



ASHLAWN SCHOOL

‘A High Performing Specialist Academy’

Remote Learning Policy

Policy & Procedure Number		AP057	
Next Review Date		January 2022	
School Link		Siobhan Evans	
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Rationale

Ashlawn School is committed to providing high quality education to its students every day. Using current research and training, staff are equipped with the knowledge and skills to support students to do their best. We recognise that the best learning takes place when students are resourced with expert teachers, excellent resources and first-rate facilities.

In the event of a school closure, Ashlawn School is committed to continuing to deliver high quality education to its students and will do so through a process of remote (online) learning that matches the classroom learning experience as far as possible. We will ensure that comprehensive remote learning will apply, particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to engage in learning activities as normal from home. This policy will 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.

Remote learning may also be appropriate in situations where students, in agreement with the school, have a period of absence but are able to learn at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school learning at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with symptoms.

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

For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness or access to the resources to teach or learn online. This policy will be kept under review and may be revised as necessary.

Remote learning for individual students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, work will be made available for the student using Google Classroom. If there are issues about the quantity or quality of work set, concerns should be raised with the student's tutor in the first instance.

Work will be set according to a student's individual timetable. Work will only be provided to students in this way if there is an agreed absence lasting more than three school days.

If a significant number of students are absent from school, but the school remains open, the Principal will decide whether the method of remote learning operated will take the form outlined above, or as outlined below in our plan for students affected by COVID-19.

Individual students who need to isolate due to:

- Testing positive for Covid-19;
- Having one or more of the symptoms as published in official guidance and waiting for a test;
- Being instructed to isolate due to Track and Trace or a member of their household testing positive for Covid-19;
- Students in quarantine following foreign travel (as per guidance);
- Medical reasons (with evidence in writing from a medical professional.)

Work for these students will be set every day while they are absent for the reasons above. We will aim for work to be set through Google Classroom by 9 am each day for every timetabled lesson except for development activities. Where possible, work will be set from the first day after notification of an absence. Ashlawn School must be notified by 2 pm for educational activities to be set the next working day.

Remote learning in the event of extended school closure

In the event of extended school closure, the school will aim to provide continuity of education as below.

Full Closure in the event of the school being instructed to close for any reason

Students will receive 'live' online learning wherever possible for each timetabled lesson through Google Meet.

Students will be registered for every lesson through Edulink. Lessons may take the form of:

- A full lesson online;
- Part of the lesson (most likely the start and end of the lesson) being taught 'live' with students completing work in the middle 'off-line' ready to share at the end;
- Pre-recorded lessons allowing students to work independently after registering and being able to chat 'live' with their teacher at an agreed time each lesson for feedback and questions. Students will submit their work at the end of the lesson;
- Learning tasks set online or sent in in booklets in advance. Students will register 'live' at the start of the lessons and will have the opportunity to ask questions about their learning (this is for consolidation rather than the instruction of new concepts and/or content.)

Partial Closure in the event of Tier 2 closures (schools operating in rotation) or one or more year group 'bubbles' being instructed to isolate.

Students will receive 'live' online learning wherever possible for each timetabled lesson through Google Meet. Students will be registered for every lesson through Edulink. Lessons may take the form of:

- A full lesson online;
- Part of the lesson (most likely the start and end of the lesson) being taught 'live' with students completing work in the middle 'off-line' ready to share at the end;

- Pre-recorded lessons allowing students to work independently after registering and being able to chat 'live' with their teacher at an agreed time each lesson for feedback and questions. Students will submit their work at the end of the lesson;
- Learning tasks set online or sent in booklets in advance. Students will register 'live' at the start of the lessons and will have the opportunity to ask questions about their learning (this is for consolidation rather than the instruction of new concepts and/or content.)

Organisation

Online 'live' lessons will all take place through Google Meet using school email addresses only. Students and parents will sign a code of conduct. Students and staff will receive instruction and guidance about the safe use of Google Meet as part of the development of the policy. Teachers and students can choose to use video sharing within the guidelines in the policy (Appendix 1 and 2).

Ashlawn School's classrooms will be set up to enable remote teaching from every PC. Each classroom will be equipped with a webcam and speakers. In addition, graphic tablets are available for staff to borrow when appropriate.

Where staff are absent through ill health or another authorised absence, students will be set learning activities to be undertaken during their timetabled lesson.

All lessons will be recorded so that students can access their learning at a later date. Should a student not be able to participate in live lessons due to a lack of access to an appropriate device, parents must inform the school in advance. Daily contact will be made to register the child and they will be expected to access recorded lessons and hand in learning tasks as set by the teacher. Normal expectations for completion of work will apply and will be followed up according to the Ashlawn Behaviour Policy.

Parents and students are expected to sign up and adhere to the Student Code of Conduct (Appendix 2) for live lessons through Google Meet and to ensure that they use the technology safely. All behaviour expectations in school are in place for online learning.

The timetable below will be used for online 'live' lessons to allow students and staff to have a reasonable break away from the screen between lessons and to allow teachers to set up for the next lesson.

Time	Lesson
8.45 am – 8.50 am	Registration with tutor
9.00 am – 9.50 am	Lesson 1
10.00 am – 10.50 am	Lesson 2
11.00 am – 11.15 am	Break (This may vary if split breaks are still operational in school.
11.20 am – 12.10 pm	Lesson 3
12.20 pm – 1.10 pm*	Lesson 4 A/B OR Lunch as timetabled (Subject to change)
1.20 pm – 2.10 pm*	Lesson 4 C/D OR Lunch as timetabled (Subject to change)
2.20 pm – 3.10 pm	Lesson 5

*Please note that development activities will not be timetabled in the event of a year group or full school closure. Individual student timetables are available through Edulink.

The setting of tasks

Subject areas will provide learning activities broadly in line with students' timetables through Google Classroom. **Normally this will be as part of a live lesson or will complement the work done in a lesson.** Tasks will be set in accordance with existing schemes of learning, and tasks will be designed to allow students to progress through schemes of learning at the same pace and coverage 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 and coverage of content is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of learning 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, learning tasks will be set for individual classes. The type of learning task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a 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. Hegarty Maths, GCSEpod)

Teachers will set tasks through Google Classroom and it is the responsibility of teachers and students to ensure they know how to use this programme effectively (instructions and training are made available separately).

Teachers must include line managers within the Classroom to allow them to monitor and support as required.

Assessment

Providing timely and helpful feedback is a cornerstone of effective teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on the learning activities 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 learning tasks will be set using Google Classroom 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.

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

Possible methods may include:

- Providing whole class feedback rather than individual feedback – this is an effective way of providing feedback, supported by findings from educational research
- Using the “Comments” function on online documents on Google
- Sending a direct email to students with specific feedback / targets
- Feedback via another website / piece of software (e.g. HegartyMaths)

Additional functionality is available in Google Classroom, if teachers wish to create assignments for students to complete. These might include, for example, the creation of a quiz (containing either multiple choice or extended answers.)

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent learning activities, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to regularly read and respond to communication from the school (e.g. an email from a form tutor).

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

Students should ensure that, in addition to completing the learning tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Google Classroom, then they should mark tasks as “done” so teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area teacher/s. 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 should work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment home, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science, art or DT). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects have access to these.

The school expects that almost all parents will have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home. If a student does not have access to a suitable device or the internet, parents should contact the school so that appropriate provision can be made for them.

Expectations of parents

Parents should, wherever possible, support their child to access the IT that they need to access online learning. If a child is unwell and cannot access lessons, they should call in to report an absence in the usual way.

Parents will need to sign the Code of Conduct for Remote Learning (Appendix 2) and support their child to follow it.

If a parent has concerns about the quality or quantity of learning tasks being set they should contact the child's tutor.

We ask that all parents remain aware that remote education is more complex than normal classroom provision and that teachers and support staff may not be able to reply to queries or concerns within normal response times.

Expectations of teachers (and subject areas)

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request support from the school. If there are IT-related issues while remote working, teachers can contact the IT Manager via the service desk email – (more information for staff is available on the Shared Drive).

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' learning and subject area practices will be applied in the event of remote learning.

In order that we are providing a consistent approach, heads of faculty and subject leaders are responsible for overseeing the nature and frequency of learning 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 and should be included in the tasks set in Google Classroom as a co-teacher.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback and will liaise with faculty heads and the Assistant Principal with responsibility for Teaching and Learning. 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 for their classes. Note that illness in these cases will be treated as normal and recorded with HR with return-to-work discussions conducted remotely if required.

Subject areas are expected to:

- Plan and deliver 'live sessions' where appropriate in consultation with faculty heads and the Assistant Principal with responsibility for Teaching and Learning
- Respond to reasonable amounts of communication from students, parents and teachers during normal working hours. We define a reasonable amount of

communication to be that which is possible to manage during the normal working day.

- Plan and set tasks for their students using Google Classroom
- Be able to set and assess work promptly, in line with school policies and subject area practises, 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.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should direct parents to the Continued Education section of the school website.

In order to ensure teachers are able to perform to 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, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or SLT. The resources in the Shared Area are a useful source of training – simply search for the element required (such as 'Google Classroom').

Teachers should be available to be contacted where necessary during normal school hours through normal communication channels. Teachers should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual school opening hours, with no expectation for colleagues to read or respond to emails after 4 pm, although responses should be made to electronic messages within two school days in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication with parents and students must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using school email addresses only (both teachers and student)
- Google Classroom (docs, sheets etc.)
- Google Meet
- Telephone contact ensuring that personal phone numbers are withheld

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

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENCO or Head of Learning Development. In addition, students requiring additional support will have a named member of staff who will make weekly contact by email or phone with parents/students and feed back to teachers using CPOMS if required. Timetabled support delivered by Learning Development staff should continue online.

Provision of Free School Meals

In the event of Ashlawn School needing to implement a full year group or school closure of at least one full week, students entitled to Free School Meals will receive supermarket vouchers to the value of £2.50 per day for the period of enforced closure. This is the amount provided to schools for students entitled to this support. Vouchers will be sent to parents via email on a weekly basis. Supermarket vouchers will be for ASDA as it is the only large supermarket in a central location in Rugby.

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/carers. However, form tutors (under the guidance of the heads of year) should communicate regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to heads of year, particularly if there are concerns or a lack of communication.

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, as does the school's Staff Behaviour Policy. 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 concerns is available on CPOMs. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead, Mrs Pountney at pountneyl@ashlawn.org.uk

Appendix 1

Appendix - remote working, flipped classroom, 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 the tasks function on Google Classroom and/or Edulink will give you plenty of flexibility. However, teachers and students must use their school accounts (G-Suite Classroom, Meet and Gmail) and if using flipped learning techniques, uploading videos to Edulink and/or Google Classroom, please ensure the background is blurred or neutral.

Instructions for setting up live lessons are available in the remote working folder in the information for staff.

It is possible to record meetings in Google Meet and this is **required**, both for possible future reuse and to demonstrate safe working practice. Students can also be prevented from recording the sessions and this function must also be selected. Recordings must be placed on Google Classroom after the lesson. This will be monitored by Heads of Subject/Faculty. Communicating via live text (e.g. conversations in Google Classroom) does not require specific permission, however, and can be an effective way to keep in touch with classes. Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.).

It is not foreseen that you will need to use any apps or materials that fall outside the TLET network, but in the rare instance that this is the case, please ensure you have discussed

this with your line manager. Any GDPR concerns should be directed to the School Data Protection member of SLT.

Appendix 2

Codes of conduct

Staff Google Meet Protocol

1. All meetings will be recorded by the teacher
2. Google Meet sessions will have staff and students' cameras turned on
3. Request that student microphones must be muted and only switched on when you are talking directly to a student
4. Respect to be shown at all times to staff and students alike
5. Ensure there are no inappropriate website browsers open on your computer screen when delivering a lesson
6. The session needs to occur where there is a neutral background taking care that there are no potentially offensive items on view.
7. Please follow the staff code of conduct with regards to dress and behaviour
8. Ensure all students have left the meeting at the end of the lesson.
9. Ashlawn behaviour expectations remain in place for all lessons whether online or in school
10. Students not following the code of conduct or concerns regarding their behaviour must be reported to the HOD and HOY. Applicable students will be removed from the lesson by the teacher.
11. Liaise with the HOD/HOY regarding whether the student will receive future invitations to live lessons in your subject.

Student Google Meet Protocol

1. All meetings will be recorded by the teacher
2. Students are not permitted to record any part of a lesson
3. Google Meet sessions will have staff and students' cameras turned on
4. Student microphones must be muted and only switched on when the teacher is talking directly to a student
5. Respect to be shown at all times to staff and students
6. Listen and respond when questions are directed to a student by the teacher
7. Ensure a quiet environment with no loud music or conversation in the background
8. The Google Meet should take place in a family space. There needs to be a neutral background, taking care that there are no potentially offensive items on view.
9. Leave the meeting promptly at the end of the lesson.
10. Dress appropriately for the lesson

Should any student not follow this code of conduct or concerns regarding their behaviour are reported, they will be removed from the lesson by the teacher and future invitations to live lessons will be reviewed.