



# Remote Learning Rationale and Overview 2021/22

Date Approved by Governors	September 2021
Review Date	September 2022
On Behalf of Governors Signed	Signed Copy on File
Print Name	
On Behalf of Governors Signed	
Print Name	
Principal's Signature	

**All One In A Million Free School Policies have been devised to ensure that:**

- OIAM core values are at the heart of all we do: Compassion, Honesty, Integrity and Excellence.
- Students from all backgrounds and all abilities are welcome
- Each student has the opportunity to flourish and achieve their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self-aware, self-disciplined and confident
- All students will understand how to make a positive contribution to our extended community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise.

**Rationale**



## Remote Learning Rationale and Overview 2021/22

During the Covid 19 pandemic remote learning (also known as home learning) will be provided for a particular period of time, in the event of the following potential situations:

- Individual students isolating.
- Student bubbles being sent home to isolate.
- Full school closure (where sufficient teaching staff are healthy and able to set work from home).
- Other circumstances agreed by the school or as advised by Public Health England.

Students can access the remote learning resources and tasks online via Class Charts. Paper-based work packs will be provided to students who cannot access the internet.

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

The school has no obligation to provide continuity of education to students who absent themselves from school, with or without parental permission, against school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to take their child out 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

The work set by teachers will follow the school's scheme of work and curriculum plans for each subject area. Work will be set daily, in line with the student's individual timetable. The volume of work set for each subject will be in line with the amount of time the student would usually spend in class for the particular subject, plus the time spent on regular homework.

### Remote Learning during the COVID -19 pandemic:

Four tiered scenarios affecting school opening and Remote Learning as a result of COVID 19 have been identified as follows:

### Full School Opening



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### **Remote learning for individual students/bubbles:**

Assuming an absence has been agreed with One In A Million Free School (OIAMFS) and that 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 Head of Year and Coaching Team Leader.

The student's subject teachers will use Class Charts to make work available to the student, unless a paper-based work pack has been requested or specific issues with the availability of reliable technology have been identified.

Although every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

If a significant number of students are absent from school, but the school remains open, then Tier 2 measures will be put into action, as outlined below.

**School opening based on a rota**, except for vulnerable students and children of key workers.

Timetable changes may include reduced hours in school for each Key Stage, but attendance is expected unless students have been directed to self-isolate acting on advice from school informed by guidance from Public Health England (PHE) and the Local Authority.

### **Remote learning in the event of Tier 2 restrictions:**

In the event of a rota system of attendance being in place, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from subject teachers and the ability of students to ask questions online via Class Charts, Zoom Lessons or Email.
- b) The setting of work which students complete electronically.
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.



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Where students/families are identified as NOT having access to IT facilities at home paper-based work packs will be provided to students as follows:

- a) Work packs will be distributed to students every two weeks. Work in the packs will mirror the work being set online and being taught in school.
- b) Work packs will include print outs of teaching materials being used in school or presented online
- c) Work packs will include details of learning activities to be completed by the student
- d) Completed work should be returned to school so work can be marked and feedback given.

Teachers must set work via Class Charts and deliver zoom lessons as timebled by the Senior Vice Principal. For students who do not have access to IT facilities, work packs must be provided that mirror the learning being delivered via Class Charts and the zoom lessons.

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.

### The setting of tasks:

Subject areas will provide work broadly in line with students' timetables.

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. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

Unless there is a good reason not to (staff absence through confirmed positive COVID-19 test or provision of doctor's note declaring the member of staff unfit for work), tasks will be set for individual classes.

The type of task set will vary between subjects, but examples of appropriate tasks



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might include:

- 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 on it
- 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 (e.g. SenecaLearning)

Teachers will assign tasks using Class Charts and it is the responsibility of teachers and students to ensure they know how to use this platform effectively (instructions are made available separately).

**Local Lockdown** – school open to vulnerable students and children of key workers only.

All work is to be assigned to students using Class Charts. Where students are not able to access this (for reasons previously identified), paper-based work packs are to be provided for students.

Vulnerable students and children of key workers are to access Class Charts using school Chromebooks. This is to ensure all students are accessing the same learning materials regardless of whether they are obliged to access learning remotely or from within the school building.

Students will have access to zoom lessons as outlined above.

Zoom will be used as the sole platform for the delivery of 'live lessons'. This will allow teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with a timetable of zoom lessons, 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 'chat' function.





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When using the Zoom platform for live sessions, Teachers must follow the protocols outlined in the Protocols (detailed separately). A session must be recorded for safeguarding purposes.

### 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 endeavour 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 via Class Charts (or using paper-based work packs), 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 a workbook or assessment book. Teachers are expected to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided, in line with the school's Marking and Feedback Policy. Marking will assess students' learning and progress, and inform planning by identifying gaps in students' learning.

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 documents
- Providing feedback directly on a piece of work that has been submitted as a Word (or other) document
- Sending a direct email to students with specific feedback / targets
- Feedback via another website / piece of software (e.g. SenecaLearning)



### **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 zoom lessons, 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. emails, updates on Google Classroom) on a regular basis.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, making sure that completed work is submitted to the subject teacher.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Head of Year.

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. 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 will ensure appropriate resources are uploaded to Google Classroom and that links to websites are provided for important resources in case students do not have access to them at home.

### **Expectations of teachers (and subject areas)**

In the event that staff are required to work remotely, they should be available for work during their regular contracted hours.

Teachers should ensure they have effective internet and a phone connectivity at home. Staff should make sure that they have their school issued device with them to allow them to work from home effectively. If there are IT related issues while remote working, staff should contact the IT team.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas



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take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order to provide a consistent approach, Heads of Faculty and subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. 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. Heads of faculty and subject leaders will monitor this.

Teachers are responsible for providing constructive feedback to their students in a timely manner and in line with school policy. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with faculty heads 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 be treated as normal and should be reported to the relevant line manager as usual, with back to work discussions conducted remotely if required.

Subject areas are expected to:

- Plan and deliver remote learning using Class Charts
- Plan and deliver 'live sessions' where appropriate in consultation with Faculty Heads
- Respond to reasonable amounts of communication from students, parents and teachers
- Be able to set and mark assessed work promptly, in line with school policy, returning it to students electronically (or after the period of remote working for written and project work)
- Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 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.





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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, such as interactive websites and support activities, and point students and parents in that direction.

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 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 managers. All CPD materials will be made available for staff to refer to on Google Drive.

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.

### Support for students with additional learning needs:

Teachers should ensure that all work is effectively differentiated but that specific thought has gone into planning and resourcing for EHCP students and other students with specific barriers to learning. In addition, the SENCO and learning support team will maintain contact with students on their lists requiring regular support, by email or phone with parents/students and feedback to teachers via email as required.

**National Lockdown** – school open to vulnerable students and children of key workers only.

All work is to be assigned to students as outlined above in the Local Lockdown section of this document.



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### Pastoral care 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, Heads of Year and LSAs (under the guidance of the Assistant Vice Principal) will check in regularly with students to monitor both academic progress and their general wellbeing.

### Safeguarding during a school closure:

In the event of a school closure, students, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students 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. More advice on safeguarding and pastoral issues is available in the guidance for teachers document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

### Remote working, GDPR and safe working practice:

Please note that any remote working methods should adhere to GDPR guidelines. In most cases remote working via shared documents and school approved platforms will provide flexibility. However, teachers must use their OIAMFS device and account for all remote working. When using Zoom video conferencing, please ensure your background is blurred or neutral.

CPD instructions for setting up video conferencing and live links are available in the remote working folder in the information for staff team.

Teachers must not set up or join social media groups for school use with students (such as WhatsApp etc.). If you need to use any apps or materials that fall outside the OIAMFS network, please ensure you have discussed them with your line manager. Any possible GDPR queries should be resolved by following the school GDPR policy.