



<b>Policy Name</b>	<b>Remote Learning Policy (Campus)</b>
<b>Policy Number</b>	<b>LFTSFQ/0029</b>
<b>Date of Issue</b>	<b>21 October 2020</b>
<b>Author</b>	<b>Sarah Bloor</b>
<b>Reviewed by</b>	
<b>Date of next review</b>	<b>21 October 2021</b>

## (1) Statement of school philosophy

Landau Forte QEMS/ Sixth Form will endeavour to provide a curriculum which resembles the onsite provision as far as is reasonably possible. It is our absolute aim to ensure that students' education is minimally disrupted and where learning is impacted suitable measures are put in place.

## (2) Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all students (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher) Support effective communication between the school and families and support attendance

## (3) Who is the policy application to?

- A child (*and their siblings if they are also attending LF QEMS and/or Sixth Form*) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week

## (4) Content and tools to deliver this remote education plan

Resources to deliver this Remote Education Plan include:

- Online tools for Key Stages 3, 4 and 5 (*Show My Homework, Microsoft Teams, GCSE Pod, iAchieve, as well as for staff CPD and parents sessions*)
- Use of Microsoft Teams to deliver live lessons which are recorded for safeguarding and learning purposes
- Phone calls home
- Printed learning packs
- Physical materials such as text books, workbooks and revision guides

The detailed remote learning planning and resources to deliver this policy can be found in following locations:

- Curriculum resources found on Teams
- Live Lessons guide for staff
- Staff/Student User Agreements for using IT in the academy
- Recovery and contingency planning November 2020
- Behaviour Addendum

## (5) Home and School Partnership

Landau Forte QEMS/Sixth Form is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Landau Forte QEMS/Sixth Form will provide a refresher online training session and induction for parents on how to use Show my Homework/ Microsoft Teams as appropriate and where possible, provide personalised resources

Where possible, it is beneficial for young people to maintain a regular and familiar routine. *Landau Forte QEMS/ Sixth Form* would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support students with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

## (6) Roles and Responsibilities

### All staff

- Maintain professional boundaries which are as relevant in the online world as it is in the classroom; staff engaging with pupils and / or parents online have a responsibility to model safe practice at all times.

### Curriculum Leaders

All curriculum leaders will:

- Adapt the curriculum to suit the tier of closure
- Know when all sessions are scheduled and conduct drop ins into sessions
- Monitor the setting and assessing of work
- Set weekly departmental meetings to review remote learning
- Support teachers in your teams who have made initial contact with students who are not engaging; this is to be done via parental contact and informing the Head of Year

### Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.\*

**Landau Forte QEMS/Sixth Form** will provide a refresher training session and induction for new staff on how to use Show My Homework and Microsoft Teams.

When providing remote learning, teachers must be available between 9am-3pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the students in their own classes.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Daily work will be set by 9am (morning session) and 12pm (afternoon session) according to the normal onsite timetable
  - All staff will be setting work on Microsoft Teams from 12<sup>th</sup> October. Before this date Show My Homework will be used.
- Live lessons
  - Live lessons should be timetabled on Microsoft Teams with the CL aware of the timings
  - Attendance to sessions should be recorded on SIMs in the first ten minutes of the session and failure to attend reported through normal channels.
  - Staff should think about think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred
- Providing feedback on work:
  - Low stakes activities will be self-assessed however scores will be recorded according to the curriculum leader's instruction- Excel or G4S
  - Summative assessments will be submitted to the MT platform and feedback given back via same forum
- Keeping in touch with students who aren't in school and their parents:
  - If there is a concern around the level of engagement of a student/s parents should be contacted via email/ phone to determine whether school intervention can assist engagement.
  - Curriculum Leaders should make contact if work is still not submitted or not completed to a reasonable standard. Heads of Year will also be notified.
  - All parent/carer emails should come through the school admin account ([post@lfatq.org.uk](mailto:post@lfatq.org.uk) or [post@lfatsf.org.uk](mailto:post@lfatsf.org.uk) )
  - Any complaints or concerns shared by parents or students should be reported to the curriculum leader for the subject initially– for any safeguarding concerns, refer immediately to the DSL

**\*For students who are self-isolating the following requirements must be met:**

- Setting work:
  - Teachers will set work for the students in their own classes.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Daily work will be set on the day the lesson should have taken place.

- All staff will be setting work on SMHW then sending the link to Microsoft Teams
- Providing feedback on work:
  - Low stakes activities will be self-assessed however scores will be recorded according to the curriculum leader's instruction- Excel or G4S
  - Summative assessments (if completed during the period of self-isolation) will be submitted to the MT platform and feedback given on return to the academy
- Keeping in touch with students who aren't in school and their parents:
  - If there is a concern around the level of engagement of a student/s parents should be contacted via MT/email/ phone to determine whether school intervention can assist engagement.
  - Refer to Curriculum Leaders if work is still not submitted or not completed to a reasonable standard. Heads of Year will also be notified.

## Heads of Year

Pastoral Leaders will:

- Monitor level of engagement of students in the year group by 'dropping in' to lessons and liaising with subject teachers and curriculum leaders
- Monitor the setting of work for students in the year group
- Support curriculum teams who have made initial attempts to increase individual student engagement by contacting students/parents

## Learning Support Assistants

Supporting students:

- Learning support assistants must be available between 9am-3pm.
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- During the school day, teaching assistants must complete tasks as directed by the SENCO/ Assistant SENCO.
- Learning support assistants will be allocated to year groups and individual students and should be making contact via Microsoft Teams on a weekly basis.

Live lessons

- LSAs should attend lessons delivered which match their onsite provision unless directed otherwise by the SENCO
- Staff should think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred

## Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement and reporting any issues to S Bloor
- Monitoring the effectiveness of remote learning, such as through regular meetings with assistant principals and curriculum leaders
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

- Ensuring that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them

## **Designated Safeguarding Lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. The DSL should drop in to sessions to aid monitoring.

## **IT Support Teams**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting students and parents with accessing the internet or devices

## **The SENCO**

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.

- Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the principal and other organisations to make any alternate arrangements for students with EHC plans and Pupil Passports
- Identifying the level of support

## **The Senior Executive Team**

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Review online safety and acceptable use policies and amend if necessary

## **Students and Parents**

Staff can expect students learning remotely to:

- Be contactable between 0830 hrs and 1500 hrs
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Only communicate on the agreed MT/SMHK platforms and/or via school emails

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

## **Governing Board**

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## (7) Who to contact

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

- Issues in setting work – talk to the relevant curriculum leader or SENCO
- Issues with behaviour – talk to the head of year or Student Support Officer
- Issues with IT – talk to IT support team
- Issues with their own workload or wellbeing – talk to curriculum leader
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL or report to [safeguarding@lfatq.org.uk](mailto:safeguarding@lfatq.org.uk)

## (8) Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy and addendum
- Child protection policy
- Data protection policy and privacy notices
- Online safety policy
- Recovery and Contingency planning November 2020
- Code of Conduct for Phone calls, Video conferencing and recorded video
- Staff/Student Acceptable Use Agreements
- Safer Recruitment Consortium – COVID addendum April 2020

## (9) Monitoring arrangements

This policy will be reviewed during the first week of each calendar month by S Bloor (Vice Principal) At every review, it will be approved by the Interim Principal/Governing body.



<b>Date</b>	<b>21 October 2020</b>
<b>Change Made</b>	
<b>Made By</b>	<b>Sarah Bloor</b>