# REMOTE EDUCATION PROVISION POLICY

**Policy Version Control**

| Date | Version | Amendments/Comments | Reviewer/s |
|------|---------|--------------------|-----------| 
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Date reviewed: April 2024
Next review by: April 2025
Person Responsible: Chief Education Officer

# Contents

# Introduction

This policy is to ensure the ongoing education of students of the 5 Dimensions Trust in changing circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from public health issues, extreme weather, power-loss, etc.

This policy for staff aims to:

- Ensure consistency in the approach to home learning for students, parents and staff

- Set out expectations for all members of the school community with regards to home learning

- Provide appropriate guidelines for data protection

The 5 Dimensions Trust will ensure:

- Staff have access to Microsoft Teams which are accurate and up to date.

- IT support staff are fully trained in quickly dealing with any issues regarding Microsoft Teams.

- Students have access to their relevant Microsoft Class Teams.

- 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 pupils are made aware in advance of the arrangements in place for the continuity of education

## The 5 Dimensions Trust

Online learning is a realisation of the values of the 5 Dimensions Trust

- Collaborating virtually to ensure truly holistic education

- Rising together to the rigour of academic challenge

- Sharing to create a positive, high performing environment for staff

- Creating a supportive partnership with parents, carers and families

- Crafting a meaningful partnership with our wider community, and other educational institutions.

These core values underpin our policies, procedures and the way we treat one another in our community.

## Principles

Online learning is based on the following principles:

- Students are inspired, motivated and engaged to learn, through approaches that vary according to their appropriateness to the particular learning context.

- Staff are encouraged and supported to adopt fit-for-purpose and innovative online learning approaches.

- Digital literacy is recognised as an important attribute and a core skill for teachers.

- Flexible delivery options may be offered to reflect the needs of students, the intended learning outcomes and the availability of resources.

- Online learning is consciously chosen to enhance student engagement and learning outcomes, supporting in-face learning.

## Online Learning Approaches

Staff should design and choose online learning approaches which take into account:

- the diversity of our students

- their learning preferences

- how they are prepared

- the life circumstances which impact on student engagement.

- whether learning is synchronous or asynchronous to the learning in school.

- approaches that enable and encourage interaction, collaboration and communication between students and staff.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

***Our Terminology:***

***Remote Learning****:* Learning that happens at home when students are unable to be in school, this can take several formats, which include; live lessons, prerecorded videos, voice over PowerPoints, assignments, worksheets, resources, posts, preset activities on the school website, etc.

***Live lesson:*** when a teacher and all students communicate virtually.

A learning event is delivered live. This could be a lead lesson, lesson, mentoring or coaching.

> ***Will my child be taught broadly the same curriculum as they would if they were in school?***

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects because the content is sensitive or requires specific face to face teacher input.

> ***How long can I expect work set by the school to take my child each day?***

We will endeavour to ensure that students learn remotely (including independent work) for at least 80% of their normal learning time.

> ***How will my child access any online remote education you are providing?***

You will be able to access your remote learning through Microsoft Teams which can be found through logging in to the office website ( https://www.office.com ) or through logging into the Microsoft Teams app (available for desktop and iPad). The login for both of these is student school email address and password.

*If you are unsure how to access teams or experiencing technical, email it-support@sbeschool.org.uk or its@thehazeleyacademy.com

Students should make sure they have their normal school timetable to hand so that they can find the correct Microsoft Team for that lesson following our four-week timetable. Their timetable is also available by logging on to Arbor or Microsoft Outlook.

As well as home learning on Microsoft Teams, homework may also have been set for you and your class mates on Microsoft Teams. Can we recommend that each day you are not in school that you:

- Login to your school email

- Login to Microsoft Teams

These are the ways we can communicate with you via posts, emails and notifications. We hope this communication gives you a clearer picture of what home learning going forward will look like and that we will continue to work with you virtually or in person in the best ways we can,

➢ *If my child does not have digital or online access at home, how will you support them to access remote education?*

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Where possible we will issue or lend laptops or tablets to pupils, these can be accessed by contacting your Progress Leader or the school enquiries line in the first instance (01908 520264)

- Paper based resources can also be distributed by post if the school is made aware of their need.

➢ *How will my child be taught remotely?*

We use a combination of the following approaches to teach pupils remotely:

- Live lessons (online lessons)

- Online documents such as One note, One drive and SharePoint resources

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- Microsoft Assignments

- Textbooks and reading books pupils have at home

- Commercially available 3$^{rd}$ party websites supporting the teaching of specific subjects or areas, including video clips or sequences

➢ *What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?*

Where possible we would expect full engagement with remote learning, this will involve completion of work set and attendance to live lessons when available. Students are registered for each live lesson and form time to measure engagement and support those with disengagement. Parents and carers can support remote learning by supporting their child in forming a routine whilst at home. Our remote learning should be followed using your child's in-school timetable to offer them a variety of subjects and tasks each day. Timings of lessons may be changed; this information will be distributed via email to parents/carers. You can further support your child by making sure a workspace is available where they can concentrate and that you encourage time away from 'screens' also, whether it be going for a walk or taking part in exercise.

➢ *How will you assess my child's work and progress whilst learning remotely?*

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Written feedback on assignments or given by email

- Responses given by teachers on Teams (either verbally in a live lesson or as a post)

- Quiz / Test scores

- Online reporting

> ➤ *How will you work with me to help my child who needs additional support from adults at home to access remote education?*

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home or in school. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Regular contact from our SEN team either by phone call, daily emails or one to one sessions on Microsoft Teams

- Support in differentiating resources provided by teachers

## Accessing Personal Data

When accessing personal data for home learning purposes, all staff members will abide by the Academy's Data Protection policy and procedures.  In particular they should

- Make sure they know how and where they should access the data, such as on a secure cloud service or a server in your IT network

- Ensure that data is not shared with anyone outside the organisation or left accessible to others, especially in the home setting.

- Collect and/or share as little personal data as possible online.

- Email Stephen Whitney if they have any queries or questions

## Processing Personal Data

Staff members may need to collect and/or share personal data such as parent email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

## Keeping Devices Secure

All staff members will take appropriate steps to ensure their personal devices remain secure where they are used for Academy purposes. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.

- Making sure the device locks if left inactive for a period of time.

- Not sharing the device among family or friends.

- Installing antivirus and anti-spyware software.

- Keeping operating systems up to date – always installing the latest updates.

## Links with other Policies

This policy is linked to our:

- Behaviour policy

- Assessment and Feedback

- Safeguarding policies

- Data protection policies

- Teaching and Learning policies

Policy Review - This policy should be reviewed annually initially to incorporate the development of systems and procedures.