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| Policy:              | Remote Learning Protocol |
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## Delivering Effective Remote Learning

### 1. Aims

This Remote Education Protocol aims to:

- Outline the Thomas Deacon Education Trust's approach to the remote education of pupils either as part of usual practice or when students are not attending school (as a result of government guidance, the closure of a bubble or other emergency circumstance).
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who are not in school through use of quality online and offline resources.
- Set out basic expectations around aspects of remote learning
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to.

### 2. Context

2.1 Remote learning or blended learning forms part of the Trust teaching and learning strategy. There are different scenarios where remote learning practice could be required:

- As part of the everyday functioning of an Academy, providing work and resources that can be completed outside of the school environment or school day.
- All staff and students switching to online learning as a result of a total school closure or complete local lockdown.
- A group (bubble, year group or multiple year groups) switching to online learning as a result of a partial schools closure (government guidance), closure of bubbles or partial closure of schools due to staff shortage and/or student safety.
- Individual remote learning for students where they are having to self-isolate as a result of contact with a positive Covid-19 test (outside of the school bubble) or themselves having a positive test.
- Teacher providing remote learning or joining lessons remotely where they are having to self-isolate as a result of contact with a positive test or absence from work due to childcare (linked to closure of bubbles for children etc.)

2.2 All schools and Academies within TDET have developed their own remote learning strategy, linking directly to the planned curriculum and have a strategy for teaching

lessons and providing learning materials to pupil and students. Pupils will study a broad range of subjects, reflecting the full national curriculum, PSHE and RE.

2.3 In line with DfE guidelines, and if teaching pupils and students remotely (as a result of partial or full school Covid-19 closure) TDET Academies will:

- 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 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

2.4 The DfE expect schools to consider pupils' age, stage of development or special educational needs and to avoid an over-reliance on long-term projects or internet research activities – this is built into planning by all TDET academies.

### **3. Resources**

3.1 TDET academies will deliver remote learning via a variety of platforms and using a range of tools including:

- Sharing of work via school websites
- Use of Microsoft Teams to set work, share resources, feedback on work and communicate.
- Use of ClassDojo, SeeSaw, Tapestry or Show My Homework to set work, share resources, feedback on work and communicate.
- Using a variety of online resources, including for example: Oak National Academy, TimesTables Rock Stars, Bedrock, GCSE Pod, Heggarty Maths, Educake.
- On occasion, remote learning might be provided using paper resources (where we are aware that there is an access challenge.)
- Wherever possible, pupils and students will be provided with hardware that can help support them with remote learning.

#### **4. Good practice recommendations**

4.1 Pupils will access remote learning platforms as part of in-school delivery, so that they become used to these ways of working

4.2 Prior to undertaking any online, remote or blended learning, pupils and students at TDET schools will be taught how to stay safe online (this already forms part of the school curriculum). This is conducted in line with the Department for Education's RSE guidelines and the computing curriculum.

4.3 Any web-based resources e.g. videos or online learning platforms will have been checked prior to their use for remote learning, in line with TDET Acceptable Use policy and Academy Safeguarding Policies.

4.4 Synchronous or asynchronous video learning should be based on the MS Teams platform (or other approved platform – approved by TDET).

4.5 Staff must use school channels to communicate with parents or pupils; communication should be via school e-mail, school telephone systems (3CX App), via Teams or using another approved application (e.g. Class Dojo). If a member of staff has to use a personal telephone, they must always make sure that their number is not visible to the call's recipient.

4.6 Any telephone calls should be made to a parent's telephone number and should, where possible, take place during school hours.

4.7 Always keep a record of the date and time that a phone call was made.

4.8 Video recording - if staff are using Teams events or meetings for synchronous (live lessons) they should:

- Sit against a neutral background – this could be either blurred or an educational background. If teachers are in school, they do not need to change their background.
- Meet the TDET Professional Standards with regards to business dress.
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they are sharing their screen – ensure that for example, SIMS is not open.
- Use professional language
- Ask pupils to also be in a shared space in their house, rather than in their bedroom and dressed in an appropriate manner. Preferably ask students to turn their cameras and microphones off.
- Ask parents who will also be there to be mindful that other children might see or hear them and anything in the background.
- Always record lessons to protect both themselves and students.
- Think about whether the 'chat' function should be available to students and pupils and disable if not required.

4.9 If staff are using Teams (or any other video recording application) to record videos for sharing, they should follow the above guidelines.

4.10 Videos should be shared via Teams and hosted on Microsoft Stream. If this is not possible and a teacher has to use YouTube to share videos, they should:

- Set up a work/professional YouTube account – do not use their personal account.
- Set their videos to 'Unlisted' so that only people who have the link will be able to see the video.
- Set the audience as 'Made for kids', so that adverts do not appear at the start of the video, and comments will be disabled

## **5. Safeguarding**

5.1 Staff should at all times be fully aware of Academy Safeguarding processes and procedures and should use standard procedures (MyConcern) to report any concerns that occur in the context of remote learning.

## **6. Monitoring and review**

6.1 The Trust will monitor the impact of the policy through the TDET Digital Strategy and after any period of sustained remote working. The policy will be reviewed at least annually and in line with changes in the status of remote learning and the developing TDET Digital Strategy and associated projects.