, Kahoot, Quiziz as well as more extended tasks that are submitted to the teacher in the marking folder structure or via Teams. These tasks will be varied and relevant to the context of the subject and the Year group.

B)   *Remote education provision: information for parents*

- **This information is intended to provide clarity and transparency to students and parents/carers about what to expect from remote education if restrictions or local circumstances require entire cohorts/Year groups (or bubbles) to remain at home.**

For details of what to expect where individual students are self-isolating, please see section E of this policy.

i)   What should my child expect from remote education provision at AGS?

The remote education for an entire cohort or large group of students will start on the morning of the first full day of the closure period. For instance if we close the provision at 1pm on Monday then our full provision will start at 9am on Tuesday morning.

For all Year groups we teach the same curriculum remotely as we would do in school with the exception of CR lessons, core PE and tutor time provision. Students will be invited to join one tutor time per week remotely. Resources are uploaded to the intranet / Teams and students are taught via Teams.

ii)   How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Students in years 7 - 9	4-5 hours per day
Students in years 10 - 13	5 hours per day depending on if they have a timetabled core PE or CR lesson that day.

iii)   Accessing remote education

We use the school's dedicated intranet site (Office 365) for the uploading of teacher resources and for students to "hand-in" work, and we use Microsoft Teams to deliver the live elements of our lessons. We also use a range of specific subject based programmes such as doddle, MyMaths, Collins Connect, SAM Learning and Kerboodle

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- We have completed a comprehensive survey in school with both students and parents / carers with regard to digital access and we have supplied a wide range of digital hardware to ensure that our students can access their education remotely including laptops and Wi-Fi dongles. If you would like to discuss this then please contact us on 01629 825577 or via email pastoral@anthonygell.co.uk

- If you would like to request paper copies of resources then please discuss this with your child's Pastoral Manager in the first instance.

If a student does not have online access then a parent / carer can deliver work back to the main school reception in a marked envelope and we will distribute it to the appropriate staff for marking and feedback

iv)   How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

Some examples of remote teaching approaches:

- Live teaching – our students can access a fully live curriculum via Microsoft Teams when it is appropriate for the class teacher to do so. All students in Key Stage 5 (Y12 and 13) will join their lessons remotely.

- Due to the live nature of our teaching we do not provide pre-recorded lessons unless we are using an external source such as Oak Academy or if a teacher has the need to record something that cannot be replicated easily via a live lesson (such as a practical component of a lesson).

- Printed paper packs produced by teachers are used in rare cases to support remote learning when digital access for a student prohibits them being able to access their learning.

- We use a range of commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. There are links to the most popular of these on the front page of our school intranet. Where appropriate, teaching staff will use these resources to teach and set learning tasks for students to complete. Many of these resources provide digital and immediate feedback to students.

- We limit the amount of long-term project work and/or internet research activities given to students. However, in certain subjects at certain points in the curriculum these are appropriate to students being able to learn effectively.

C)   Engagement and feedback

i)   What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect all of our students to make their best efforts to engage with the remote learning they are set every day. However, we understand that there can be barriers to this and so all our work can be accessed and completed without the need to attend the live element of the teaching. We expect our students to contact us if they are having problems accessing their remote learning by taking a pro-active stance. We will also contact students to check in with them if we find they are not engaging with their lessons to see if we can offer any support.

- We work in partnership with parents/carers and want to encourage and maintain an open dialogue. We communicate regularly with parents/carers to update them on our remote learning provision and to send any advice and guidance that parents/carers may find useful in supporting their children. We read and consider all feedback that stakeholders give and we adapt our practice

accordingly. Parents/carers can assist by talking to the child about their learning and help them to organise themselves for the day ahead so they can concentrate on their lessons fully.

ii)   How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- All students who are self-isolating will receive a welfare call from our Pastoral Team to check on their mental well-being and to trouble shoot any problems with remote learning.

- If there are concerns about your child's engagement with remote learning in a small number of subjects then the class teacher or Faculty director will be in touch. If the concern is more widespread than this, then one of the Pastoral Team will be in touch to discuss the barriers and to plan a way forward.

iii)   How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on student work is as follows:

We will use a wide range of assessment and feedback techniques including Microsoft Forms, SAM Learning, Kahoot, Quiziz, as well as more extended tasks that are submitted to the teacher in the marking folder structure or via Teams. These tasks are varied and relevant to the context of the subject and the Year group. Feedback will also be provided in a variety of ways including whole class feedback, individual self-marking feedback that the teacher will also review as well as written feedback on individual tasks for more detailed feedback. Students will receive feedback weekly.

D)   *Additional support for students with particular needs*

i)   How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some students, including but not limited to those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

Teaching Assistants will have a designated contact list for students who they routinely support or are key worker for. This allows improved contact with families allowing us to be responsive to any difficulties encountered by students with additional needs.

Some students may have difficulties accessing the normal curriculum and will also benefit from highly differentiated work. For those students we provide packages of work related to any interventions they are currently receiving and if necessary they will be delivered to the homes of students.

We have a designated section of our 'pupil intranet' where students can access the electronic support packages that we use in school such as Lexonik.

E)   Remote education for self-isolating students

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

i)   If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Years 7-9: Teachers will set work via the student intranet pages or email for students to complete at home.

Years 10-13: All lessons are uploaded to the intranet / Teams for students to be able to access immediately. Students will be invited to join their lessons live via Teams.

F)   Safeguarding arrangements during live lessons

Where lessons might be or are 1:1, arrangements will be made to ensure there is another adult in the room / on the Teams call either at school or at home. This could be a parent if at home or a staff member if in school.

When teachers are teaching remotely from home all KS3 and KS4 classes will have a cover supervisor in their lessons and 6th form lessons will be set up by a member of staff and students will be told where they can access adult support should they need it.

We do not record live lessons and students' cameras are expected to be switched off during live teaching if the students are at home.

In all KS3 live lessons there is an additional member of school staff in the lesson to support the learning and to monitor the 'chat' in the lesson.

Due to the live nature of our teaching we do not provide pre-recorded lessons unless we are using an external source such as Oak Academy or if a teacher has the need to record something that cannot be replicated easily via a live lesson (such as a practical component of a lesson).