Nigel Bowes & Iford Academy
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Part of United Learning

Remote Learning Policy

Remote Learning Policy

Context

This policy should be read in conjunction with the Department for Education guidance to schools about the re-opening in the 2020-21 academic year and the measures that should be in place regarding coronavirus.

The Remote Education Support section of the DFE guidance can be found here:

www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/guidance-for-full-opening-schools
www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#res

Throughout lockdown in 2020, Iford Academy rapidly set up a system of online learning that was used to support students. This system continues to develop rapidly as the national context changes in response to the virus. Further guidance, therefore, will be regularly provided throughout the year in staff briefings, meetings and INSET days by members of the senior leadership team and other appropriate colleagues.

Aims of Remote Education Support at Iford Academy

The primary aim of the remote education support system at Iford Academy is to mitigate the impact of partial or full school closures that may occur in line with national guidance.

In operational terms, this means that in the event of partial or full closure, if staff are not being redeployed to cover other classes as part of a rota in the Tiered Response system, the normal school timetable operates fully online.

Teachers are expected to be available for the duration of each lesson for students of their classes. They may wish to deliver “Live Lessons” (see 4.1.3) but do not have to do this. They may set work through Microsoft Teams or by using paper-based resources. They must be available for students of the designated class to communicate with them during that period.

The policy also aims to offer a broad and encompassing system of remote learning that means students who have good ICT access, or none can make progress in their learning.

This policy has been developed in line with the DFE guidance which states: In developing these contingency plans, we expect schools to:

• 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 schools should work with families to deliver a broad and ambitious curriculum When teaching pupils remotely, we expect schools to:

• 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 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 pupils' understanding

• Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Occasions when remote learning may be used

Remote Education should be offered whenever students are required to self-isolate.

Examples include but are not limited to:

• When a student has to self-isolate due to themselves or a member of their household having symptoms

• When a class, year group or larger group has to self-isolate due to Public Health England advice

• When the "Tiers of Response" system is in place in order to suppress local outbreaks and a rota system may be in place

Staff are expected to set work for all of the above instances. Senior Leaders will provide further guidance in each instance in order to ensure staff time is managed effectively and quality resources are shared.

Further guidance will be provided by the Principal if the "Tiered Response" system and an associated rota is used or if a confirmed case of Covid is detected in school.

The components of the Remote Education Support system

The Iford Academy Remote Education Support system includes the following components:

Microsoft Teams

This is the key technical system that underpins the Remote Education Support system. It should be used by all staff to set Home Learning as well as being the mechanism by which students “turn in” assignments.

MS Teams enables effective sharing of learning materials and enables staff to track and monitor work submission.

Training will be offered throughout the year to students and staff in order to ensure all stakeholders can use the system effectively

Work packs (paper-based work)

For students who cannot access online learning, work packs will be provided. These will enable students to follow the planned curriculum.

Guidance will be provided at the point of partial / full school closures by the Senior Leadership Team about the operational elements of work pack collation

Live Lessons

These are live streamed lessons by a member of staff to a group of students. Further guidance can be found in the appendices of this policy

Video streamed lessons

These are pre-recorded lessons that are uploaded to Microsoft Teams which can be paused and replayed by students. Further guidance can be found in the appendices of this policy.

Subject leads

Subject leaders are responsible for ensuring that all pupils are set up in the correct and up to
date teaching groups and that all staff have the necessary skills to use the online systems in order to effectively deliver appropriate remote education.