



## REMOTE LEARNING POLICY

<b>Author</b>	<b>Jon Curtis-Brignell</b>
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*At Tallis we believe remote learning should allow students to have continued access to a broad and balanced curriculum which helps embed powerful knowledge and skills. We consistently support young people to imaginatively engage in great teaching and learning both inside and outside the classroom in collaboration with staff and the wider community. Remote learning should contribute positively to students' mental well-being with engagement maintaining connections with the school community as well as helping to develop skills needed in adulthood.*

### **Aims of this policy:**

- 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

### **Background**

Following the March 2020 school closures as a result of the Covid-19 pandemic, this policy has been written to ensure the ongoing education of Tallis students under unusual circumstances. This policy aims to future-proof against closure while also covering the ongoing education of students who cannot be in school but are able to continue with their education while the school remains open.

### **Preparation for Remote Learning**

In line with DfE [guidance](#), Remote Learning means Tallis staff will:

- 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 and/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 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.

The Education Endowment Fund has also published [guidance](#) for remote learning which advises:

1. Teaching quality is more important than how lessons are delivered
2. Ensuring access to technology is key, particularly for disadvantaged students
3. Peer interactions can provide motivation and improve learning outcomes
4. Supporting students to work independently can improve learning outcomes
5. Different approaches to remote learning suit different tasks and types of content

### **Remote Learning Practice and Recommendations (school open):**

- Microsoft Teams acts as the single hub for all remote learning interactions, with Insight being used as a mechanism to succinctly inform students and parents about tasks and deadlines.
- Resources for remote learning will be clearly indicated on the appropriate Team and organised into a series of lessons by week or date.
- These are sequenced to ensure students who are not able to attend are supported to understand new content and build new skills.
- If necessary, physical copies of independent learning booklets and/or textbooks will be sent home with the student to return when they come back to school.
- Feedback to students will be at least twice each half term through online assessments or based on physical work sent to school.

### **Remote Learning Practice and Recommendations (school full/partial closure):**

As above but additionally:

- Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Head and HR manager if this is not possible
- Teachers will deliver a timetable which includes up to two hours (KS3) or three hours (KS4 / 5) of Teams lessons per day across subjects, plus a fortnightly tutorial hour, rather than a full timetable to prevent screen exhaustion.
- Teams lessons allow teachers to host video and/or audio calls and automatically invite members of their classes (students join by clicking the relevant meeting invite in the correct Class Team)
- Teachers should ensure their lessons reflect on previous Teams learning and clearly plan for progression, using the questions posed in the [ASCL remote learning plan](#) or similar.
- Teachers should record the lesson for easy cloud access at a future date and time - particularly for those pupils who are unable to access the live lesson
- Screen sharing will allow teachers to broadcast their screens and open documents during the lesson calls for discussion and sharing with the class.

Tallis will be proactive in ensuring:

- Staff have access to Microsoft Teams for classes and that these are set up
- Students within classes have access to the relevant Microsoft Team
- Students will receive Teams refresher sessions in Computing lessons for KS3 and KS4 Computer Science students and in tutorial periods for the rest of the school
- Staff are familiar with the main functions of Microsoft Teams
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home
- Parents and students are made aware in advance of the arrangements in place for the continuity of education

### **Exceptional circumstances**

- If a staff member is required to self-isolate but is well, they should liaise with their CL as to when they are able to live-stream lessons into the classroom or need to set appropriate cover. This is also the case should a staff member need to care for dependents who are also required to self-isolate. Staff should nominate a student to login to the Team and join the meeting for the cover teacher.
- CLs may wish to live stream colleagues' lessons into the absent staff-members' classroom if this would be an effective way of delivering content.
- If staff are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure

### **Summary**

Using existing school systems (specifically, Teams and Insight) means this provision can be put in place quickly and students need only their existing login details. This should ensure the continuity of education for students at Tallis if they are unable to physically join their teachers in the classroom.

*WA September 2020*