Temple Learning Academy Remote Learning Policy

Approved by:		Date:
Last reviewed on:		
Next review due by:		

Contents

Aims & Rational

In the event of a school closure, Temple Learning Academy is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

Remote learning will take place in situations when students, in agreement with the school, have a period of absence but are able to work at home. This may be due to isolation due to being in close proximity to someone who has Covid-19 but are not suffering with relevant symptoms themselves.

Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home.

This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school

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

- Provide appropriate guidelines for data protection

Remote learning for individual students and students in the event of a bubble closure or extended school closure

Please see appendix one for a detailed approach to remote learning resources.

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's class teacher. The student's teachers will use a specially set up Class Charts page to make work available to the student.

In the event of an extended school closure, the school will provide continuity of education in the following ways:

a) Regular direct instruction from teaching teachers, with the ability of students to ask questions online via class charts

b) The setting of work that students complete, written responses (if relevant) completed electronically

c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

Students and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material.

If students do not have access to a device or the internet, school will support as appropriate.

The main platforms the school will use to deliver continuity of education are:

Class Charts: access to Class Charts is via the relevant app or any browser

Microsoft Teams: access to Teams is via the relevant app or any browser

YouTube: access to secure teacher lessons via the relevant app or any browser

TLA Wordpress Remote Learning Website: access to this site has been maximized to ensure access from mobile phones, tables, and PCs

Targeted differentiated online work platforms: GCSE Pod, Sumdog etc

If students have difficulty with logging in, they should contact the school via their Class Charts account. Support with their account can be obtained by contacting the admin office on 0113 2645456

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible.

Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind.

• Reading and noting new material from a common subject area textbook or electronic resource

• Working through subject-specific presentations or worksheets provided by the subject area

• Watching a relevant video resource and making notes

• Completing a listening exercise (e.g. in languages)

• Written responses to prompt questions, essay plans etc.

• Completion of practice questions or past papers, particularly for those in examination years

• Working through relevant exercises offered by external providers

• Online tutoring

Live sessions

The Academy Leadership Team may also arrange for teaching teachers to deliver content in a pre-recorded 'live' manner (either by text or audio and/or visual means). Microsoft Teams is a platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'.

Students will be provided with details of sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet.

In a live session, there is no need for teachers or students to broadcast audio or video, as the text (conversation) function is adequate. Teachers who wish to use the audio/video functions must follow TLA protocols and inform the Deputy Principal in advance of setting up sessions (see also Appendix below).

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavor to provide regular feedback to students on pieces of work that they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Assessed work will be set using via the above channels regardless of how students' work is eventually submitted with clear due dates given to students for completion, thereby helping students to organise their time.

Students and teachers should keep accurate records of all work completed, submitted and assessed. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book.

Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

• Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research

• Using the "Comments" function on online Teams lessons

• Providing feedback directly in the Class Charts app

• Sending a direct email to students with specific feedback / targets

• Recording oral feedback and sharing an audio file

Additional functionality is available is in other free online apps e.g. Mentimeter, Padlet, Kahoot!, Slido, Forms, if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback within.

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Students will also be expected to read and respond to communication from the school (e.g. a class charts message from a teacher) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment from their lockers home, or for parents to ensure they have duplicates. To ensure these resources are readily available each class have pre-prepared packs and resources ready to go home with students who need to isolate.

The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home.

To ensure students are fully prepared and equipped to make a swift change to online learning, they will begin to use remote learning within their weekly lessons to ensure this practice is embedded. Students will be taught how to use platforms such as class charts to complete and upload work. Parents and carers will also receive

high quality training through online tutorials so they too know how to access the platforms to support their children.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home.

If there are IT related issues while remote working, teachers can contact the IT Operations Manager via the service desk email. The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies.

In order that we are providing a consistent approach, all teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with Deputy Principal/Assistant Principal to ensure consistency.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will treated as normal and recorded in CoreHR with back to work discussions conducted remotely if required. Teachers are expected to:

• Plan and deliver 'live sessions' where appropriate in consultation with Deputy Principal/Assistant Principal; (for any audio/video links)

• Respond to reasonable amounts of communication from students, parents and teachers

• Plan and set tasks for their students using the tasks functionality in firefly

• Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

• Set work for their class who are still in school and liaise with the cover teacher if they are absent but well enough to work

• Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialing 141 before the number will ensure the teacher's own number is kept anonymous).

If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT. If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available in, such as interactive websites and support activities, and point pupils and parents in that direction. These will be displayed on the TLA Remote Learning Wordpress site.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line manager.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

• Email using school email addresses only (both teachers and student)

• Microsoft Teams

• Class Charts

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks.

Profiles are available for SEND pupils and advice can be sought from the SENDCO or the CLA Designated Teacher.

Safeguarding and Student welfare during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, class teachers and the welfare team should check in regularly with students/parents/carers to monitor both academic progress and their general wellbeing.

Temple Learning Academy recognises that attendance in school is one of the most powerful protective factors in the safeguarding of children.

The following factors are increasing the need for flexible systems for monitoring student well-being. These include:

- Partial/short term closures impacting on Pastoral bubbles when a positive case has been identified
- Significant unauthorised student absence where parents do not engage with open communication with school
- Families choosing to self-isolate, against Government and academy guidance

Identification of Need

The Designated Safeguarding Team completed a full review of the student body and have classified all students into one of the following groups:

- Green – low risk, no identified protective factors or vulnerabilities at play. Lowest level monitoring
- Amber – moderate risk, moderate identified protective factors or vulnerabilities, family well supported.
- Red – moderate/high risk, significant risk of harm, social care involvement, family vulnerable and without formal support.

NB: Families in receipt of FSM will not automatically be placed into Amber unless other risk factors are at play. Students with SEND or those who are CLA will be placed no lower than Amber.

Amber and Green cohorts have been set up as "custom groups" within Arbor to allow for swift and consistent monitoring. These will be reviewed regularly and updated as necessary.

1. Monitoring Attendance & Absence

Absence without notification of reason

In order to promote the safeguarding of these students, the protocols below will be followed in the event of absence without notification of a reason.

	All Students	Students indicated Green	Students indicated Amber	Students indicated Red
1st day of absence	Daily Absence notification sent by admin team as per daily absence procedures	Follow up absence text sent by attendance team if no contact from family by 10am.	Immediate contact made by Attendance Team (JFA/HMC). If no contact made, liaise with DST.	Immediate contact made by DDSL or DST (ELY/JRO) on 1st day of absence. If not contact established then relevant agencies notified. If concern regarding risk is severe, DST to complete a socially distanced, Covid secure home visit.
2nd consecutive day of absence		Call from Attendance team to follow up absence.	If not already, attendance/DST to complete a socially distanced, Covid secure home visit. If second day of no contact, notify DST of Safeguarding concern and agree next steps.	
3rd consecutive day of absence		Full contact blast – text, email, call – to attempt contact with parents.	If contact cannot be established, consult with DDSL regarding next steps.	If contact can not be established, DDSL to contact duty & Advice for guidance on next steps.
4th consecutive day of absence		If not already attendance to complete a socially distanced, Covid secure home visit. If contact cannot be established, consult with DDSL regarding next steps.		

Unauthorised Absence

NB: N coded absence is also not authorised.

	All Students	Students indicated Green	Students indicated Amber	Students indicated Red
1st day of absence	Daily Absence notification sent by admin team as per daily absence procedures	Contact made by school to identify reason for absence.		Immediate contact made by DDSL or DST (ELY/JRO) on 1st day of absence. If not contact established then relevant agencies notified. If concern regarding risk is severe, DST to complete a socially distanced, Covid secure home visit.
3rd day of absence		Text/Email notification of parents that the child's absence is not authorised. Attendance team to call parents and arrange return to school.		
5th day of absence		Attendance Team to complete a home visit to attempt to support return to school.	DST to complete a home visit to attempt to support return to school.	.
6-9th day of absence		Day 6 – 5 consecutive day letter emailed to family, text sent to alert to this email, attached to CPOMS Daily attempts to contact family. Notify them of the upcoming Day 10 deadline.		
10th day of absence		10 Consecutive Days of Unauthorised absence form completed – including specific details of home contact/visits and agency notifications – and submitted to the local authority along with the attendance certificate. Form is uploaded to CPOMS.		

Student Self-Isolation/Planned-authorised Absence/Rota'd closure

	Students indicated Green	Students indicated Amber	Students indicated Red
Students self-isolating for 10-14 days	Well-being checks completed via Remote Learning team. RLT to log Safeguarding Cause for Concern if not contact is made with family during this time.	As with green, plus weekly well-being call completed by DST. This should include speaking with the student.	DST to notify social care/relevant agencies and notify them of the isolation period or duration of planned absence. DST to agree a checking/contact plan and record on CPOMS. DST to complete actions as agreed, logging all actions on CPOMS
5 days absence	Follow up call from Attendance Team to check well-being. This should include speaking with the child over the phone.		
6-14 day absence			
15 day + absence	Attendance team to complete a socially distanced, Covid-19 secure home visit.	DST to complete a socially distanced, Covid-19 secure home visit.	

2. Support & Monitoring in event of full closure

In the event of full closure, a communication log will be shared which identifies the 'contact adult' for each student. This adult will be required to maintain contact as outlined below. Staff will observe the guidance shared in the Covid-19 Safeguarding Policy addendum.

Students indicated Green	Students indicated Amber	Students indicated Red
Remote Learning monitored by Class Teacher. This to include email communication with parents. Class teacher to follow up by text/phone/email/Classcharts contact if family do not engage with home learning. Phone contact once per fortnight with member of Pastoral Team. This to include speaking to the student over the phone	Remote Learning monitored by Class Teacher. This to include email communication with parents. Class teacher to follow up by text/phone/email/Classcharts contact if family do not engage with home learning. Phone contact once per week with identified adult. This will be shown on the Communication Log.	Students in this cohort will have an agreed contact plan which has been prepared by the DST in consultation with the relevant agencies. This will include how and when home learning is communicated home and who in school will follow up with issues. Students in this cohort will have a DSL trained contact person in school.

	Week 1					Week 2				
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Green	Class Teacher & Pastoral team monitor students								Update communication Log	DST review and update RAG
Amber	Class Teacher & Pastoral team monitor students						Update Communication Log	DST complete Home visits if required.		DST review and update RAG
Red	Contact managed as indicated in bespoke contact plan.				DST review communication Log	Contact managed as indicated in bespoke contact plan.				

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Safeguarding Policies and updated Covid Safeguarding Policies have been ratified by the Local Governing Body and are available on the academy website.

Any safeguarding concerns should as always, be reported promptly on CPOMS.

Processing personal data

Staff members may need to collect and/or share personal data such as 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.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. 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 install the latest updates

Monitoring arrangements

This policy will be reviewed annual. At every review, it will be approved by the full governing board.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1 Remote Teaching & Learning Methods

Scenario	Staff expectation	Student expectation	Other information
Student(s) in your class are self-isolating due to a positive test or identified as close proximity	• Students are given a high-quality printed work pack as they leave school (hand posted by a member of the welfare team if needed) • Students can be provided with resources where needed e.g. writing implements, exercise books • Students are given their log ins for their online learning where targeted work can be set e.g. Sumdog, learning village, GCSE Pod • Home learning tasks to be uploaded daily to individual students' portfolios each day no later than 8.30am • Marking and feedback to take place via Class Charts on students' portfolio • Home learning tasks will be differentiated and personalised to meet individual students needs • Information regarding expectations and who to send completed work to uploaded to student's portfolio • Parents/carers/student request for support should be answered at the end of each day or before if possible via Class Charts • Where possible use Class Charts messenger to support students and parents however where this is not possible please contact your pastoral co-ordinator • Where students have bespoke 1:1 support e.g. Mental health worker, TNLP school therapist, SALT this will continue via phone & Teams where appropriate • Students/parents/carers will receive a welfare check via phone/dojo in the week • Staff will have prior knowledge of the families able or unable to access remote learning online.	• Students will complete their work and upload to their personal portfolio each day or use their school email to forward tasks to their teacher • Students who would rather work in an exercise book and bring their work in, should inform the member of staff taking ownership for remote learning. • Students will engage with the feedback given from their teacher and act on this appropriately • Students/parents/carers will contact their class teacher if they require further support or guidance via Class Charts messenger • Parents/carers can use Class Charts messenger to request further support from the class teacher. This will be replied to at the end of the day if it is not possible to reply sooner	• Tutorial on how to use the portfolios feature posted to the year group page • Tutorials on how to use class charts has been shared with parents/carers • All contact with parents that are not recorded on Class Charts need to be uploaded to CPOMS via the Parent/Carer tab • Further information regarding use of Class Charts can be sought from Mrs Thompson
You are self-isolating but are able to conduct work. Your class is at school.	• All planning and resources should be completed and sent to the relevant cover teacher before 8.10am each morning • Liaison with cover teacher to ensure work set is delivered correctly and further planning can be carried out appropriately • Liaise with other colleagues to support individual students/groups isolating • Complete a virtual "check in" with your class via teams. This may be each morning as a welcome or as part of a planned lesson.	• Students will engage with their learning and work set by their cover teacher	

The whole class are self-isolating and you are in school	• Students are given a high-quality work pack as they leave school (posted by a member of the welfare team if needed) • Students can be provided with resources where needed e.g. writing implements, exercise books • Home learning tasks to be uploaded daily to individual students' portfolio each day no later than 8.30am • Home learning tasks will be differentiated to meet individual students needs • Videos of lessons, demonstrations, activities etc to take place and be uploaded to the student's portfolio • Class Teacher will be the point of contact for parent/carers • Students will receive check ins via Class Charts messenger to offer support and guidance with their work. Where necessary phone calls should be made to support students further. • Parents/carers/student request for support should be answered at the end of each day or before if possible • Where students have bespoke 1:1 support e.g. Mental health worker, TNLP school therapist, SALT this will continue via phone where appropriate • Students/parents/carers will receive a welfare check via phone/Class Charts in the week	• Students will complete their work and upload to their personal portfolio each day • Students who would rather work in an exercise book and bring their work in, should inform the member of staff this affects. • Students will engage with the feedback given from their teacher and act on this appropriately • Students/parents/carers will contact their class teacher if they require further support or guidance via Class Charts messenger • If students are unable to upload work to portfolio this can be brought back to school (left for 48 hours) to be marked by the teacher • Parents/carers can use Class Charts messenger to request further support from the class teacher. This will be replied to at the end of the day or sooner	
You are self-isolating and are unable to work.	• A TLA cover teacher will deliver lessons to the class.	• Students will engage with their learning and work set by their cover teacher	
The school is closed and you are working from home	• Students are given a high-quality work pack as they leave school (posted by a member of the welfare team if needed) • Students can be provided with resources where needed e.g. writing implements, exercise books • Home learning tasks to be uploaded daily to individual students' portfolio each day no later than 8.30am • Home learning tasks will be differentiated to meet individual students needs • Video's of lessons, demonstrations, activities etc to take place and be uploaded to the year group Class Charts page • Class Teacher will be the point of contact for parent/carers • Students will receive check ins via Class Charts messenger to offer support and guidance with their work. Where necessary phone calls should be made to support students further. • Parents/carers/student request for support should be answered at the end of each day or before if possible • Where students have bespoke 1:1 support e.g. Mental health worker, TNLP school therapist, SALT this will continue via phone where appropriate • Students/parents/carers will receive a welfare	• Students will complete their work and upload to their personal dojo portfolio each day • Students will engage with the feedback given from their teacher and act on this appropriately • Students will engage with their learning • Students/parents/carers will contact their class teacher if they require further support or guidance via class dojo messenger • If students are unable to upload work to Class Charts portfolio this can be brought back to school (left for 48 hours) to be marked by the teacher • Parents/carers can use Class Charts messenger to request further support from the class teacher. This will be replied to at	

	check via phone/dojo in the week	the end of the day or sooner	

Appendix 2- remote working, flipped classroom, GDPR and safe working practice

Please note that any remote working methods should adhere to GDPR guidelines.

If you are using flipped learning techniques, uploading videos to YouTube or video conferencing, please ensure your background is blurred or neutral.

Live video links can be particularly useful for staff meetings or small groups where spoken explanations are better than written ones.

It is possible to record meetings in Microsoft Teams and this is required, both for possible future reuse and to demonstrate safe working practice if needed. All Microsoft Teams lessons should be recorded.

Students can also be prevented from recording the sessions and this function must also be selected.

Before attempting any audio/video live links teachers must speak to the Deputy Principals.

Communicating via live text (e.g. conversations in teams) does not require specific permission, however, and can be a good way to keep in touch with classes.

Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.).

If you need to use any apps or materials that fall outside the GDST network, please ensure you have discussed with your line manager.