



# **REMOTE EDUCATION PROVISION POLICY**

Last Reviewed: May 2021  
Person Responsible: Shenley Brook End Headteacher  
Reviewed Annually  
Version 2.1

## REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

### Introduction

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

This policy for staff aims to:

- Ensure consistency in the approach to home learning for students, parents and staff
- Set out expectations for all members of the school community with regards to home learning
- Provide appropriate guidelines for data protection

The 5 Dimensions Trust will ensure:

- Staff have access to Microsoft Class Teams which are accurate and up to date.
- IT support staff are fully trained in quickly dealing with any issues regarding Microsoft Teams.
- Students have access to their relevant Microsoft Class Teams.
- Staff are familiar with the main functions of Microsoft Teams
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education

### The 5 Dimensions Trust

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

- Collaborating virtually to ensure truly holistic education
- Rising together to the rigour of academic challenge
- Sharing to create a positive, high performing environment for staff
- Creating a supportive partnership with parents, carers and families
- Crafting a meaningful partnership with our wider community, and other educational institutions.

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

### Principles

a. Blended learning is based on the following principles:

- Students are inspired, motivated and engaged to learn, through blended learning approaches that vary according to their appropriateness to the particular learning context.
- Staff are encouraged and supported to adopt fit-for-purpose and innovative blended learning approaches.
- Digital literacy is recognised as an important attribute and a core skill for teachers.
- Flexible delivery options are offered to reflect the needs of students, the intended learning outcomes and the availability of resources.
- Blended learning is consciously chosen to enhance student engagement and learning outcomes

## Blended learning approaches

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

- the diversity of our students
- their learning preferences
- how they are prepared
- the life circumstances which impact on student engagement.
- whether learning is synchronous or asynchronous to the learning in school.
- approaches that enable and encourage interaction, collaboration and communication between students and staff.

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

### ***Our Terminology:***

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

***Live lesson:*** when a teacher and all students communicate virtually. A teacher delivers a lesson 'live' to students at home in real time with the ability to respond in real time (on Microsoft Teams).

***Hybrid lesson:*** when a teacher delivers a lesson simultaneously to both students in the classroom and those at home (on Microsoft Teams).

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

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

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

We expect that remote learning (including independent work) will take pupils broadly 5 – 5 ½ hours each day.

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

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

\*If you are unsure how to access teams or experiencing technical difficulties a help video is available here: <https://web.microsoftstream.com/video/33b3cc16-d4a3-4c2f-a1b0-74104f1708c8> or email [it-support@sbeschool.org.uk](mailto:it-support@sbeschool.org.uk)

Students should make sure they have their normal school timetable to hand so that they can find the correct Microsoft Team for that lesson following our four-week timetable. Their timetable is also available by logging on to Go4Schools: <https://www.go4schools.com/students/>

As well as home learning on Microsoft Teams, homework may also have been set for you and your class mates on Go4schools. Can we recommend that each day you are not in school that you:

- Login to your school email
- Login to Go4schools
- Login to Microsoft Teams

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

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

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

- Where possible we will issue or lend laptops or tablets to pupils, these can be accessed by contacting your Progress Leader or the school enquiries line in the first instance (01908 520264)
- Paper based resources can also be distributed by post if the school is made aware of their need.

➤ ***How will my child be taught remotely?***

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

- Live teaching (online lessons)
- Hybrid lessons
- Online documents such as One note, One drive and SharePoint resources
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Assignments
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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

Where possible we would expect full engagement with remote learning, this will involve completion of work set and attendance to live lessons when available. Students are registered for each live lesson and form time to measure engagement and support those with disengagement. Parents and carers can support remote learning by supporting their child in forming a routine whilst at home, waking up at a regular time and finding a structure to their day. Our remote learning should be followed using your child's in school timetable to offer them a variety of subjects and tasks each day. You can further support your child by

making sure a workspace is available where they can concentrate and that you encourage time away from 'screens' also, whether it be going for a walk or taking part in exercise.

➤ ***How will you assess my child's work and progress?***

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

- Written feedback on assignments or given by email
- Responses given by teachers on Teams (either verbally in a live lesson or as a post)
- Quiz / Test scores
- Online reporting
- Mark books on Go4Schools

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

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

- Regular contact from our SEN team either by phone call, daily emails or one to one sessions on Microsoft Teams
- Support in differentiating resources provided by teachers

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote learning is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

➤ ***If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?***

In this situation assignments and resources will still be available on Microsoft Teams and the school website but they may not follow the in-school curriculum as closely as above (they will still be linked by topic but may not match lesson for lesson). Live Lessons will not be possible in all lessons in this situation (e.g. practical lessons such as Pe, DT) but the majority of subjects' will offer hybrid lessons so there is live interaction for students.

### **Remote Education Opportunities**

Remote education can be used to enhance student provision whilst either in school or learning from home. Remote education allows for creativity and new ways of learning. Three key provisions being provided by the 5 Dimensions Trust are The Acceler8 tutor programme, Ambition Projects online revision. Accelerate

tutoring can offer one to one tuition in Maths, English and Science online via tutors and in an school referral programme. Ambition Projects provide students the opportunity to learn online with an expert, mentor or teacher to fulfil a brief or driving question. Prior to examinations, some subjects may choose to provide online revision sessions for students- at their discretion.

### **Accessing Personal Data**

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

- Make sure they know how and where they should access the data, such as on a secure cloud service or a server in your IT network
- Ensure that data is not shared with anyone outside the organisation or left accessible to others, especially in the home setting.
- Collect and/or share as little personal data as possible online.
- Email Stephen Whitney if they have any queries or questions

### **Processing Personal Data**

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

### **Keeping Devices Secure**

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

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always installing the latest updates.

### **Links with other Policies**

This policy is linked to our:

- Behaviour policy
- Assessment and Feedback
- Safeguarding policies
- Data protection policies
- Teaching and Learning policies

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