Dayspring Trust
Venerable Bede CE Academy

Remote Learning Policy

Ratified by: Executive Headteacher

Date of review: January 2022

Date of next review: September 2023

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life of our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

At Ian Ramsey CE Academy:

"Together to learn, to grow, to serve."

This is embodied in scripture:

'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in its various forms.' 1. Peter 4.10

At Venerable Bede CE Academy:

"Soar to the heights together"

This is embodied in scripture:

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

Contents

Relevant staff applicable to this policy

Headteacher   Mr D Airey

Lead SLT/Deputy Headteacher   Mrs T Burgess

Safeguarding DSL/Deputy Headteacher   Mr R Goodman

Enquiries please go to the 'CONTACT US' page on the academy website

1. Aims and Statement of Intent

At **The Dayspring Trust**, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of academy life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

We aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding. Through our **DEEP and CONNECT curriculum** which is built on our **5 Christian Values** (**Hope, Joy, Forgiveness, Wisdom and Perseverance**) we aim to:

- minimise the disruption to pupils' education and the delivery of the curriculum

- ensure consistency in the approach to remote learning for pupils who are not in the academy

- ensure provision is in place so that all pupils have access to high quality learning resources

- protect pupils from the risks associated with using devices connected to the internet

- ensure staff, parent, and pupil data remains secure and is not lost or misused

- ensure robust safeguarding measures continue to be in effect during the period of remote learning

- ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning

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

- Provide appropriate guidelines for data protection

2. **Legal framework**

a. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

b. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

c. This policy operates in conjunction with the other trust and academy policies:

3. **Remote Education Offer**

Stage 1: Individual Pupils

This stage applies if an individual child is working from home due to testing positive or being a close contact. It can also be applied if a child is unable to attend the academy for any other purpose via contact with the pupil's Head of Year or Pastoral Manager

- Work, including any 'Key Tasks', will be set on the academy's platform and can be accessed via the pupil's login

- Pupils should follow their usual timetable - teachers and departments will set work based on the number of lessons a pupil would normally have each week. By following the usual

timetable, pupils will be able to complete a good variety and healthy balance of work each day in order to enable them to finish any tasks set.

- 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via academy email – teachers will provide written feedback to pupils also via academy email

- Each week, the attendance team will identify in SIMS those pupils with known absences of 2 or more days (e.g. due to quarantine, shielding, self-isolation or other significant reason) to support teachers in planning work appropriately for individuals.

- The attendance team will send individual parents/carers a copy of instructions about the organisation of and access to online work as absences are notified.

Stage 2: Classes and / or "bubbles"

This applies when a whole class or bubble are sent home due to being close contacts:

- Work, including any 'Key Tasks', will be set on the online platform

- Virtual "live" lessons will be offered via the agreed academy platform - teachers will send an email invitation to join a lesson via your child's academy email address

- All parents/carers of pupils affected will be sent a copy of instructions about the organisation of and access to online learning

- Pupils should follow their usual timetable and use information provided in virtual lessons, along with any additional resources in the shared area to complete work set

- 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via academy email – teachers will provide written feedback to pupils according to our policy.

- Staff will be notified of any classes and/or bubbles that will need to learn remotely as this arises.

- Instructions for any pupils/parents/carers affected by stage 2 will be sent centrally.

Stage 3: National Lockdown, Contingency or Partial School Closure

This applies when the academy is closed to most pupils and only open only to vulnerable children or the children of Critical Workers.

- Work, including any 'Key Tasks', will be sent on the online platform.

- Virtual "live" lessons will be offered via the agreed academy platform according to a academy closure timetable which will be issued at the point of closure. This will usually be the same as their timetabled lessons when in the academy with the exception of those

lessons where it is not possible or when staff are not available to teach a "live" lesson – for example, if on the academy rota or unwell. Pupils should follow the timetable issued and use information provided in virtual lessons, along with any additional resources to complete work set

- Pupils should follow the timetable issued and use information provided in virtual lessons, along with any additional resources to complete work set

- 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via academy email – teachers will provide written feedback to pupils also via academy email

- Instructions for any pupils/parents/carers will be sent centrally.

4. Roles and responsibilities

4.1 The **MAT Board** is responsible for:

- Ensuring that the trust has robust risk management procedures in place.
- Ensuring that the trust has a business continuity plan in place, where required
- Ensuring that the Remote Learning Policy is in place and reviewed regularly
- Monitoring the trust's approach to providing remote learning to ensure education remains as high quality as possible

4.2 The **Academy Council** is responsible for:

- Evaluating the effectiveness of the academy's remote learning arrangements to ensure education remains as high quality as possible, and feeding back any findings to the Executive Headteacher and the MAT board.

4.3 All **staff** are responsible for:

- Being available to work during their normal working hours
- Adhering to the **Staff Code of Conduct** at all times, including additional guidance on remote learning – see appendix, particularly information re the use of cameras which are allowed for staff under certain conditions but not allowed for pupils under any circumstances.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the **headteacher or nominated DHT** in a timely manner
- Reporting any safeguarding incidents to the **DSL** immediately and asking for guidance as appropriate.

- Reporting any health and safety incidents to the **health and safety officer** and asking for guidance as appropriate
- Reporting any defects on academy-owned equipment used for remote learning to an **ICT technician**.
- Following the sickness absence procedures if unable to work at any time during this period due to sickness, including the setting of work for pupils – see policy
- Following the leave of absence policy and procedures if needing time off work for any other reason apart from sickness, for example, for medical appointments – see policy

4.4 The **Executive Headteacher** is responsible for:

- Evaluating the effectiveness of the trust's remote learning arrangements.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Reviewing the effectiveness of the Trust policy on remote education on an annual basis in light of feedback from each Headteacher.

4.5 The **Headteacher** is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the academy has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of the policy within the academy and with stakeholders on an **annual** basis and updating the Executive Headteacher and the board, then communicating any changes to staff, parents, and pupils.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4.6 The **Senior Leadership Team** is responsible for:
- Arranging any additional training staff may require to support pupils during the period of remote learning in line with their role
- Monitoring the weekly access of pupils to remote learning
- Conducting reviews on a half termly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Co-ordinating the remote learning approach across the academy

- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.

4.7 The **health and safety officer of the trust** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **Headteacher, or nominated DHT**.
- Liaising with the DPO regarding any matters as outlined in the GDPR and ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

4.8 The **DSL** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the **headteacher, or nominated DHT** and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working
- Ensuring all safeguarding incidents are adequately recorded and reported.

4.9 The **SENCO (or nominated member of the team)** is responsible for:

- Liaising with the **IT technicians** to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the **headteacher** and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

4.10   The **IT staff** are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and parents with any technical issues they're experiencing where possible

- Assisting pupils with accessing the internet or devices on academy systems

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Ensuring that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.

- Ensuring that all academy-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

- Working with the staff to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

4.11   **Subject Leads** are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

- Alerting teachers to resources they can use to teach their subject remotely and ensuring that the relevant resources are easily accessible for pupils and their families

4.12 **Teaching Staff** are responsible for:

- Adhering to this policy at all times during periods of remote learning and following the academy procedures – see appendix
- Planning lessons, setting work and providing feedback within agreed deadlines according to the policy – see appendix
- Providing "live" lessons for a cumulative time of 30 minutes, unless on the academy rota looking after pupils who are in the academy or if unwell – see appendix
- Keeping in touch with pupils who aren't in the academy according to academy policy
- Responding to parental emails and queries within 5 working days, sharing any compliments or complaints with their line manager. (NOTE – parents / carers are encouraged to contact the academy via the main office or enquiry email for any emergencies.)

4.13 **Classroom based support staff**

When assisting with remote learning, classroom based support staff are responsible for:

- Supporting pupils with their work as directed by the SENDCO or nominated lead
- Supporting pupils who are in the academy (vulnerable pupils and children of critical workers) with their learning

4.14 **Parents** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely, following their set academy timetable
- Ensuring that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the academy as soon as possible.
- Ensuring that their child always has access to remote learning material during the academy day.
- Reporting any absence to the academy attendance officer before the start of the academy day
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- If a pupil is provided with academy-owned equipment, the pupil and their parent will sign and adhere to the **Acceptable Use Agreement** and to complete relevant paperwork prior to borrowing equipment and commencing remote learning.
- Adhering to the **Parent Code of Conduct** at all times
- Being respectful to staff in emails and phone calls when making any complaints or concerns known to staff

4.15 **Pupils** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely according to their timetable, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to **their teacher** as soon as possible and alerting their parents to contact the academy if unable to make contact with their teacher
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- If a pupil is provided with academy-owned equipment, the pupil and their parent will sign and adhere to the **Technology Acceptable Use Agreement** prior to commencing remote learning.
- Adhering to the **Behaviour Policy** at all times, particularly the academy rules of being Ready, Respectful and Safe.

5. <u>Who to contact –</u>

NOTE: Specific contact details can be found at the front of the policy

If parents / carers have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact the teacher in the first instance and then their line manager if the issue isn't resolved

- Issues that remain unresolved after contact with the teacher or line manager – contact the lead on Remote Learning

- Issues with behaviour – talk to the head of year or pastoral manager

- Issues with IT – contact the main office

- Concerns about data protection – contact the main office

- Concerns about safeguarding – contact the Designated Lead for Safeguarding

6. <u>Data protection</u>

- This section of the policy will be enacted in conjunction with the academy's **Data Protection Policy**.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

- All contact details will be stored in line with the **Data Protection Policy**.

- The academy will not permit paper copies of contact details to be taken off the academy premises.

- Pupils are not permitted to let their family members or friends use any academy-owned equipment which contains personal data.

- Any breach of confidentiality will be dealt with in accordance with the academy's policy.

- Any intentional breach of confidentiality will be dealt with in accordance with the academy's **Behavioural Policy** or the **Disciplinary Policy and Procedure**.

7. 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

8. Health and safety

- This section of the policy will be enacted in conjunction with the academy's Health and Safety Policy.

- Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

- If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.

- Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

- If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. <u>Costs and expenses</u>

- The academy will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- The academy will not reimburse any costs for travel between pupils' homes and the academy premises.
- The academy will not reimburse any costs for childcare.
- If a pupil is provided with academy-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

10. <u>Online Safety</u>

All communication between staff and pupils must be according to the Online Safety Policy – being transparent and ensuring the safety of everyone at all times.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted unless recorded
- Wear suitable clothing – this includes others in their household.
- Staff are able to put on their cameras if working in a professional environment or work space according to the procedures outlined in each academy's document – see appendix.
- Pupils must NOT put their cameras on at any time.
- Pupils must mute their microphones at the beginning of a lesson and ask for permission if they wish to speak to the group. The teacher has the right to mute the conversation if the conversation is inappropriate, or to remove them from the lesson. If this occurs, there will be reported to senior staff.

- Be situated in a suitable 'public' living area within the home with an appropriate background.
- 'Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in the academy – Ready, Respectful, Safe.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in the academy: Ready, Respectful, Safe.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The academy will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **SLT**, in collaboration with the **SENDCO**.

Pupils not using devices or software as intended will be disciplined in line with the **Behaviour Policy**.

The academy will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The academy will ensure that all academy-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

During the period of remote learning, the academy will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age=appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The academy will not be responsible for providing access to the internet off the academy premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the academy. However, the academy will use their best endeavours to support families in gaining access to the internet.

11. **Appendices**

Please see the appendix below for the individual academy's Procedures and Practice
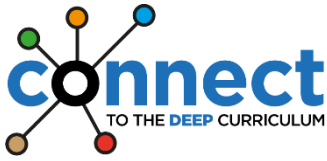
Venerable Bede CE Academy Remote Education Procedures

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will offer **immediate remote education** and access to our **DEEP Curriculum** via the following approach:
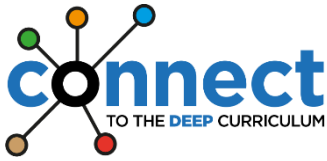
Contingency Planning will enable us to:

- use a curriculum sequence that allows access to high-quality online/offline resources/ teaching videos and that is linked to the school's curriculum expectations using Foldr
- give access to high quality remote education resources using Foldr
- use school email systems, Microsoft Teams, Foldr and 'Key Tasks' to allow interaction, assessment and feedback. [Training in the use of the school email system, setting 'Key Tasks' and providing marking and feedback through 'Key Tasks' has already taken place and will be a feature in the CPD programme for anyone joining school or who requires further training. Microsoft Teams Training also took place for all staff during September 2020 and further training/support will be made available throughout the academic year as needed.]
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. [A full audit of all pupils took place in September 2020 and is updated regularly to establish a definitive list of those requiring additional resources to enable online access and/or paper-based resources.]
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support. The Pastoral, Curriculum and SEND teams will work with families where this is the case, via a bespoke approach, to help deliver and facilitate a broad and ambitious curriculum.

When teaching pupils remotely, we will:

- set work, via Foldr and/or Microsoft Teams so that pupils have meaningful and ambitious work each day in a number of different subjects – we will advise pupils to follow their regular timetable to ensure the daily curriculum remains broad and balanced.
- 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 either by a teacher in the school or through high-quality curriculum resources or videos – resources will be collated in Foldr and teaching of new content will be facilitated via Microsoft Teams and /or links to videos within Foldr.

- gauge how well pupils are progressing through the curriculum, using questions and 'Key Tasks'. 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via school email – teachers will provide written feedback to pupils also via school email.
- 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 through bespoke sections within Foldr or in support sessions offered via Microsoft Teams.
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally and where possible this will include daily contact with teachers via Microsoft Teams.

Remote Education Stage 1: Individual Pupils

- Work, including any 'Key Tasks', will be set in Foldr
- Pupils should follow their usual timetable - teachers and departments will set work based on the number of lessons a pupil would normally have each week. By following the usual timetable, pupils will be able to complete a good variety and healthy balance of work each day in order to enable them to finish any tasks set.
- 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via school email – teachers will provide written feedback to pupils also via school email.
- Each week, the attendance team will identify **in SIMS** those pupils with **known** absences of 2 or more days (e.g. due to quarantine, shielding, self-isolation or other significant reason) to support teachers in planning work appropriately for individuals.
- The attendance team will send individual parents/carers a copy of instructions about the organisation of and access to Foldr as absences are notified.

Remote Education Stage 2: Classes and/or 'Bubbles'

- Work, including any 'Key Tasks', will be set in Foldr
- Virtual lessons will be offered via Microsoft Teams - teachers will send an email invitation to join a TEAMS lesson via your child's school email address
- All parents/carers of pupils affected will be sent a copy of instructions about the organisation of and access to Foldr.
- Pupils should follow their usual timetable and use information provided in virtual lessons, along with any additional resources in Foldr, to complete work set
- 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via school email – teachers will provide written feedback to pupils also via school email.
- Staff will be notified of any classes and/or bubbles that will need to learn remotely as this arises.
- Instructions for any pupils/parents/carers affected by stage 2 will be sent centrally.

Remote Education Stage 3: Full School Closure

- Work, including any 'Key Tasks', will be set in Foldr
- Virtual lessons will be offered via Microsoft Teams according to a school closure timetable which will be issued at the point of closure Pupils should follow the timetable issued and use information provided in virtual lessons, along with any additional resources in Foldr, to complete work set
- Pupils should follow the timetable issued and use information provided in virtual lessons, along with any additional resources in Foldr, to complete work set
- 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via school email – teachers will provide written feedback to pupils also via school email.
- Staff will be notified of full school closure should this arise.
- Instructions for any pupils/parents/carers will be sent centrally.

Foldr: Instructions and Organisation

All work in Foldr is consistently organised and instruction sheets, outlining the work that needs to be completed, are the same across the curriculum to ensure pupils/parents/carers are able to access learning easily.

Within each subject folder of the student resources area of the school network, work is structured as follows:
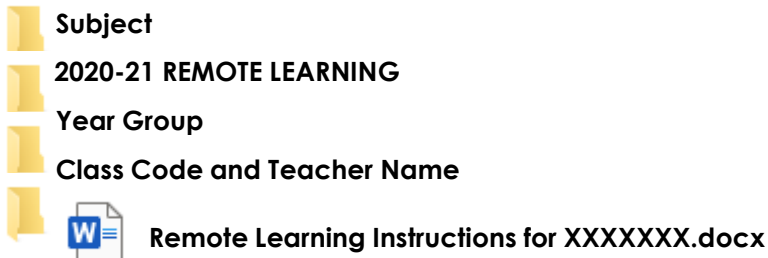
Subject

2020-21 REMOTE LEARNING

Year Group

Class Code and Teacher Name

Remote Learning Instructions for XXXXXXX.docx

Within in each class folder, there is a word document which is labelled 'Remote Learning Instructions for XXXXXXX.docx'. This has a weekly list of work to be completed, details and deadlines of any key tasks set and links to activities, resources, teaching videos etc. as appropriate.

Key Tasks

'Key Tasks' will continue to be the main vehicle for marking, feedback and dialogue between teachers and pupils about understanding of work set. Key tasks should be saved in the appropriate area of Foldr , (these will need to be uploaded to Foldr in an editable Word format rather than a Pdf so that pupils can edit and save in their own areas rather than have to print), and clearly identified via the following labelling:

YEAR XX Key 'Subject' Task DUE 'Date' 2021

Tasks set should be a key piece of work or a key assessment that pupils will complete and then email to their teacher. **It is ESSENTIAL that only SCHOOL email addresses are used for this communication.** Email addresses of teachers will need be listed on the pieces of work themselves. Once received, teachers should then mark and provide feedback via the school email system. The current exception to this process is the Maths department who will be using the marking and feedback facility, which allows for direct/secure dialogue, within 'Mathswatch' for specific sets of questions in the first instance.

Pupils unable to access online resources

Parents/carers have been asked to contact school to let us know if their child can not access remote learning via online tools/platform. In the first instance, in order to ensure that all pupils can access learning as soon as possible, we will need to provide printed resources for anyone who does not have suitable online access. The Pastoral/Curriculum teams will then contact individuals to discuss the particular circumstances and work with families to find the best long-term solution.
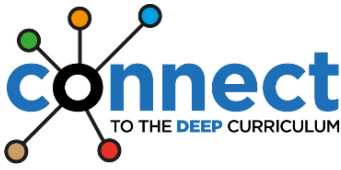
To access Teams:

- Log onto the school website
- Go to resources and then log into Outlook
- Click on the 9 white dots (top left of the page) and choose Teams

To schedule a meeting:

- Go into the team/class (via the Teams icon at the left side of the page)
- Click the drop down menu next to 'meet' (at the top right of the page) and then click 'schedule a meeting'.
- Complete the information for the lesson and click send at the top right of the page [Note: The title, date, start time and end time are essential information, details of the meeting are optional and there is **NO NEED** to add pupils, as they will automatically be added as part of the class team]
- Go to the meeting in calendar and click edit. You must now set the meeting options by clicking on the 'Meeting options' at the top middle of the page. You must set the 'Who can bypass the lobby?' and the 'Who can present?' as **ONLY ME** and the 'Allow attendees to unmute' to **NO**. Then click **SAVE.**

During your meeting/live lesson:

- Click on the meeting either from your calendar or the TEAM feed
- Click join, ensure your microphone is on but your camera is off
- Allow your PowerPoint or Visualiser screen to be viewed using the square button with the arrow
- When ready, allow your pupils to enter the meeting by clicking on the participants button and begin to record
- Complete the teaching aspect of your lesson for **up to 30 minutes** during which pupils may ask questions via the conversation button
- When you have finished the formal teaching aspect of the lesson and directed pupils to their independent task(s) from Foldr, you can end this phase of the lesson by showing a blank screen or keeping the last slide of your PowerPoint visible and muting your microphone. For the remainder of the lesson, you will need to be available via the 'conversation' aspect of Teams and/or email for any questions pupils may have when completing the work in Foldr – allowing the meeting to continue until the end of the

lessons enables you to use the live teaching function to explain or demonstrate further as needed.

- When the lesson is finished, end the meeting for all via the three dots button, and then end recording

At the end of a meeting/live lesson

- Review your lesson and decide if you would like to download and save into Foldr
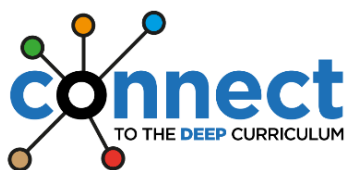
Venerable Bede CE Academy
Remote Education Expectations

Pupil conduct when using TEAMS

We expect **pupils** to:

- follow the school rules of READY, RESPECTFUL and SAFE when working remotely
- make sure that all communication with other pupils and teachers is responsible and sensible
- plan their remote learning for the week following their usual school timetable
- keep their microphones on mute and cameras turned off for ALL online TEAMS lessons
- respectfully ask the teacher any questions they may have via the conversation function during online lessons or via email after the lesson
- complete the work set in Foldr after a live lesson or, if a live lesson is not scheduled for that subject, use the resources and information provided in Foldr to complete home learning
- email KEY TASKS to their teacher for marking
- understand that TEAMS lessons will be recorded and may be stored in Foldr for use by any pupil who missed the live conferencing
- avoid sharing resources or videos created by teachers with anyone who is not a pupil or member of staff at Venerable Bede CE Academy

Staff conduct when using TEAMS

We expect **staff** to:

- follow the schedule of online teaching through TEAMS
- ensure protocols are followed for scheduling a meeting/online lesson in TEAMS
- deliver a lesson of up to 30 minutes live and set a follow up task in Foldr as per the schedule
- only use the camera for a brief introduction to the lesson when teaching online **from school**
- keep the camera switched off at ALL times when teaching online **from home**
- review the recording of the lesson to decide whether it is suitable for download – if it is suitable, recordings can be downloaded and saved to a clearly labelled section within Foldr and noted in weekly instructions for use by any pupil who missed the live conferencing
- set homework, recording details in class charts, as per regular practice

As part of our ongoing commitment to the safeguarding of both our pupils and staff, use of the TEAMS application will be heavily monitored by our Network Manager/Team to

ensure that any inappropriate use or problems are reported and rectified as soon as possible. **Please ensure that any identified issues are reported immediately.**

[These procedures should be read in conjunction with the DST Remote Learning Policy, 'Remote Education Information to Parents and Carers', Child Protection Policy, Keeping Children Safe In Education 2020 documentation and Code of Conduct Policy]

Information for parents, carers and pupils about Remote Education

Stages of Remote Education

Where a class, bubble or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will offer immediate remote education and access to our DEEP Curriculum via the following staged approaches:

Stage 1: Individual Pupils

- Work, including any 'Key Tasks', will be set in Foldr
- Pupils should follow their usual timetable and use the resources, activities and online links to complete lessons

Stage 2: Classes and/or 'Bubbles'

- Work, including any 'Key Tasks', will be set in Foldr
- Virtual lessons will be offered via Microsoft Teams - **teachers will send an email invitation to join a TEAMS lesson via your child's school email address (see below)**
- Pupils should follow their usual timetable and use information provided in virtual lessons, along with any additional resources in Foldr, to complete work set

Stage 3: Full School Closure

- Work, including any 'Key Tasks', will be set in Foldr
- Virtual lessons will be offered via Microsoft Teams according to a school closure timetable which will be issued at the point of closure
- Pupils should follow the timetable issued and use information provided in virtual lessons, along with any additional resources in Foldr, to complete work set

Planning the school day whilst learning at home

It is really important to try to stick to a routine whilst learning at home and your child should try to follow their school timetable wherever possible. Teachers and departments will be setting work based on the number of lessons your child would normally have each week. By following the usual timetable, your child will be able to complete a good variety of work each

day and finish any tasks set. Learning at home can be very different to learning in a classroom of 29 others.   Your child may find that they complete some work quicker than usual. If so, they can take the opportunity to check their work carefully and to make sure the learning sticks! Once they've done that, there are a lots of resources on the virtual enrichment section of the school website (**LINK**) that they can use to enrich their learning. Equally, they may find that work takes a little longer to complete without the teacher or their peers around them – they shouldn't be worried about asking for support from their teachers should they need it (see below). There are also lots of links to useful websites in each subject area within Foldr – pupils can use these as sources of information to find videos, worked examples and support via the internet.

Accessing 'Foldr'

All activities, resources and instructions for completing work remotely can be found in **'Foldr'** which can be accessed from the **resources page** of the school website or via the following web address: foldr.venerablebede.co.uk

Pupils will need their school login details to access Foldr. They will find accessing and editing files much easier if they also log in to their school email account at the same time they log into Foldr, as email accounts will give your child full access to all Microsft applications, such as Microsoft Word, Excel, PowerPoint etc. Instructions for downloading and editing reources using Foldr can be found via this **(LINK)**

Instructions for completing work

Following feedback from our Summer 2020 pupil/parent/carer surveys, we have adapted our 'Foldr' structure and further standardised pupil instructions for remote learning. All work in Foldr is consistently organised and instruction sheets, outlining the work that needs to be completed, are the same across the curriculum to ensure your child can access learning as easily as possible. Within each subject area of Foldr, work is structured as follows:

📁 **Subject**

📁 **2020-21 REMOTE LEARNING**

📁 **Year Group**

📁 **Class Code and Teacher Name**

    📄 **Remote Learning Instructions for XXXXXXX.docx**

Within in each class folder, there is a word document which is labelled 'Remote Learning Instructions for XXXXXXX.docx'. This has a weekly list of work to be completed, details and deadlines of any key tasks set and links to activities, resources, teaching videos etc. as appropriate.

What if we don't have online access?

Please contact school, via your child's Head of Year, to let us know if your child can not access remote learning via online tools/platforms. In the first instance, in order to ensure that all pupils can access learning as soon as possible, we will provide

printed resources for anyone who does not have suitable online access. The Pastoral and Curriculum teams will then contact you to discuss individual circumstances and work with you and your child to find the best long-term solution. Should you need to contact your child's Head of Year about online access, current Heads of Year are listed, along with their email addresses, here:

Head of Year 7 – Mrs T Willetts (terri.willetts@venerablebede.co.uk)
Head of Year 8 – Mr M Crampton (mike.crampton@venerablebede.co.uk)
Head of Year 9 – Mrs R Scott (rebecca.scott@venerablebede.co.uk)
Head of Year 10 – Mrs D Outen (dawn.outen@venerablebede.co.uk)
Head of Year 11 – Mr R Earl (bob.earl@venerablebede.co.uk)

Marking and Feedback

Department areas will set **"key tasks"** for your child to complete. These are pieces of work which will be used to provide feedback to your child about their understanding of work set. **Your child should aim to complete these and send them via their school email account to their class teacher**, (or to the teacher listed on the work should this differ in any way), **by the due date set.**

Key tasks can be found in the Student Resources area of Foldr, (the area where all work will be set), and will be clearly shown via the following labelling:

YEAR XX Key 'Subject' Task DUE 'Date' 2021

Email addresses of teachers will be listed on the pieces of work themselves. Once received, teachers will then mark and provide feedback to your child via the school email system. Please note: Teachers will NOT be able to communicate with pupils via personal email addresses, so it is extremely important that your child sends the work using their **school email account only**. [The current exception to this process is Maths – the Maths department will be using the marking and feedback facility, which allows for direct/secure dialogue, within 'Mathswatch' for specific sets of questions in the first instance.]
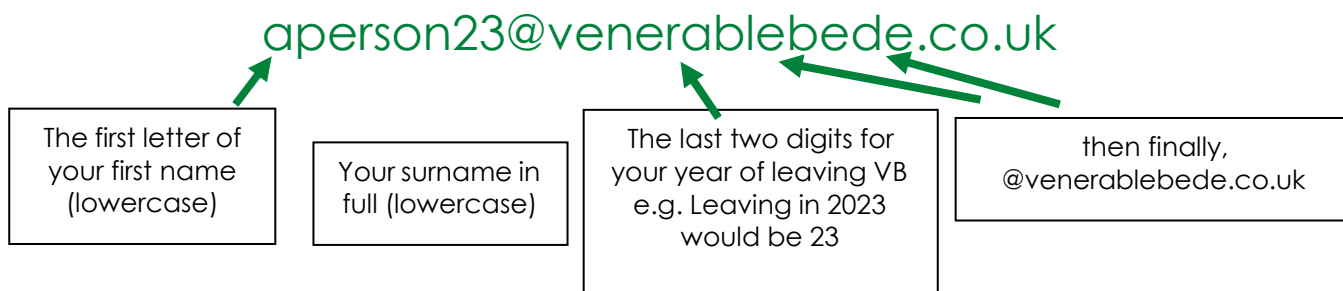
Supporting pupils

Where any pupils are unclear about some work set or need some additional support and guidance, they can email their teachers with any questions. Again, teachers will NOT be able to communicate with pupils via personal email addresses - it is extremely important that your child communicates using their **school email account only.** Teachers will respond as quickly as they can, but it must be remembered that email is not an instant form of communication.

A reminder of how to access pupil email accounts

Pupils can access their email account via the resources page of the school website (**LINK**). Email addresses for pupils all follow the same format:

aperson23@venerablebede.co.uk

| The first letter of your first name (lowercase) | Your surname in full (lowercase) | The last two digits for your year of leaving VB e.g. Leaving in 2023 would be 23 | then finally, @venerablebede.co.uk |

If your child has forgotten their password, there is a technical issue form on the school website (**LINK**) where they can request that their password is reset. Similarly, if your child encounters any other problems, they can complete this form to let us know. We will work to respond to technical requests as soon as possible but it is not an instant form of communication.
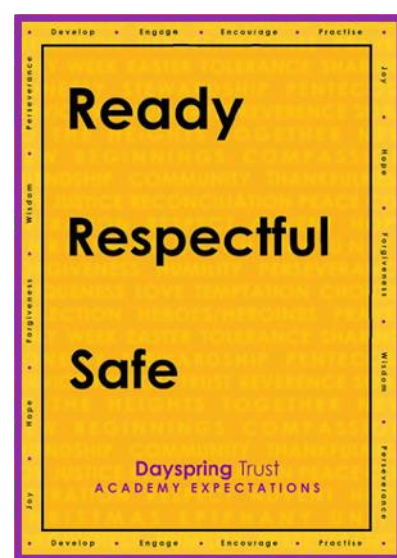
TEAMS Lessons

Virtual lessons will be offered for stages 2 and 3 of remote education. Full instructions about how to use TEAMS are available within each subject area of Foldr:

📁 **Subject**

📁 **2020-21 REMOTE LEARNING**

📁 **Remote Learning Support**

    📄 **A Pupil Guide to TEAMS**

We recommend that pupils check for an email link to a 'live' lesson 5-10 minutes before their usual timetabled lesson is due to start. This helps to ensure that TEAMS calendars reflect current circumstances, minimises cancellations wherever possible and avoids disappointment and/or confusion should a member of staff be absent or if there are technical issues that affect our ability to offer a TEAMS lesson. Usually, the 'live' lesson will be followed by tasks set in Foldr and all resources in Foldr will mirror those delivered during the 'live' lesson.

When using Microsoft TEAMS to access live lessons, we expect pupils to:

- follow the school rules of READY, RESPECTFUL and SAFE when working remotely
- make sure that all communication with other pupils and teachers is responsible and sensible

- keep their microphones on mute and cameras turned off for ALL online TEAMS lessons
- respectfully ask the teacher any questions they may have via the conversation function during online lessons or via email after the lesson
- complete the work set in Foldr after a live lesson
- email any KEY TASKS to their teacher for marking
- understand that TEAMS lessons will be recorded and may be stored in Foldr for use by any pupil who missed the live conferencing
- avoid sharing resources or videos created by teachers with anyone who is not a pupil or member of staff at Venerable Bede CE Academy