



Remote Learning Policy

1.0 Rationale

Where a class, group or small number of pupils need to self-isolate, or there is a local/national lockdown requiring pupils to remain at home, teachers at Titus Salt School offer remote education alongside teaching in the classroom. Remote Learning is the provision of work, support, assessment and feedback from teachers to pupils in the event that school-based lessons are unable to be delivered 'face to face'. Running the school curriculum alongside home based (remote) learning is referred to as 'blended learning'.

1.1 Aims

- To ensure that the blended learning delivery meets the needs of pupils at Titus Salt School and meets the guidelines set by any awarding body organisations;
- To ensure that blended learning does not disadvantage any group or individual learners.

2.0 Guidance

In developing these contingency plans for blended learning, Titus Salt School followed the guidance as detailed in the now withdrawn [DfE's documentation Guidance for Full Opening](#)

We will:

- 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, for pupils who do not have suitable online access;
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we 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, live teaching and videos;
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks. Work will be checked and pupils will receive feedback in line with faculty marking and feedback policies.
- 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, including daily contact with teachers

3.0 Monitoring

During partial and wider lockdowns the list of pupils requiring remote learning is monitored daily by Assistant Headteacher (Quality of Education) and forwarded to all Pastoral Leaders and Teaching staff in a daily email.

During wider lockdowns teachers log the participation and engagement of pupils on SIMS each fortnight. The list of pupils requiring a laptop or a work pack is monitored and updated daily by Assistant Headteacher (Quality of Education) and forwarded to all Pastoral Leaders and Teaching staff in a daily email. The relevant year team will investigate any potential barriers to learning and ensure that an appropriate remote learning approach is provided. Year Teams and form tutors make fortnightly checks with parents and carers via phone calls to check engagement in remote learning.

4.0 Accessibility

4.1 Microsoft Teams

During any further enforced school closure, teaching and learning are made available to pupils through Microsoft Teams, direct email contact and via hard copies of work. Details are available on the front page of the school website and are communicated to parents/carers via ParentMail. It must be noted, however, that remote learning will not be able to replicate the learning experience in a classroom environment with a teacher and fellow learners.

The following information is available on the school website:

- Pupils access Microsoft Teams [here](#) and access their school email [here](#) and log in to both with their school email address eg. 001234@titussaltschool.co.uk and their school network password.
- Pupils can also access Microsoft Teams via dedicated apps on a computer, a phone or tablet. For further information [click here](#)
- All pupils of Titus Salt School are entitled to download Microsoft Office 365 for use at home. [Click here](#) for details of how to download a copy.
- Pupils will have access to Remote Access services during any closure, however, all Teaching & Learning materials required for pupils to study will be made available on Microsoft Teams.

If parents/carers, pupils and staff have any difficulty with access having followed the instructions above, they can email the support team via teams@titussaltschool.co.uk who will respond as soon as possible.

4.2 Individual and group remote learning

This section applies in situations where the school remains open and working but an individual pupil is/groups of pupils are unable to attend lessons. The provision of remote learning will occur when the result of a COVID test has been made known or for other reasons as determined by pastoral leaders.

Class teachers are advised on a daily basis of those pupils currently awaiting a COVID test and the expected date of return for those pupils who are self-isolating. In the first two days of absence, for example whilst awaiting the outcome of a COVID test, pupils should access the online self-access learning from the [Oak National Academy](#).

The [BBC Bitesize](#) website is also available to provide support for pupils in a range of subjects in Years 7 to 11.

In school any one of the following COVID-related situations could arise:

i. Member of staff is working from school and some or all pupils are not in school (due to self-isolating or the collapse of a bubble)

The expectation is that the member of staff sets work for all pupils. This work should align as closely as possible with work that is/would have been set during the lesson. The teacher should give feedback via Microsoft Teams. Work should take the form of tasks set in **ASSIGNMENTS**, PowerPoint presentations with video/voiceovers or a live stream of the lesson.

If the teacher **chooses** to 'live stream' the lesson the teacher should follow the guidance as set out in the Microsoft Teams staff guide and:

- invite the individual pupils/class to a Microsoft Teams meeting at the time when the lesson is scheduled;
- attach any resources pupils may need in the **POSTS** or **ASSIGNMENTS** option;
- disable the camera, but keep audio running and record the streaming (if the teacher chooses to have the camera running, they must distort the background using the software on Microsoft Teams);
- ensure that pupils have cameras disabled;
- load the resources and share the screen on the relevant slides;
- keep the format of the lesson simple, e.g. an entrance task, modelling of key learning points, introduction of independent work, addition of any extension tasks and reflection on/summary of key learning points.

ii. Member of staff is working from home (e.g. self-isolating due to COVID), but is not ill and some or all pupils are not in school

The member of staff follows the protocols for absence as detailed in Absence Reporting Procedure document (by contacting school and line manager).

The expectation is that the member of staff sets work for all pupils. This work should align as closely as possible with work that is/would have been set during the lesson. The teacher should give feedback via Microsoft Teams. Work should take the form of tasks set in **ASSIGNMENTS**, PowerPoint presentations with video/voiceovers or a live stream of the lesson.

iii. Member of staff is ill (including COVID-related absence)

Member of staff follows the protocols for absence (by contacting school and line manager) as detailed in Absence Reporting Procedure document.

If the teacher has lessons that day, they should inform the Faculty/Subject leader, so appropriate work can be set for pupils in their absence. Appropriate work will be organised by the subject/faculty leader and placed in **ASSIGNMENTS** on Microsoft Teams for their class.

iv. Member of staff is absent from school (due to CPD course, conditions of service or for any other reasons as directed by the Headteacher)

Member of staff follows the protocols for absence as detailed in Absence Reporting Procedure document (by contacting school and line manager).

The expectation is that the member of staff sets appropriate work for the class on Microsoft Teams.

4.2.1 Special Educational Needs and Designated Specialist Provision

When leaving remote learning for pupils with SEND needs and those within the DSP, teachers should ensure that suitably personalised work and appropriate support is available (please refer to the Teaching and Learning Policy). In the event of a lockdown, pupils in the DSP will have work packs provided for them by DSP teaching staff

4.3 Working practices through Microsoft Teams

Teachers:

- provide work for all pupils through the **ASSIGNMENTS** Tab of Microsoft Teams, check that it has been viewed and handed in and then provide feedback (Microsoft Teams staff guide);
- ensure that the work on Teams is of equivalent length to the core teaching pupils would receive in school and include some daily contact;
- provide work in a paper format for those pupils who have difficulty accessing work remotely. Work from each subject area is collated by Assistant Headteacher (Quality of Education) and delivered home twice or thrice per half term.

Pupils:

- can expect to have work set through other means, for example through Hegarty Maths, Showbie and Canvas. Some pupils will access the work via paper packs. Whatever the platform, teachers will monitor the work set and ensure that appropriate support is in place and that instructions are precise;
- can read their feedback in the **ASSIGNMENTS** tab of Teams upon submission of their work and enter into a dialogue with teachers. The work on **ASSIGNMENTS** will align closely with work completed in class and will be updated dependent on the length of the period of school closure;
- who are working from work packs can photograph their work and submit directly to teachers via email or via Teams. This instruction is included in work packs. In cases where this is not possible, pupils should liaise with the relevant year team in order to organise collection of work for submission;
- will follow their timetabled 5-period day. Deadlines for completion of work remain open-ended to ensure pupils and families are supported and pupils remain focused on learning as best as they can.

4.3.1 Externally assessed components

Where pupils' work includes any externally assessed components, the centre will:

- ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely;
- ensure there is a process to manage feedback on assignments, questions are constructively answered and feedback is provided in a timely manner;
- ensure the setting of assignments is undertaken in any face-to-face sessions and that deadlines are clear;
- ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner;
- maintain and store securely all assessment and internal verification records in accordance with agreements from the awarding body.

4.4 Communication

If pupils have specific questions for class teachers about what is expected for tasks, they may email them directly (using only their school email) or use the **POSTS** tab of Teams. Where teachers are not able to respond in real time, they will endeavour to respond as soon as they are able.

4.5 Support with devices

Pupils who have limited/no access to online activities can be supported if they contact the school via enquiries@titussaltschool.co.uk

Titus Salt School has laptops available for home learning for pupils who find accessing online resources a challenge and when family demands are great on a limited number of devices. Priority is given to disadvantaged pupils, year 11 pupils, year 13 students and then to those in year 12 and year 10. Windows laptops and tablets with keyboards (for improved accessibility) are available for loan in the event of local coronavirus restrictions being enforced.

In order to assess whether pupils need help accessing the internet, the Department for Education is providing access to a variety of supporting agencies for the academic year. Schools can request information on cheaper data tariffs and local authority initiatives via the [Finding out about internet access needs](#), when they experience disruption to face-to-face education or for clinically extremely vulnerable children.

The above devices, when/if called on, remain property of the school and are allocated at our discretion as per the advice in [Lending devices to children and young people - GOV.UK \(www.gov.uk\)](#)

5.0 Safeguarding

Online safety

[Guidance on Safeguarding and remote learning](#) has been issued by the Department for Education and has been shared with staff, parents/carers and pupils via ParentMail.

Guidance from [The National Security Centre](#) has been shared with staff, parents/carers and pupils via ParentMail.

The Department for Education has published [Getting help with technology for remote education](#), details of which have been shared with all parents/carers via ParentMail. Schools are responsible for ordering and distributing laptops and tablets to:

- care leavers
- children with a social worker
- other disadvantaged learners

5.1 Safeguarding whilst working online

- The school's Safeguarding policy applies equally to pupils working online as pupils working on the premises;
- Any safeguarding concerns (see Safeguarding Policy) must be reported in line with the school's procedure by contacting the Designated Safeguarding Lead (DSL) or one of the Designated Safeguarding Team
- Appropriate advice and guidance should be offered to the member of staff reporting the safeguarding concern, and as appropriate, the pupil will be contacted and

supported by a member of the Safeguarding Team. If appropriate, parents/carers may also be contacted;

- All teachers must be familiar with the school's Safeguarding procedures and the statutory guidance in Keeping Children Safe in Education, Part 1 and Annex A.
- It is important for staff to regularly remind pupils about staying safe online. For further information refer to the E-Safety Policy and Safeguarding policy.

5.2 Support and Guidance for Teachers

Staff who are working online from home need to ensure the following protocols are followed to protect both staff and pupils:

- Both teachers and pupils should only use the school email service, or for designated staff, a school landline or mobile phone to communicate with each other and others in the group. Personal email addresses, text messaging or social media must not be used for any communications.
- Any communications that make teachers or pupils feel uncomfortable or are offensive, discriminatory, threatening or bullying in nature must be dealt with immediately in line with the school's Positive Behaviour Strategy. Incidents must be logged on SIMS.
- Any online communication between teachers and pupils/parents/carers via email or on Microsoft Teams must be professional in tone and content.
- Information should be provided to pupils about when and how they may contact staff.
- Teachers and pupils who are working in live classes must wear suitable clothing, such as appropriate workwear, as should anyone else in the household who may be seen. However, where possible, teachers and pupils should avoid having any family members in the vicinity, and in particular seen in the background.
- Teachers should locate themselves in an appropriate place if they are at home. Be aware that pupils/parents/carers will be able to view them and their surroundings. It is advisable to create a different or blank background on Microsoft Teams if they choose to have a camera on.
- If the teacher chooses to live stream a lesson, these must be set up in advance and the invite should be emailed to pupils in a timely way, well before the scheduled start time. Ensure the pupils know when their sessions are and how to access them.
- Live classroom sessions should be recorded, so that if any issues were to arise, the video can be reviewed. Permission is required from all participants to record any sessions. The recording process could be used to evidence the participants' agreement, by asking if they agree before recording, and if they give their consent, ask them again when recording.
- During live sessions, the pupils' cameras should be disabled. This can be set up in advance when invites are sent to pupils.
- The school will take account of the skills and confidence of teachers and pupils in their use of technology and teaching online and ensure that they are supported to develop their skills and confidence in planning and delivering online.
- Whilst teachers need to be flexible with pupils, they are only expected to respond to pupils within normal or reasonable working hours.

5.3 Support and Guidance for Parents and Carers

Parents and carers should not worry about trying to maintain the full routine their child had at school. It may be difficult to keep children motivated or for them to complete all the work school sets them. Parents and carers should do their best to support them and if pupils are having problems completing their work, contact the child's year team directly or via enquiries@titussaltschool.co.uk

- You know them best – it may suit them to split work up into shorter tasks or vary the different types of activity.
- Encourage them to take regular breaks and make time to be active.
- Try different ways of working, not just using digital devices, for example:
 - use books, textbooks and other printed materials that their school has provided or that you already have at home
 - complete some work by hand – write a diary, a summary of things they have learned each day, or 'to do' lists
- If you do not have a suitable device to use at home, contact the school at enquiries@titussaltschool.co.uk
- Set age-appropriate parental controls on any devices your child uses and try to monitor the websites and apps they're using. See [advice on keeping them safe online](#) and talk to your child about online safety.
- More screen time is expected while children are continuing their education and socialising from home. Help your child to spend time away from screens by suggesting breaks or other activities, such as phone calls, reading books, or doing exercise, while following the [guidance on living safely with respiratory infections](#).
- If you can, get them to stop using digital devices at least an hour before bed.
- Children may be missing socialising with others at school. Let your child speak to their friends and family members through phone or video calls.
- Many children will be socialising online too. See [advice on keeping them safe online](#) and [advice from the NSPCC about gaming](#) if they're socialising through online games. Set age-appropriate parental controls on any devices they use and ask them to tell you if they see anything worrying online.
- For support and guidance on mental health and wellbeing resources and services for children and young people please refer to our Health and welfare [link](#) on the school website