

Plymstock School Remote Learning Guidance

In the event of self-isolation and/or temporary school closure

Rationale

This guidance has been written in the light of the current Covid-19 pandemic. Distance learning refers to the provision of work, teacher support, assessment and feedback from teachers to students in the event that normal lessons are unable to be delivered “face-to-face”. Plymstock School is committed to providing continuity of education to its students and will do through a process of distance (online) learning. The purposes of this guidance are threefold:

- To outline guidance and practice for students in self-isolation, and are otherwise fit and healthy, to continue with their learning.
- To outline guidance and practice for staff in self-isolation.
- To outline procedures and practice for staff, pupils and their parents to continue with the academic program if Plymstock School has to close partially or fully due to advice from the Government and/or Public Health England or similar body.

This document has been written in line with the *WeST Remote Learning Guidance 2021/22 document* and adheres to current government policy.

Plymstock School’s Mission

At Plymstock School our mission is to empower young people, through education, to have the knowledge and skills they need to succeed in life and make a positive contribution to society. Our unique school culture is underpinned by the core values of compassion, collaboration and creativity.

We believe that key to achieving our mission, is giving every single pupil a broad, balanced and unashamedly academic curriculum that has knowledge at its heart. The central place of knowledge acquisition within our curriculum is explicit and we provide rich and varied contexts for pupils to acquire, develop and apply this broad knowledge. Powerful knowledge takes a pupil beyond their own experience. It is knowledge that many will not have access to at home, amongst their friends or in the communities in which they live. We are all the inheritors of the great ideas, writings and discoveries of the past and the young people of Plymouth have a right to learn this knowledge.

We are an inclusive school, yet we are uncompromising in our belief that every pupil should study our full curriculum. This belief remains the same whether students are learning remotely or face to face within school. During any form remote learning, our staff are expected to carefully consider the intent and coherence of their Remote Learning curriculum, adapting lessons where necessary to ensure continuity of learning.

To achieve this aim, throughout any remote learning our teaching staff will be expected to:

- Continue to deliver 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.
- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations.
- Give access to high quality remote education resources.
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs.

When teaching pupils remotely, all teaching staff at Plymstock School will be expected to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Set work that is of equivalent length to the core teaching pupils would receive in a normal school day school, and as a minimum:
 - KS3 and KS4: **5 hours a day**
 - KS5: **To match timetabled hours**
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
- 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.
- The setting the remote work set by teaching staff should be monitored daily by the Head of Department and SLT leads for the purposes of quality assurance.

If pupils with special educational needs or disabilities (SEND) are not able to be in school their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

When we will provide remote learning:

The DfE have published a [temporary continuity direction](#) which makes it clear that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19).

Whilst schools are open as normal, temporary access to independent remote learning will be provided for individual students with a COVID-19 related absence and for groups of students required to isolate through test, track and trace.

Where the [Government contingency framework](#) is implemented and there is a partial/full school closure, remote learning provision will be provided for all affected students. Identified vulnerable students (as defined in the DfE guidance – children of critical workers and vulnerable children who can access schools or educational settings) will be prioritised in all circumstances and all tiers of restrictions.

Overview of Remote Learning Provision at Plymstock School

Tier 1 – School open with individual students isolating
Tier 2 – Partial Closure (E.g. localised outbreak of Covid-19 or reduced staff workforce)
Tier 3 – Whole School Closure (E.g. Localised lockdown, National Lockdown)

1. Tier 1 – School open with students self-isolating

The most important symptoms of COVID-19 are recent onset of any of the following:

- a new continuous cough

- a high temperature
- a loss of, or change in, your normal sense of taste or smell (anosmia)

Students displaying COVID-19 symptoms or have received a positive PCR result are required to self-isolate immediately and follow government [guidance for households with positive or confirmed coronavirus \(COVID-19\) infection](#).

During any such period, Plymstock School will make sure that education is provided remotely (online) so that students can continue to access an education, as long as they feel well enough to do so. This guidance summarises the provision of remote learning for students in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

If a student is required to self-isolate, work will be set via Satchel One and should address the same learning objectives as the face-to-face lessons, although the learning may be delivered in a different way. It is recognised that staff will be teaching their normal timetabled lessons and may not be able to set work for the child immediately but will do so within a 24 hour window of being notified by the Attendance Officer.

Tier 1 – School open with students self-isolating		
Student Expectations	Teacher Expectations	Parent Expectations
<ul style="list-style-type: none"> • Students should retain structure to their working day, following their timetable and beginning work at 9:00. • Check Satchel One/school email in a timely fashion to see the work set for each subject. • Ensure that they have all books and resources they need to complete their work, where possible. • Complete all set work and submit online to the teacher. If this is not possible, the work is to be brought back to school when the student returns • Students may choose to photograph their completed work and use Satchel One or school email to submit to their teachers • Communicate with teachers using appropriate channels and ask for guidance and support if needed • Act on any feedback provided to improve completed work 	<ul style="list-style-type: none"> • Set remote work on Satchel One in line with the school’s expectations, outlined on Page 7 of this guidance. • Where possible, upload all lesson instructions and resources to Satchel One by the time of the timetabled lesson. Work must be set within 24 hours of being notified of a student’s self-isolation. • Set work on Satchel One in line with the school’s expectations, outlined on Page 7 of this guidance. • Plan purposeful and meaningful lessons, adapting the school/department’s <i>Principals of Curriculum Delivery</i>, where appropriate. • Set work equivalent in length to the lessons on their usual timetable. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. Be mindful 	<ul style="list-style-type: none"> • Encourage and support their children’s work. Where possible ensuring that their child has an appropriate space to work, that there is some structure to their child’s day including appropriate breaks and to check that work has been completed • Where possible ensure that their child has all their books, resources and the ICT access required to complete their Remote Learning successfully • Encourage their child to make email contact with their Tutor, class teachers or Year Group support email, if additional support is required with Remote Learning • Encourage their child to attend all live lessons and inform the school of any illness or absence • Support their child to submit their completed Remote Learning work to their class teachers, when directed, through Microsoft Teams or Satchel One

<ul style="list-style-type: none"> • Deadlines must be met; HoY and/or HODs will be informed if they are not. Students should seek support from their teacher or pastoral team if there are factors which are preventing them from completing their work. 	<p>of the students' cognitive load when working remotely.</p> <ul style="list-style-type: none"> • Work set should be in line with the students usual curriculum, currently being taught on-site. No 'time-filling' tasks should be set. • Ensure work and resources have been differentiated to the needs of the learner(s). Extension tasks should be set as appropriate. • Assess work and provide feedback with the same regularity they would have done if in school, if feasible. • Continue to use the usual rewards system on Satchel One. • Contact parents if there are ongoing concerns and flag missing work in line with the monitoring process. 	<ul style="list-style-type: none"> • Encourage their child to act on any feedback given to improve their work completed during Remote Learning • Contact the school if there are any concerns
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Head of Department expectations:

- Fulfil expectations of the role of a classroom teacher.
- Direct staff to the department "contingency resources" that are in line with the normal Scheme of Learning/curriculum, which must also be available for printing.
- Regularly monitor the quality of work being set on Satchel One.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and address any potential concerns early on.
- Provide support to colleagues in their teams to ensure that work is provided as required.

Head of Year expectations:

- Identify those students who have no access to ICT facilities at home.
- Identify and support identified vulnerable students whilst they are at home.
- Work in collaboration with local authority and children's social services to ensure identified vulnerable students are kept safe.
- Make contact home for those students who are not engaging with distance learning.
- Provide an opportunity for an assembly / contact with tutors.

Senior Leadership Team expectations:

- Provide support to HoDs and HoYs through the line management process.
- Quality assure the remote learning work set
- Monitor that the work being set follows the guidance for distance learning.

SENCO, DT for CIC and Learning Support expectations:

- Connect with parents and/or students who have an ECHP and those on SEN support who struggle with remote learning.
- Connect with carers, social workers and virtual school who are CIC students.
- Support staff in providing appropriately differentiated work for students.

Attendance Officer expectations:

- Provide staff with daily email updates of students who are self-isolating.

2. Tier 2 - Partial School Closure & Tier 3 - Full School Closure

In the event of a partial closure or full school closure students in Key Stages 3 and 4 are expected to complete 5 hours work a day during remote education, and for those in Key Stage 5, the number of hours should be in line with students' normal programme of study. Students unable to attend school in person will be able to access their normal timetable of 'live' remote lessons through Microsoft Teams.

In order to support the transition to remote learning, we have adjusted the 'live' lesson time to a maximum of 45 minutes to allow students to take screen breaks between each lesson to support wellbeing and reduce screen fatigue.

In the event of a Tier 2 partial school closure, students still accessing face-to-face learning within school will continue to follow their timetable and the structure of the school day as normal.

The adjusted times during Tier 2 or Tier 3 school closures are:

	Students learning onsite	Students learning off-site
Tutor Lesson	8.45 – 9.00	8.45 – 9.00
Period 1	9.00 – 10.00	9.05 – 9.50
Period 2	10.00 – 11.00	10.05 – 10.50
Break	11.00 – 11.30	10.50 – 11.30
Period 3	11.30 – 12.30	11.35 – 12.20
Period 4	12.30 – 13.30	12.35 – 13.20
Lunch	13.30 – 14.10	13.30 – 14.10
Period 5	14.10 – 15.10	14.15 – 15.00

Tier 2 & Tier 3 – Partial School Closure/Full School Closure - Remote Learning Expectations

Student Expectations	Teacher Expectations	Parent Expectations
<ul style="list-style-type: none"> • Check Satchel One/in advance of the school day to see the work set for each subject. • Attend registration at 8.45 each morning. • Log on MS Teams at least 2 minutes before the start of the 'live' lesson, using their Plymstock School account. • Students should follow their timetable using the adapted timings for remote learning. Teachers will be available during timetabled lessons, either delivering live content or providing support with any queries. • Attend all lessons. Where attendance to 'Live' lessons is not possible (e.g. technology issues) ensure the work set on Satchel One is completed and submitted to the teacher at the earliest convenient time. • Follow staff instructions to the best of their ability, upholding the standards of behaviour set out in the school's behaviour policy. Should there be a serious incident during a Remote Learning lesson or if there is repeated failure to meet the remote learning expectations within the same subject, then the student will be removed from the lesson. • Respect staff and other students within the remote lesson. • If technology allows then students will attend the timetabled live lessons for their subjects. • Complete all set work and submit online to the teacher. If 	<ul style="list-style-type: none"> • Set work on Satchel One in line with the school's expectations, outlined on Page 7 of this guidance. • Upload all lesson instructions and resources to Satchel One by 8.45 on the day of the timetabled lesson. • If a tutor, online registration will begin at 8.45 via MS Teams. • During a Tier 2 (partial) and Tier 3 (Full) school closure, staff are expected to use SIMS to register students at the start of their remote lessons. • Plan purposeful and meaningful lessons, adapting the school/department's <i>Principals of Curriculum Delivery</i>, where appropriate. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. • Live teaching (where the teacher has direct contact with students) on MS Teams should be provided for at least 50% of the timetabled lessons, which will be during the timetabled lesson time slot. There is no expectation for staff to deliver direct instruction for the duration of this time but to be available to support and guide learning. • Ensure work and resources have been differentiated to the needs of the learner(s). Extension tasks should be set as appropriate. • Work set should be in line with the usual curriculum, adapted 	<ul style="list-style-type: none"> • Encourage and support their children's work. Where possible ensuring that their child has an appropriate space to work, that there is some structure to their child's day including appropriate breaks and to check that work has been completed. • Where possible ensure that their child has all their books, resources and the ICT access required to complete their Remote Learning successfully. • Encourage their child to make email contact with their Tutor, class teachers or Year Group support email, if additional support is required with Remote Learning. • Encourage their child to attend all live lessons and inform the school of any illness or absence. • Support their child to submit their completed Remote Learning work to their class teachers, when directed, through Microsoft Teams or Satchel One. • Encourage their child to act on any feedback given to improve their work completed during Remote Learning. • Contact the school if there are any concerns.

<p>this is not possible, the work is to be brought back to school when the student returns.</p> <ul style="list-style-type: none"> • Students may photograph their completed work and use Satchel One or school email to submit to their teachers. • Communicate with teachers using appropriate channels and ask for guidance and support if needed. • Deadlines must be met; HoY and/or HODs will be informed if they are not. • Report any behaviour or safeguarding concerns using the usual school procedures (see <i>Reporting Concerns</i>) 	<p>for remote learning where possible. No 'time-filling' tasks should be set.</p> <ul style="list-style-type: none"> • Assess work and provide feedback with the same regularity they would have done if in school, if feasible. • Continue to use the usual rewards system on Satchel One. • Contact parents if there are ongoing concerns and flag missing work in line with the monitoring process. • Report any behaviour or safeguarding concerns using the usual school procedures (see <i>Safeguarding during Remote Education</i>) 	
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Head of Department expectations:

- Fulfil expectations of the role of a classroom teacher.
- Direct staff to the department "contingency resources" that are in line with the normal Scheme of Learning which must also be available for printing.
- Regularly monitor the quality of work being set on Satchel One.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and address any potential concerns early on.
- Provide support to colleagues in their teams to ensure that work is provided as required.

Head of Year expectations:

- Identify those students who have no access to ICT facilities at home.
- Identify and support identified vulnerable students whilst they are at home.
- Work in collaboration with local authority and children's social services to ensure identified vulnerable students are kept safe.
- Make contact home for those students who are not engaging with distance learning.
- Provide an opportunity for an assembly / contact with tutors.

Senior Leadership Team expectations:

- Provide support to HoDs and HoYs through the line management process.
- Quality assure the remote learning work set
- Monitor that the work being set follows the guidance for distance learning.

SENCO, DT for CIC and Learning Support expectations:

- Connect with parents and/or students who have an ECHP and those on SEN support who struggle with remote learning.
- Connect with carers, social workers and virtual school who are CIC students.
- Support staff in providing appropriately differentiated work for students.

Setting remote work on Satchel One

When setting work remotely, all teaching staff at Plymstock School will be expected to:

- Use Satchel One as the default programme for setting all remote work.
- Title each piece of work on Satchel One in the standard form, including **Subject, Date, Period, Title, in that order**.
For example, **GEOGRAPHY, Monday December 4th, Period 4, Urbanisation** (Students will be told to follow their timetable)
- Set the submission date for the **day after your lesson**, unless the work is part of a larger project.
- Set the time for completion as 45 minutes and in your instructions make it clear that students are not expected to work for longer than 45 minutes on the lesson.
- Ensure all instructions are written in a clear format, detailing step by step instructions on how students should attempt the work. Students should also be clearly instructed on what they need to submit and how it should be submitted.
- All lessons must be on Satchel by 8.45am on the morning of the timetabled lesson.
- Resources attached to Satchel must be in PDF and word versions.

Remote teaching guidance for staff who are self-isolating

Teaching staff displaying COVID-19 symptoms or have received a positive PCR result are required to self-isolate immediately and follow government [guidance for households with positive or confirmed coronavirus \(COVID-19\) infection](#).

During any such period, Plymstock School will ensure that lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This guidance summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

In the event of a partial or full school closure, teaching staff who are self-isolating (or caring for dependents who are self-isolating) **will not be required to deliver 'live' remote lessons**. However, if a member of teaching staff feels well enough to deliver 'live' lessons and would prefer to continue to work remotely during their self-isolation, the school can work to facilitate their request.

Remote learning expectations for teaching staff who are self-isolating:

- Follow the normal guidelines for planned absence (pages 40-42 of the *Plymstock School Staff Handbook*)
- Cover work should be uploaded by 8.00am of day of absence in the COVER area on the staff drive for the cover teacher, if the member of staff feels well enough to do so. If a member of teaching staff is too unwell to set cover work they should contact their Head of Department before the school day. It is the responsibility of the Head of Department to ensure work is set.
- Cover work should be meaningful and not just copying and answering questions from a textbook.
- For absences lasting longer than 3 days, the cover work should aim to continue the planned and well-sequenced curriculum so that knowledge and skills are built incrementally.
- Resources should also be uploaded onto Satchel One for student access.

- Work set will be equivalent in length to the normal timetabled lesson.
- Extension tasks will be set if appropriate for classes and/or students.
- Students should have access to teacher support via email, MS teams or Satchel One. In the case that the absent member of teaching staff is too unwell, it is the responsibility of the Head of Department arrange support for students.

Safeguarding and Pastoral Care

Keeping students and teachers safe during remote education remains our top priority at Plymstock School. Whether they are working in school or at home, Plymstock School is committed to providing outstanding pastoral care, and this will continue during a period of closure or distance learning.

During a period of temporary closure tutors are expected to maintain contact with their tutor groups. Head of Years/Assistant Head of Years will oversee this along with the Pastoral lead. Students should be reminded that normal communication channels for pastoral care remain available to them.

The Inclusion team will monitor all students and conduct regular welfare and safeguarding checks. In addition, they will continue to work in collaboration with external agencies, including children's social services to ensure that all children and young people are kept safe at all times (as defined in Keeping Children Safe in Education 2021).

Safeguarding during Remote Education

When staff are teaching via live video, they should ensure that:

- There are no one-to-one lessons.
- The live lesson is hosted on the Microsoft Teams platform so only students and staff within Plymstock School can access this. Microsoft Teams has a lobby function, which prevents pupils from accessing the lesson before a member of staff is present.
- The lesson is recorded. This will automatically save to the chat section of the Team. Staff can set this as a tab in the Team and it allows pupils to revisit the lesson or access it at a later time. Please note, this video remains the property of the teacher and will not be used for quality assurance.
- During remote learning, staff and pupils should continue to communicate and act in a professional manner as if in school.

Teaching Staff are expected to:

- Maintain their usual professional relationship with pupils.
- If your camera is on, consider carefully what is in the background. Teams provides background pictures that can be turned on to obscure the home environment.
- Use professional and 'safe' language at all times. Be mindful that family members of pupils may be within earshot of the live lesson.
- Maintain normal expectations for pupils, as you would in school lessons.
- Ensure pupils are aware of these expectations when delivering live video lessons.
- Whilst using MS Teams ensure that appropriate privacy settings are in place and GDPR compliance is maintained. For example, don't share your screen with the class if it shows confidential information (e.g. SIMs).
- If delivering a live lesson, ensure that:
 - Only relevant pupils can access the lesson.
 - Pupils are not sharing personal information via the chat function.
 - Pupils have their microphone turned off (this should be set by default), unless needed.
 - Pupils use the "hands up" and "chat" function in a live lesson to ask questions.

- Challenge any inappropriate behaviour from pupils and report it as you would in school. For serious concerns it may be necessary to remove pupils from the online learning activity to ensure the learning of other pupils can progress.
- Any safeguarding concerns should be reported to the relevant safeguarding leads using the usual channels.

Students:

- Should adhere to the behaviour policy as if they were in school and in the classroom – they should be reminded of this at the beginning of the lesson.
- Students should only use school email/Teams chat to communicate with staff.
- Students should only access their school accounts, not personal accounts. They must not share or access any inappropriate material.
- Students should ensure conversations using the chat function are appropriate and related to the lesson.
- If using a photo or icon on their Microsoft Teams Profile, students must ensure it is inoffensive and appropriate for school use. The removal of the icon will be left to the teacher's discretion.

During Remote Learning live lessons, electronic devices must not be used by students to:

- Record, take or share images, video and audio on any electronic device
- Store and/access inappropriate/undesirable imagery or material, including those which promote pornography, violence or bullying of any description
- Record, take or share any images, video and audio of other students or staff at the school
- Join lessons other than those on their timetable under their Plymstock School accounts or otherwise.

Reporting concerns

Inappropriate behaviours from students, for example taking screen shots of online lessons with the intention of causing harm or distress to others will not be tolerated and are covered within the school's [E-Safety policy](#).

It is essential that all staff continue to raise any safeguarding concerns using the usual school procedures as set out within our [school policies](#). Students or staff who suspect any form of inappropriate online activity they must report it as a matter of urgency to either the Designated Safeguarding Lead, Behaviour Lead or Head of Year, where it will be investigated and sanctioned appropriately.

Safeguarding concerns from parents/carers should be directed to the Designated Safeguarding Lead, Joe Ellerton, using the email jellerton@plymstockschool.org.uk.

Provision for students with no or limited ICT access at home

Students who have no or limited ICT access at home will be identified and where possible laptops have been sent home. The laptops are provided by the DfE and are in limited supply. We ask parents and carers to let the school know where ICT access at home is a barrier to their child's learning.

Communication between staff, students and parents

Communication between staff and students should be through the appropriate channels of Satchel One, school email, MS Teams or Google Classroom. Staff should not use their personal email accounts and students should be reminded they should use their school email accounts. When contacting home a school mobile phone should be used if staff have access or ensuring that mobile phone numbers are withheld if using personal mobile phones. Third-party messaging software or video conferencing software (e.g., WhatsApp, Skype, Zoom etc.) is strictly prohibited.

Monitoring & Quality Assurance of Student Work

Teachers are expected to monitor the completion of work during school closure or any period of distance learning. Teachers should contact parents in the event of non-completion of work to offer support and guidance. The names of students who are not completing work should be sent to the relevant HoY and AHoY as well as making contact with those students and their parents.

If the whole school is enforced to close temporarily, names of students who are not completing work will be recorded centrally (details of this process will be sent out to staff during the closure) and will then collated and the information will be disseminated to relevant staff. It is the teacher's and HoD's responsibility to contact parents if there is an issue in their subject with the HoYs, AHoYs and DoL supporting where there is an issue with non-completion in many subjects.

Contingency Plans

All departments in the school have ensured that there is a 'back-up' package of work available that can be set by, or a member of SLT if there are no staff members of the department able to do so in the event of illness. All departments have clearly planned their curriculums ensuring that if any aspect of remote learning were to take place, there are appropriate resources that align to the expectations as outlined above in the teacher expectations. Departments have ensured that their planning for remote learning will allow for all students to receive the same high quality teaching and learning materials regardless of their situation e.g. teacher off ill or limited access to ICT.

Alternative curriculum

For those studying an alternative curriculum liaison will be with the SENCO on an individual basis to determine how the needs of the students can be met.

Support for staff

In order to ensure that teachers are able to perform the expectations as outlined in this policy; Plymstock School has provided user guides for the remote platforms that are being used by the school. Teachers should ensure that they are secure in their proficiency of the platforms and seek guidance if they need further support.

Unless there are extenuating circumstances, teachers will be expected to be contacted remotely by colleagues, students and parents and teachers should ensure that communication, where possible takes place during usual school timings, with no expectation for colleagues to read or respond to emails after 4pm (whilst keeping in mind that some staff are part time and support staff may have an earlier finishing time). Replies to parents should be within 3 working days. For those who are on part-time contracts, communication is expected only on the days they would usually work.

Plymstock School recognises that some colleagues may have caring responsibilities at home and may find it difficult to fulfil the expectations as outlined. In this situation, staff should seek advice from their line manager in order to find a workable solution for all parties.

What does the research say about remote education?

The Education Endowment Foundation (EEF) examined the existing research on distance learning (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

1: Teaching quality is more important than how lessons are delivered

- Pupils can learn through remote teaching.
- Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).
- For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

2: Ensuring access to technology is key, particularly for disadvantaged pupils

- Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.
- Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.
- In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3: Peer interactions can provide motivation and improve learning outcomes

- Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.
- Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.
- The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4: Supporting pupils to work independently can improve learning outcomes

- Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.
- For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.
- Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5: Different approaches to remote learning suit different types of content and pupils

- Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.
- For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.
- Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

Monitoring and Evaluation

This guidance will be reviewed every half term in keeping with the ever-changing environment surrounding the Covid-19 pandemic. All school policies remain in place and operational, and where any additional procedures have been adopted, they will be published through policy annex's.

Behaviour and Relationships Policy – Annex

Suspension

A Fixed-Term Suspension is the most serious sanction the school can apply. In a minority of cases, individual students may continue to demonstrate behaviours which do not meet the standards and expectations of the school and may damage the learning and progress of other students or the well-being of other students or staff. In these cases, and in the case of “one-off” serious incidents of unacceptable behaviour, the school will use the higher level sanction of Fixed -Term Suspension to students.

In addition to the serious misbehaviours list (see school behaviour and relationships policy) any individual that engages in the following behaviour could lead to a suspension.

- **Any act of spitting**
- **Directly coughing towards or at any other individual**

Fixed-Term Suspensions are the responsibility of the Headteacher but may be delegated to a member of the Leadership Team.

Attendance Matters – Annex

School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school. Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by UKHSA or the DHSC, they should be recorded as code X (not attending in circumstances related to coronavirus).

Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness). For pupils abroad who are facing challenges to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply.

Safeguarding – Annex

Purpose

This information should be read alongside existing Safeguarding, Staff Code of Conduct, Advice on Social Media Use, e-Safety and ICT Acceptable Use Policies and WeST Guidance on remote learning to ensure that all staff, pupils and parents are aware of how to harness the benefits of remote learning (i.e. learning through devices connected to the internet) as safely as possible.

Useful Websites

Technology and its use to support remote learning is rapidly developing. Any written policy is likely to become out of date quite rapidly. As such, Westcountry Schools Trust recognises that the core team, individual school staff and in turn pupils and parents/carers may need to refer to online sources of guidance which are more likely to be kept up to date.

At the time of writing the following websites were deemed to be ‘trusted’ sources of such advice. They were used to compile this summary and it is hoped they will be cross-referenced by readers of this guidance in the future as a source of current information.

[DfE Guidance on Safeguarding and Remote Education](#)

[NSPCC Advice on Remote Teaching](#)

Key Principles for Staff

1. As far as possible staff should use school devices and internet connections to deliver remote learning.
2. If delivering remote learning from home staff should use school devices as far as possible. WeST schools will take reasonable steps to ensure all staff are provided with suitable devices. However, WeST recognises that this will not be possible in all cases, and to 'blanket ban' the use of personal staff laptops etc. to deliver remote learning could be detrimental to the quality of education offered. Therefore, staff may use their own devices, if they are willing to do so, and have no other alternative. In these circumstances they should take extra care to consider e-safety principles when delivering remote learning. Pupil data **must not** be saved to personal devices.
3. Staff **must** only use their work email to communicate with pupils and parents/carers. Under no circumstances should staff communicate with pupils or parents/carers using personal email addresses or social media accounts.
4. Staff should use the locally agreed software to deliver remote learning. In most WeST schools this will be the Microsoft 365 suite, but some will use the Google platform. In either case staff **must** use their school 'username' (typically their school email) not a personal account.
5. As far as possible telephone calls to support remote learning or pupil welfare should be made using school devices. WeST recognises that not all staff will have access to a school mobile 'phone and there will be occasions when contact with a pupil and/or parent/carer is necessary, e.g. safeguarding or welfare checks. Under such circumstances staff should take steps to hide their phone number/caller ID before making a call.
6. When delivering remote learning in which they will be visible staff should consider carefully the location they use, their dress and their device settings. For example, staff:
 - a. **must** dress appropriately in accordance with the Staff Code of Conduct;
 - b. should not deliver remote learning from bedrooms (if there is no alternative staff should discuss this with their Headteacher / DSL and a note of the decision made should be recorded);
 - c. choose a 'quiet' location in their house where it is unlikely that other household occupants can be seen/heard in the background;
 - d. brief other household occupants that they are delivering remote learning and that as such they should not be disturbed, except in an emergency;
 - e. should give due consideration to the background that will be visible if using a webcam and, where possible, use appropriate 'background effects' to mask details of their home location;
 - f. be careful if 'screen sharing' that no other, unsuitable content is visible elsewhere on the screen outside of the main window intended to be viewed;
7. In addition to the above if conducting 'live lessons' staff:
 - a. **Must** ensure that these are recorded, and that the recording is stored on an approved server (e.g. if using MS Teams the recording would be saved via MS Stream to a secure location within the school's Microsoft 'ecosystem');
 - b. Should explain to pupils how the lesson will be conducted and remind them to behave respectfully at all times (as if in school);
 - c. Should establish and maintain clear routines regarding participation from pupils. For example,
 - i. they should instruct them in the appropriate use of the 'mute/unmute' facility on the platform being used
 - ii. explain how question will be asked and answered
 - iii. consideration how functions such as 'chat', 'Q&A' and 'hands up' on platforms such as MS Teams and Google Meet will be used.

NB - WeST recognises that the wide variety of staff experience and learning scenarios means that it is not prudent to recommend a blanket approach to how staff/pupils use these software facilities. Staff should follow local guidance and seek clarification through their usual line management routes if they have queries.

Key Principles for Pupils

Individual schools should consider the most appropriate mechanism by which to ensure as far as possible pupils, and their parent/carers, are aware of and follow these principles. Schools should modify, as appropriate, the language in the statements below to take into account the age of pupils and those with SEND.

Pupils should:

1. only use school email addresses to contact staff;
2. only use their school 'usernames' to access any internet-based learning platforms being delivered by staff;
3. **not** share their username and/or password for internet platforms;
4. as far as possible, engage in remote learning in a shared space, such as a kitchen or living room. They should avoid using individual bedrooms.
5. dress appropriately, e.g. they should not wear pyjamas or 'revealing' clothes (a benchmark for this is what the school would normally allow on a non-uniform or 'Mufti' day);
6. sit against a neutral background and be mindful of what others might see behind them;
7. where possible, be taught the benefits of using appropriate 'background effects' to mask details of their home and be encouraged to use these;
8. if considered vulnerable, e.g. due to age or other circumstance, receive remote learning with a trusted adult in the vicinity;
9. behave as is if they were in a classroom at school, following the school's general behaviour expectations and specific instructions from the member of staff delivering the remote learning.