Diocese of Norwich
St Benet's
Multi Academy Trust

The Harleston Sancroft Academy

Remote Learning Policy (Secondary Phase)

Policy Type:	**Academy Policy**
Approved By:	**LGB**
Approval Date:	**08/02/2023**
Review Date:	**January 2024**
Person Responsible:	**Assistant Headteacher**

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change

Remote Learning the Harleston Sancroft Academy Way

As a school, we believe in the following:

- The Harleston Sancroft Academy and our staff remain connected to our community at all times.
- Students are provided with structured, sequenced varied activities that reflect our current curriculum and the demands of different year groups.
- Students receive feedback related to completed work according to the Elevator Feedback Model. Summative Assessments follow the same principles.
- Google Classroom and school email remain the main communication tools.
- We are working in a fast-changing environment.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Roles and responsibilities

Any prolonged school closure will have an impact on staff, parents and students. It is with this knowledge that the policy is designed to be considerate to additional stresses that people may experience.

It is important that staff and parents work closely to ensure that students continue to have a quality education.

Teachers

In the event of school closure, teachers must be available where possible throughout the working week. 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.

Teachers are responsible for providing a quality curriculum where everybody is encouraged and supported to experience 'Life in all its fullness' (John 10:10).

Planning and Setting work

- Teachers are responsible for planning and setting work for their own classes. Where it is a shared group one teacher may take the lead. In some circumstances, a subject may wish to have a teacher setting work for a year group.
- Faculty Leaders oversee the setting of cover work in response to staff absence.
- Teachers should aim for **45 mins sessions at KS3** allowing time for transition to the next lesson. At KS4 teachers should set a quantity of work appropriate for this level of study.
- New knowledge is to be taught live or pre-recorded, followed by Q&A.
- There should be a balanced approach to revisiting prior knowledge and introduction of new knowledge and skills.
- Lessons will be taught according to the timetable.

- Work should be set by 8.50am on the day of the lesson.
- Work should be uploaded to the subject's Google Classroom. Other learning platforms such as Oak National Academy can also be used.
- Subject teachers should coordinate to ensure consistency; to ensure students with limited access to devices can still complete the work. Please refer to the **No Access to Technology at Home** list for an up-to-date list of students who do not have access to technology at home.
- Faculty/department teams should assess curriculum plans and identify key concepts that must be taught to prevent students falling behind.
- Teachers should aim for a variety of activities where appropriate including tasks which require no or limited use of a computer to ensure students have regular breaks from screen-based activities.
- Practical subjects should maintain that element of the course as much as possible through videos and streamed services.
- Teachers need to ensure that the content they are providing the students is accessible and achievable for the students to complete at home, independently.

Providing feedback on work

- Students receive feedback related to completed work according to the Elevator Feedback Model: targeted work is marked **in detail** at least once per half-term in each subject. Summative Assessments are also following these principles. Subjects may decide to set targeted homework where Elevator Feedback is applied for example to allow students to practice and apply their knowledge. There is no expectation for teachers to provide feedback to each piece of work shared, emailed or uploaded to Google Classroom.

The Harleston Sancroft Academy Remote Learning: Lessons via Google Meet

In the case of a lockdown, partial or otherwise, it is expected that teachers use Google Meet from home or school (as per the timetable) to deliver their lessons to students:

- where new knowledge is taught
- during designated times to respond to questions and provide feedback.

Please see this document for a reminder of how to start a Google Meet, share a slideshow or window, as well as how to record a Meet.

Please use this document to set up a Google Meet link if Google Classroom is unavailable to do so - as per Staff Meeting on 5th January.

Meet sessions are designed to increase interactions between teacher and student and to focus aspects of expert teaching such as questioning to ensure students are challenged.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors that determine the **effectiveness of live classroom teaching** including:

. ensuring pupils receive clear explanations
a. supporting growth in confidence with new material through scaffolded practice
b. application of new knowledge or skills
c. enabling pupils to receive feedback on how to progress.

Teaching Remotely: the Harleston Sancroft Academy Way

- Where a significant proportion of other students are self-isolating, lessons are taught live, via a Chromebook or using a mic and record the Google Meet. Self-isolating students are expected to attend remotely but also have the opportunity to watch the lesson at a later time.

- If at home due to full or partial lockdown, students join the Google Meet lesson via the link at the top of the subject's Google Classroom, or via a link shared by the teacher. Self-isolating students are expected to attend remotely but also have the opportunity to watch the lesson at a later time.
- Teachers register their groups on Google Meet.
- Form Tutors register their forms
- Teachers will present key learning for **approximately 20 mins** and could be at the start of the session.
- Students will thereafter work off screen, where possible.
- Students join at the end of the lesson for Q&A.
- Sessions will not be delivered in any 1:1 situation unless pre-approval has been given by the DSL and/or Headteacher and the session is auditable.
- Student cameras should be off but they can turn the camera on to share work in subjects such as Art.
- Staff cameras should ideally be on, but this is subject to the staff member's circumstances.
- Students are asked to mute their microphone and use the Chat feature if available.
- Staff and students must ensure they are conducting online lessons in a suitable environment for learning.
- If a student fails to follow classroom expectations they will be asked to leave the lesson and the Harleston Sancroft Academy AtL policy will be followed.
- Should a member of staff have a safeguarding concern they should follow schools reporting procedure on CURA.
- Should a student have any concerns during a lesson, they should raise it with the parent /carer, who can contact either the Safeguarding Team or Head of Year.

Keeping in touch with students and parents

- Any contact should be made through school emails and systems
- Any questions raised will receive a response with 1 working day, subject to staff availability, in case of illness or caring for a dependent.
- Any informal complaints or concerns shared by parents and students should follow school procedure through the Head of Year, Head of Faculty or pastoral team.
- Any behavioural issues, such as failing to complete work should follow school procedure through the subject teacher or Faculty Leader. However staff should be mindful of the extra pressure of home learning and the lockdown/self-isolating situation.

Pastoral team and SEND

Pastoral teams and the SEND team are available to support remote learning. Vulnerable students, students that have an EHCP and those who are identified as SEN support, will be assigned a key worker and will receive regular contact to support student wellbeing. Differentiated work/timetables will be put in place where appropriated to maintain student engagement in education

All students and parents are able to follow normal school procedure and contact teachers, LSAs and/or form tutors with concerns or if in need of extra support

Faculty/Curriculum leads

Alongside their teaching responsibilities, as outlined above, Faculty Leaders/Curriculum Lead, are responsible for:

- Reflecting on any aspects of the subject curriculum that need to change to accommodate remote learning
- Working with teachers to ensure work set is appropriate and consistent
- Working with other subject teachers and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set in their faculty/subject
- Maintaining links with subject networks and exam boards

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and Faculty Leaders, reviewing work set or and collating and evaluating feedback from students and parents/carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Network Services: ERGO and Mr J Cracknell

Network services 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 systems and flagging any data protection breaches to the data protection officer
- Assisting students and parents with accessing the internet or devices

Students and parents

Staff can expect **students** to:

- Attend Google Meet sessions on time, switching their audio off.
- Be contactable during school hours 8:40 - 3:20pm – although consider they may not always be in front of a device at all times.
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect **parents** to:

- Make the school aware if their child is unwell or otherwise can't complete work
- 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 remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

Safeguarding and Data protection

Curriculum and Online Safety

Staff are responsible for ensuring that they have an up to date awareness of e-Safety matters and of the current academy E-Safety Policy and practices

All digital communications with students / pupils / parents / carers should be on a professional level

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe.

Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Accessing personal data

All remote learning materials will be shared through the Harleston Sancroft Academy Google Drive and Google Classroom which has internal security measures built in.

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 through Network Services
- Transfer data using encryption confidential mode emails and secure password protected devices.
- When emailing groups of people, you must ensure that the other email addresses are hidden. Check carefully before sending that you are not sending it to someone who should not have access to the

information. Emails to groups of parents should always be sent via PS Connect (the office team can assist) to avoid the risk of disclosing email addresses of parents to others.

Twitter/Social media:

- Do not publish photos or videos of students on twitter sharing their work unless they have photo consent - check SIMS if you are unsure
- No images should be stored on personal devices
- Personal information should not be posted online - consider what can be observed in your home if you are posting online videos
- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.

All private student equipment used at home will have the security systems of their internet or phone service provider.