



CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

REMOTE LEARNING POLICY

January 2021

Aims:

This Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for students who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Background:

During the period of national lockdown, schools, alternative provision, special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend. All other students should not attend and should learn remotely.

The Temporary Continuity Direction from the Government makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around Coronavirus (COVID-19). The remote education provided should be equivalent in length to the core teaching students would receive in school and will include both recorded or live direct teaching time, and time for students to complete tasks and assignments independently. The amount of remote education provided should be, on average, 5 hours per day of remote education for secondary school aged students.

It is expected that schools should:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use.
- Provide printed resources, such as textbooks and workbooks, if required for students who do not have suitable online access
- Recognise that some students with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum which is adapted and scaffolded for all learners to access it
- As far as possible, provide technology support for those students who cannot attend school due to COVID-19, with priority given to those who are disadvantaged or have been advised to shield because they are clinically extremely vulnerable

When teaching students remotely, schools should:

- Set assignments so that students 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 students 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 students' understanding
- Plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

Policy Scope:

In the event of a school closure, Benton Park School is committed to providing continuity of education to its students and will do so through a process of remote learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and staff are healthy, and able to work as normal from home. This policy does not apply in the event of short-term school closures, including as a result of inclement weather or a short-term student absence.

Remote Learning Expectations:

- Live learning should be delivered to all students in all year groups, via Microsoft Teams, following the school timetable
- Opportunities should be built in for students to ask questions 'live', either verbally through the live lesson itself or through the live chat
- All students should continue to receive regular feedback, in line with the school Marking and Assessment Policy
- Work expectations should be clearly communicated by teachers to students so they understand the importance and relevance of the work they are completing remotely
- Delivery of live learning may include teacher input, monitoring of learning, discussion through the chat function and 'pause points' built into the lesson to enable students to work independently on assignments set by the teacher

Contingency Planning:

- If a teacher is unwell and unable to deliver the lesson, the lesson will be covered by another member of staff wherever possible. This may not be by a subject specialist, but the work set will be shared with the students and any initial queries addressed
- If a teacher is unwell and unable to set work, their Subject Leader should ensure that appropriate work is set for that teacher's classes for each lesson each day that they are unwell. Where appropriate, students may be directed to the resources set in their Year Group Teams
- Subject Leaders may decide to combine classes, particularly for groups of similar abilities, if a teacher is unable to deliver their own lesson. Where this is the case, Subject Leaders need to ensure that the content delivered is suitable for all learners, and that there is appropriate scaffolding and support for those requiring it
- Subject teachers with a significant proportion of cover timetabled for any given day may be used to support Teaching and Learning, either remotely or in school, as required

Remote Learning Timetable:

While students continue to access face-to-face learning, we will continue with the four-week timetable. During periods of remote learning, the whole school will follow the timetable below:

8.30am – 8.45am	Form Time
8.45am – 10.45am	Period 1 & 2
10.45am – 11.00am	Break
11.00am – 1.00pm	Period 3 & 4
1.00pm – 1.30pm	Lunch
1.30pm – 2.30pm	Period 5

Timetabled intervention sessions during the school day should continue as usual and SEND students who normally spend time supported out of lesson should use this time to complete any unfinished assignments or homework. Depending on Government Guidance, after-school sessions for targeted students should also continue where possible, as part of the students' curriculum.

Key Workers and Vulnerable Students:

In the event of a full closure, vulnerable children and the children of key workers who continue to attend school, will be supervised by support staff, while accessing remote learning set by their teachers through Teams. Students will be based in small groups in an allocated zone to support social distancing and minimise crossover between different bubbles. Students will access remote learning using school laptops or school computers with the normal filtering and monitoring arrangements in place. Students should bring their own resources to minimise the need to share equipment, including where possible their own earphones or headphones. Laptops, keyboards and any other school equipment will be wiped down regularly.

Teaching and Learning:

Live learning should be delivered to all students through Teams by the class teacher. Where necessary, classes may be combined and split classes may be allocated to one of the class teachers to facilitate the delivery of live learning. Additional tasks set for students as part of their learning should be set as Assignments through the class page on Teams.

Teachers should pay particular focus to the following to support learners in making good progress:

- Work should be appropriately pitched for all students, using the non-negotiables for SEND students and embedding strategies to accelerate the progress of targeted learner groups
- Assessment for learning strategies should be built into any 'live' learning, to check on understanding, address any misconceptions and support students in engaging with the lesson. Where issues are identified, these may be addressed in the lesson, or directly with the student via the chat function on Teams
- Opportunities to develop memory and retrieval should be actively sought out and used in lessons, to support students in retaining key content and concepts

Teachers should be mindful to ensure that the amount of work set remotely is appropriate. Students should have enough productive learning for the lesson timing indicated, but being aware that it may take students longer to complete tasks remotely than would be the case in school.

Teachers should ensure they work in line with the safeguarding arrangements for remote learning set out in the COVID-19 school closure arrangements for [Safeguarding and Child Protection at Benton Park School - January 2021](#).

Feedback to Students:

Feedback should be given to students through Teams, and in line with the whole school Marking and Feedback Policy. Written feedback should be given to students either fortnightly or after every four hours of learning. Teachers should be clear which pieces of work they will give formal feedback on, and may choose to use individual feedback, whole class feedback or provide feedback using the rubric template on Teams.

Quality Assurance:

Subject Leaders may be added as a member of each Class Team for their subject to allow them to check the quality of remote learning, as well as to monitor the feedback provided for students. Leaders will be looking at the Quality of Education provided as well as the quality of student work produced as a result.

Regular Staff, Student and Parent Voice will monitor the effectiveness of, and engagement with, online learning, and any findings will feed into the protocols for setting remote learning for students.

Student Engagement and Follow-Up:

- Students are expected to attend all live learning sessions throughout the day, following their usual school timetable
- Engagement of students in live learning will be monitored each period, and logged centrally through the Attendance Team
- If a student does not engage with live learning, pastoral teams will follow this up through welfare calls, and support the student in removing any barriers to attendance in live lessons
- How-To guides have been shared with students and parents to minimise any IT issues or concerns with the use of Microsoft Teams
- Students engaging fully with the work set should be acknowledged and rewarded through Classcharts, Headteacher Awards and praise phone calls by Form Tutors, Pastoral Staff and SLT links
- Where students are unable to attend live lessons, due to medical appointments or other commitments, this should be communicated in the usual way to the Attendance Team on attendance@bentonpark.net

Monitoring of key learner groups:

It is extremely important that we sustain our continued focus on the key learner groups during any potential need for remote learning, to avoid any widening of existing gaps in their knowledge and understanding or any reduction in their accelerated progress. For each cohort, the school will continue to focus on the following aspects:

- Appropriateness of provision, including any scaffolding or modification of learning to enable them to access it without direct teacher input
- Monitoring engagement in remote learning, both in live learning and in completion of tasks set by their teachers
- Follow-up support strategies for those struggling to engage or finding the work challenging

Subject Teachers should monitor student completion of work and engagement in 'live' learning of these students and pass on any concerns swiftly. Advocates should be informed if there are issues with the engagement of disadvantaged students, and the SENCO should be informed if there are any specific issues for students with SEN.

All staff should continue to log any safeguarding concerns on CPOMS in the normal way on <https://bentonpark.cpoms.net>

PSHCE Provision:

PSHCE resources will be created centrally and will include an increased focus on mental health, student welfare and strategies to support students during the period of school closure. There will also be an increased focus on the school values, to ensure that students are continuing to develop in these key areas whilst not in school. Where concerns about the health or wellbeing of an individual student are identified, these will be referred to a member of the Safeguarding Team.

Form Tutor Programme and Assemblies:

Form Tutor Time will be delivered 'live' each day. This will include a range of activities, including regular check-ins with students, remote assemblies and activities to engage students at the start of the day.

Daily Programme

Monday	Welfare check-in with students, including checking readiness for the week and the 'live' learning they will be attending
Tuesday	Remote assembly, adapted to meet the needs of the students during lockdown
Wednesday	Wellbeing Wednesday – resources to be provided centrally
Thursday	Welfare check-in with students, opportunities for Form Tutors to engage with students, including quizzes and online resources
Friday	Weekly Key Stage Leader celebration assemblies

Self-Isolating Individuals and Student Bubbles

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

Teachers will set remote learning via Microsoft Teams, including voiced-over PowerPoints and assignments where possible. Individual or whole class feedback will be given to those students via Teams on specified pieces of work.

For students unable to access Teams, Key Stage Teams will collate the work into packs and arrange for it to be given to the student, if necessary.

Students should complete all work set if they are well enough to do so, and if personal circumstances allow.

Roles and Responsibilities:

Teachers

When providing remote learning for a class bubble closure or national lockdown, teachers must be available during their normal working hours.

Teachers must follow the school's usual absence reporting procedures by informing school as soon as they know they will be unable to either attend work or undertake remote learning activities.

Teaching Assistants

Teaching assistants will be engaged in supporting the remote learning of the Key Worker and Vulnerable cohorts of students. They will provide additional support to students requiring it, to enable them to access the live learning. Where appropriate, they may adapt resources at the point of learning for students requiring it.

Pastoral Staff

Pastoral staff should continue to provide high quality pastoral support for the students in their Year groups and Key Stages. If a student does not engage with remote learning, this will be identified by the Attendance Team and a follow-up call will be made to support the student in engaging and removing any potential barriers to learning.

Pastoral staff will continue to be available for students to contact them via Microsoft Teams if they are struggling socially or emotionally. They will also be able to signpost students to external agencies and websites as appropriate.

SENDCo

Alongside any teaching responsibilities, the SENDCo is responsible for ensuring all students with an EHCP or identified additional needs has appropriate provision for remote learning, liaising with parents of SEND students to ensure they are supported in remote learning, and supporting teachers to ensure SEND students have appropriate learning opportunities whilst they are unable to attend school.

Designated Safeguarding Lead

The DSL will ensure that students are able to engage safely in remote learning, providing guidance for staff and students to follow when engaging in on-line learning. Any safeguarding concerns arising out of remote learning should be passed to a member of the Safeguarding Team as soon as possible, following the usual school protocols. The school has a COVID-19 school closure arrangements for Safeguarding and Child Protection at Benton Park School - January 2021 addendum to the school's Safeguarding and Child Protection Policy which sets out safeguarding arrangements for times when the majority of students are not in school and are accessing remote learning. The Safeguarding Team will continue to respond to safeguarding concerns regarding students and all students and staff have contact details for the Designated Officers.

Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for coordinating the remote learning approach across the school and ensuring that all students are able to access their live learning. They should also monitor the security of remote learning systems, including data protection and safeguarding considerations.

Data Protection:

Accessing personal data

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

- Use secure school systems when communicating with students or parents
- Ensure that any use of online learning tools and systems is in line with GDPR requirements.
- Ensure they seek full approval from the IT Services team before using any new software or online resources which involve sharing student data.

Processing personal data

Staff are reminded to collect and/or share as little personal data as possible online. Staff must, wherever possible, use the 3CX App to make any work related phone calls. If staff have to use personal phones for work calls during a full or partial lockdown, they must block their personal number before making a call.

Keeping devices and data secure

All staff members will take appropriate steps to ensure their devices and school data 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)
- Not storing any personal or sensitive school data on a personally owned device. Use must be made of the remote access platform and/or the use of OneDrive related to school email accounts

- Using encrypted devices wherever possible – 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 that any device is locked when not in use, or if left inactive for a period of time
- Not sharing the device among family or friends
- Installing anti-virus and anti-spyware software wherever possible
- Ensuring that all aspects of the Acceptable Use Policy, IT Security policy and E Safety Policy are followed at all times.