



Remote Learning Policy

Inspire – Impact – Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	A Stobart (Deputy Head Teacher), D Jones (Assistant Head Teacher) and C McLaughlin (Assistant Head Teacher) September 2020.
Policy to be reviewed:	Spring 2021
Summary of changes	

Approved by:

Headteacher:

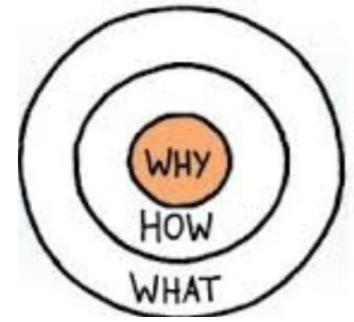
Chair of Governors:

Date:

Date:

Aims of Teaching and Learning at Oakwood; Inspire – Impact – Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



Oakwood's Assessment Policy Intent (Why)

- Ensure **consistency** in the approach to remote learning for pupils who aren't in school
- Set out **expectations** for all members of the school community with regards to remote learning
- Provide appropriate **guidelines** for data protection

Policy development (How)

This policy has been developed through:

- Implementing approaches shared by other schools during DFE webinar on remote learning (October 2020)
- Considering data protection guidelines on The Key
- SLT have completed a SWOT analysis of recent projects that have utilized online learning strategies, for example the Year 10 summer catch up program and Silver Street bubble closures early in the academic year and used this to create a clearer strategy across the whole school
- Holding a thorough staff consultation during PDD days in September
- ****We have recently completed a further analysis of our remote learning provision in January 2021 after school closure on 05.01.2021. This has driven an update to our remote learning guidance.**

Oakwood Assessment Policy Implementation (What)

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1. Aims and Overview

Remote Learning plans - [see introduction video by clicking here!](#)

Aims of Remote Learning at Oakwood Academy

- Establish measures that will reduce the effects of being off school and try to minimize missed work across various subjects / qualifications in order to give pupils the best chance to show their full potential when they return to school
- Support pupils physical and social development, and mental wellbeing during school closure

What is the plan for remote learning?

- We would like pupils to engage in daily online lessons via zoom (see timetable in Appendix 1 and information on our school website). This is an opportunity to address basic skills in each subject area and support pupils wellbeing.
- We would also like pupils to complete the 'home learning menu's' with parents and carers at home. These menu tasks are planned to address curriculum content this year and support learning missed in school

2. Roles and responsibilities

As a school we aim to have available a remote learning strategy for all classes. These are for pupils that are currently shielding / isolating or in the event of a class/bubble or whole school closure.

We would like one strategy which covers a range of potential scenarios

Please note that we are continually adapting our guidelines for remote learning in order to support pupils in a range of contexts considering their absence from school. This policy will be updated and communicated with staff with further developments.

2.1 Teachers

When providing remote learning, teachers must be available between 8:15am and 3:00pm

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 remote learning, teachers are responsible for:

Setting work

- Set work through updating the 'Home Learning Menu's' when required from school, this includes 'Teacher Instruction Details' through written or Loom approaches
- Attend virtual meetings with staff and other professionals
- Select appropriate locations for virtual meetings/lessons (e.g. avoid areas with background noise or inappropriate backgrounds)
- Plan a range of remote teaching approaches including live teaching, recorded teaching (e.g. Oak Academy lessons, video/audio recordings made by teachers), school subscribed software and paper-based tasks
- Plan and prepare work for own class and open up opportunities to share planning with colleagues in order to reduce workload
- Continue to deliver educational opportunities using online platforms, to enable remote teaching and learning
- Provide learning tasks that are educational and engaging
- Work and tasks should suit the stage of learning of the pupils and expected outcomes should be accessible
- Preparatory or consolidation work should be planned if required
- Plan work that can be done in bite-sized chunks; projects should be broken down into manageable steps
- Plan how to access completed work from the pupils and how to provide feedback
- Adhere to deadlines on setting work

When delivering live-streamed remote learning teachers will:

- Dress appropriately and professionally when delivering remote education
- Maintain the safeguarding of both pupils and staff in remote spaces. The same policies, procedures and guidelines remain in place and adherence to all statutory guidance is required when teaching remotely
- Promote pupils join the class with their video turned on
- Monitor pupil engagement and follow school procedure for any pupils who do not attend virtual live lessons or do not engage with lessons (attendance monitoring and class health check document)
- Communicate with pupils via Class Dojo and telephone call. Teachers must not communicate, using mobile phones/text messaging services unless by arrangement with the HT

- Provide feedback on work pupils submit and be available to communicate effectively with parents/carers and pupils throughout the school day
- Keep in touch with pupils who aren't in school as per the agreed system of phone calls

Keeping in touch with pupils who aren't in school and their parents

- Teachers are expected to make daily wellbeing phone calls with pupils that are not in school
- Be available to communicate effectively with parents/carers and pupils throughout the school day. Teachers should not answer emails and messages on class dojo out of working hours
- Staff should handle any complaints or concerns shared by parents and pupils sensitively. Regarding any safeguarding concerns, please refer teachers to the safeguarding section below
- Pupils should not be penalised for not accessing remote learning, such as to complete work

Attending virtual meetings with staff, parents and pupils

- Please adhere to the schools 'Code of Conduct' regarding for example dress code
- Please ensure that the location you are using is suitable for a professional meeting (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers are also working in school whilst providing remote learning opportunities for pupils not in school, please ensure that further responsibilities within school have been covered, for example duties and teaching responsibilities.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:15am and 3:00pm

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 remote learning, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely

- School will communicate to you the identified pupils you will need to support
- School will communicate how you should provide the support, for example through pupil daily wellbeing phone calls, class dojo messaging or online interventions sessions such as Zoom.

Attending virtual meetings with teachers, parents and pupils

- Please adhere to the schools 'Code of Conduct' regarding for example dress code
- Please ensure that the location you are using is suitable for a professional meeting (e.g. avoid areas with background noise, nothing inappropriate in the background)

*If Teaching Assistants are also working in school whilst providing remote learning opportunities for pupils not in school, please ensure that further responsibilities within school have been covered, for example duties and additional safeguarding responsibilities.

2.3 Heads of Department (HOD)

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

- Considering / revising whether any aspects of the subject curriculum need to change to accommodate remote learning
- Advise teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Reviewing and monitoring the remote work set by teachers in their subject through email contact and online meetings
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders (Assistant Head Teacher and Deputy Head Teacher)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school (Assistant Head Teacher)
- Monitoring the effectiveness of remote learning and work set- through regular meetings with teachers/Heads of Department and exploring feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead/Deputy Designated safeguarding lead

Staff will safeguard and promote the welfare and well-being of children and young people at our Academy including keeping children and staff safe online, whilst using remote learning.

Oakwood Academy will ensure appropriate filters and appropriate monitoring systems are in place, as per our E safety policy.

Any safeguarding concerns whilst using remote learning must be reported to the DSL/DDSL via CPOMS as per our Child Protection policy

2.6 IT staff

IT staff are responsible for:

- 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 remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely 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
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it and school can offer support via a range of opportunities
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The 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

3. 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 Head of Department or Performance Manager
- Issues with behaviour - talk to the relevant Head of Year
- Issues with IT - talk to IT staff (Mr Lacey and Mr Proctor)
- Issues with their own workload or wellbeing - talk to your Performance Manager
- Concerns about data protection - talk to the Data Manager (Mr Proctor)
- Concerns about safeguarding - talk to the DSL (Mrs Southwood)

4. Data protection

4.1 Accessing personal data

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

- Be able to access SIMS via remote access and Class Dojo
- Staff that do not have the IT equipment to support their roles in remote learning can speak to the IT staff directly. Staff must only use school devices and not personal devices for remote learning

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as their email address as part of the remote 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.

4.3 Keeping devices secure

Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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

5. Safeguarding

Keeping pupils and teachers safe during remote education is essential. An addendum to the safeguarding policy has been created in the light of COVID-19. This can be found on the school's website.

Teachers delivering remote education online should be aware that the same principles set out in the school's staff behavior policy/code of conduct/Child protection policy/E Safety policy will apply.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures i.e CPOMS

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education.

Communicating with parents, carers and pupils

Where education is having to take place remotely due to coronavirus (COVID-19), it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information

6. Monitoring arrangements

This policy will be reviewed in Spring 2021. At every review, it will be approved by the Senior Leadership Team and Trust Board

7. 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

Oakwood Assessment Policy Impact (What)

This section of the policy is a working document and will be updated with evidence of impact as and when it is collated.

How has the policy implementation impacted on the initial intent of the policy?

Policy intent:	Policy impact:
Establish measures that will reduce the effects of being off school and try to minimize missed work across various subjects /	<p><u>Silver Street Online Learning</u></p> <p>CSI: Tower of London The Princes in the Tower</p> <p>To describe why Edward V was never crowned king. To make a decision on what you think happened to the princes. To evaluate who would have killed the princes and why.</p>

qualifications in order to give pupils the best chance to show their full potential when they return to school

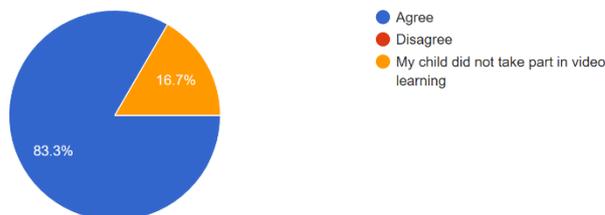
Pupils took part in a range of subjects during home learning to ensure they were still accessing a broad and balanced curriculum. As well as core subjects, pupils had opportunities to complete humanities, PD, art, music and PE work. A variety of work was sent home, some to be completed independently and some to be completed online with a teacher. Staff found that pupils who had taken part in online lessons had less gaps in their learning and were able to continue with work straight away on return to school.



Parents felt as though the work was differentiated and well

The video lessons have been at a level that my child can access and have been beneficial for my child.

6 responses



suited for their child. They noted that if their child found certain subjects difficult,

staff would send extra or different work that helped their child achieve.

Support pupils physical and social development, and mental wellbeing during school closure

How supported do you feel by Oakwood Silver Street during the Covid pandemic?

7 responses



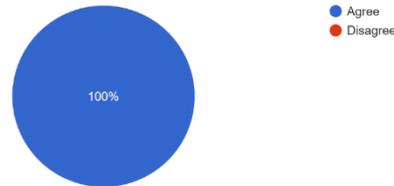
Pupils reported enjoying taking part in learning at home during bubble closures. They enjoyed seeing their teachers and TAs. Staff were able to do wellbeing checks through the online learning as they were able to physically see pupils. 100% of parents reported

that staff ensured their children and their families were safe during any closures. 100% of parents also said they felt supported by school and that they could contact staff at any time if they had any worries.

Sky "I really enjoyed seeing my

Staff at Silver Street have made sure my child and my family have been lockdown/home learning periods

7 responses



keep educated. I felt happy that I still got to learn some things."

Jayden "The work was just right for me,"



teachers when my bubble was closed, we got to have a laugh"

Ethan "The zoom lessons were fun and it was good to