



Remote Learning Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

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.

1. 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

2. Use of Remote Learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example, because they have an infectious illness

We may also use remote learning to provide additional opportunities for some students such as revision sessions prior to mock exams.

3. Preparation for Remote Learning

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
- 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)

- Parents and students are made aware in advance of the arrangements in place for the continuity of education

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

4. Remote Learning Practice and Recommendations (school open):

- Staff will be informed as soon as possible about the need for remote education to be supplied by the relevant AHT (Behaviour for exclusions or suspensions; T&L for absence; Inclusion for safeguarding).
- Staff will email work to the student directly, cc'ing in the relevant AHT and HoY with tasks and deadlines.
- Microsoft Teams acts as the single hub for all remote learning resources, with email being used as a mechanism to succinctly inform students and parents about homework tasks and deadlines.
- Content and tasks 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 once each half term per subject through online assessments or based on physical work sent to school.

5. Remote Learning Practice and Recommendations (school full/partial closure):

- Microsoft Teams acts as the single hub for all remote learning interactions, with Bromcom 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.
- 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 follow their regular timetable of Teams lessons across subjects for a period of up to three days. Following this, 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.
- 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.

6. Exceptional circumstances

- 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
- CLs may wish to live stream colleagues' lessons into the absent staff-members' classroom if this would be an effective way of delivering content.

7. Summary

Using existing school systems (specifically, Teams and Bromcom) 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 when the school is closed.