

REMOTE LEARNING AND HOMEWORK POLICY

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STEPHENSON STUDIO SCHOOL

Remote Learning and Homework Policy

Aims:

The aims of this policy directly relate to government policy for full opening of schools during the Coronavirus COVID-19 pandemic. The policy may need to be adjusted as government guidance changes and will need regular monitoring. The policy will need to be operational throughout the COVID19 pandemic and in the following circumstances:

- Where a bubble, class, group or small number of pupils need to self-isolate
- Where there is a local lockdown requiring pupils to stay at home
- Where members of staff are self-isolating but are well enough to work from home
- Where students are self-isolating but are well enough to work from home

In putting together plans relating to this policy we will endeavour to work to the following principles:

- Allow access to high quality online and offline resources and teaching videos that link to the schools overall broad and balanced curriculum policy and maps
- Give access to remote education resources online where possible and budget permitting
- Select online tools that will be consistently used across the school
- Make provision for interaction, assessment and feedback from staff to homes and support staff in this process
- Provide printed resources for those who are unable to access them online (only in significant/extreme circumstances)
- Work with all families and particularly those with special needs to deliver a broad and balanced curriculum

When teaching pupils remotely we will endeavour to;

- Set tasks and activities that are meaningful and relevant across a range of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built upon
- Make clear what is intended to be taught and practised in each subject
- Provide clear explanations, particularly where new content is introduced, through videos produced by teachers within the school or a third party where considered appropriate and copyright permissible
- Assess and give feedback related to work that children produce through conversation, emails and written feedback, in line with our Marking and Feedback Policy
- Differentiate tasks/expectations as needed to meet individual needs
- Match the curriculum time that would be covered in school in setting work at home
- Homework will be continued to be set and submitted in line with the school policy which is;

-Students must finish off any incomplete work before the following lesson

-Students must, in all subjects respond to written feedback (in green pen) within 1 week (having received written feedback at least twice per term).

-Students must complete weekly homework set via Moodle (approx. 30 mins per subject per week)

-Students must follow their personalised revision programme which has been constructed and approved by their tutor.

Roles and responsibilities:

Teachers:

If teachers are 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. When providing remote learning, teachers are responsible for:

- Setting work for a whole class or year group bubble isolation;
 - The amount and content of the work will match our normal long, medium and short term plans where possible
 - Work will be available on line for the day by 8.30 a.m.
 - Work should be uploaded onto the Moodle. Each teaching member of staff has access to this.
 - Teaching staff are to use Moodle and identify class work via the statement 'If you have been absent from class please complete this work'
 - In the event of a whole year group or whole class moving in to isolation; work set will have either audio or recorded video to accompany the presentation to ensure clear explanation, direction and instruction; video lessons will be provided for modelling and Q&A.
 - Staff have been advised to use best practise from the EEF remote learning toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/>
 - During that specific timetabled lesson, teaching staff should log on to TEAMS and Moodle to provide live feedback through audio, chat and Moodle feedback during that specific lesson time.
 - Feedback on written assignments/tests/exam practise questions etc will be done in a timely manner and reflect the school marking, assessment and feedback policy
 - All staff must be able to access Office 365, Bromcom, Moodle and Teams from both work and home and be able to engage fully in remote staff meetings, 121 line-management meetings, lessons, parent meetings, student conferences whether in the school building or at home. If this means that staff need to transport their laptop to and from work each day then they should do so. (There should be no sharing of laptops / screens to join TEAMS meetings/lessons)
 - All staff must ensure that all IT issues are logged immediately via 'IT support request'.
- Setting work for individuals/small groups who are in isolation
 - The amount and content of the work will match our normal long, medium and short term plans where possible
 - Work will be available within 24 hours of notification of absence
 - Work should be uploaded onto the Moodle. Each teaching member of staff has access to this.
 - Teaching staff are to use Moodle and identify class work via the statement 'If you have been absent from class please complete this work'
 - Staff have been advised to use best practise from the EEF remote learning toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/>
- Providing feedback on work:

- Completed work from pupils will be sent to teachers via Moodle using the online submission
- Feedback will take place in a timely manner and before the next stage of the process is introduced. Teachers may produce a video to explain the follow up tasks and include general verbal feedback in their teaching video (as they would do in the classrooms); should be recorded and uploaded as the Moodle lesson.
- Keeping in touch with pupils who aren't in school and with their parents/carers:
 - Keeping in contact with Pupil Premium parents - access to remote learning monitored by tutor to ensure students are accessing their online work and submitting
 - Vulnerable students not attending will have contact daily or twice a week from key member of staff - details of conversation logged - all other students to receive fortnightly contact from tutor - report any concerns via CPOMS which will be addressed by a DSL
 - DSL available each day and communication methods highlighted to students via safeguarding link on Moodle, and safeguarding help sheet in printed resource packs
 - Teachers will be expected to answer emails from parents and pupils during the normal working day, including directed time, or the hours that have been agreed if this isn't possible given individual circumstances whilst working at home
 - Complaints or concerns shared by parents and pupils including any safeguarding concerns, should be dealt with in line with the relevant policies. SLT staff members and DSLs will be available via phone call, text, WhatsApp, emails or TEAMS to answer any queries and discuss next steps.
- Attending virtual meetings with staff, parents and pupils:
 - The Staff Code of Conduct will apply in relation to virtual meetings in the same way as it would during actual meetings, including dress code
 - The Child Protection Policy and COVID specific Addendum should be followed at all times, including when working remotely
 - The location for virtual meetings should be carefully considered to keep in line with Safeguarding and Child Protection Policies as well as the Staff Code of Conduct paying particular attention to avoiding areas with background noise and nothing inappropriate in the background

Class Based Support Staff:

When assisting with remote learning, Learning Support Assistants must be available between 8.45 a.m. and 3 p.m. or their normal working hours.

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 and alternative times will be agreed.

When assisting with remote learning, Learning Support Assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
 - Specific children who are isolating
 - Emails/calls to child's parents/carers to explain work or support delivery, providing packs of work for those without IT hardware

If LSAs are working in school then any support they give to remote learning will be during their normal hours.

Pupils and Parents:

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time or may be too ill (normal illness procedures to follow here)
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or Learning Support Assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick 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

Online education resources for home learning:

At the time of writing this policy Stephenson Studio School have elected to use Moodle and Microsoft 365 as their platform for remote learning. We will continue to review technology for remote education that is available and review the effectiveness of our approach, making amendments based on monitoring, evaluation and review procedures. Teaching staff may also use other online platforms specific to their subject areas to support the teaching and learning set e.g. SENECA/Dynamic Learning/Hegarty Maths/My Maths/Mathswatch etc.

Statutorily the school publishes (on Moodle) long term plans and medium term plans detailing curriculum coverage across all year groups for each academic year. This will be the basis on which remote learning is planned, where possible.

Related resources for each subject may include:

- Knowledge Organisers that show the key knowledge for each host subject for the connected theme
- Worksheets
- Videos produced by teachers
- Recordings of live lessons
- PowerPoints
- Links to other websites (copyright permitting)