Remote Learning Policy

Version	V1
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Approved	Principal
Lead Reviewer	School Improvement Director
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Context

1.1 This policy should be read in conjunction with the Department for Education guidance to schools about the re-opening during the pandemic in the 2020-21 academic year and the measures that should be in place regarding coronavirus.

1.2 The Remote Education Support section of the DFE guidance can be found here: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res

1.3 Throughout lockdown in 2020, the Nigel Bowes Academy rapidly set up a system of using both traditional learning packs and online learning that was used to support pupils. This system continues to develop rapidly as the national context changes in response to the virus.

Aims of Remote Education Support at the Nigel Bowes Academy

2.1 The primary aim of the remote education support system at the Nigel Bowes Academy is to mitigate the impact of partial or full school closures that may occur in line with national guidance.

In operational terms, this means that in the event of partial or full closure, if staff are not being redeployed to cover other classes as part of a rota in the Tiered Response system, the normal school timetable operates fully online.

Teachers are expected to set work through Online platforms or by using paper-based resources. They must be available for pupils of the designated class to communicate with them during that period.

2.2 The policy also aims to offer a broad and encompassing system of remote learning that means pupils who have good ICT access or none can make progress in their learning.

2.3 This policy has been developed in line with the DFE guidance which states:

In developing these contingency plans, we expect schools to:

- *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*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach 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*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *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*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school.*

Occasions when Remote learning may be used

3.1 Remote Education should be offered whenever pupils are required to self-isolate.

Examples include but are not limited to:

- When a pupil has to self-isolate due to themselves or a member of their household having symptoms
- When a class, year group or larger group has to self-isolate due to Public Health England advice
- When the "Tiers of Response" system is in place in order to suppress local outbreaks and a rota system may be in place
- A bespoke arrangement in agreement with the Local Authority and parents for a limited period of time due to factors such as illness or unavoidable non-attendance at school.

3.2 Staff are expected to set work for all of the above instances. Senior and Middle Leaders will provide further guidance in each instance in order to ensure staff time is managed effectively and quality resources are shared.

3.3 Further guidance will be provided by the Principal if the "Tiered Response" system and an associated rota is used or if a confirmed case of Covid is detected in school.

The Components of the Remote Education Support System

4.1 The Nigel Bowes Academy Remote Education Support system includes the following components:

4.1.1 Microsoft Teams
This is the key technical system that underpins the Remote Education Support system. It should be used by all staff to receive daily briefings and to receive CPD.

4.1.2 Training will be provided throughout the year to pupils and staff in order to ensure all stakeholders can use the system effectively.

United Learning Trust Group will also assist with the MS Teams CPD programme.

4.1.3 Work packs (paper-based work)
For pupils who cannot access online learning, printed work packs will be provided. These will enable pupils to follow the planned curriculum.

Guidance will be provided at the point of partial / full school closures by the Senior Leadership Team about the operational elements of work pack collation.

4.1.4 Video streamed lessons
Live lessons are available via the following websites: https://classroom.thenational.academy/ and bbc.co.uk/teach/live/lessons. Teachers identify lessons which will enhance pupils' learning and will provide parents /carers with details of how to access individual lessons as appropriate.

4.1.5 Subject specific online learning resources
Core curriculum areas make use of subject specific online systems. Examples include (but not limited to): BBC Bitesize, Oxford Owl, Squeeble, TT Rockstars and Numbots

Subject leaders are responsible for ensuring that all pupils are set up in the correct and up to date teaching groups and that all staff have the necessary skills to use the online systems in order to effectively deliver appropriate remote education.

Reference to national digital material

Where relevant, teachers and subject leaders are encouraged to make use of the materials made available on national systems.

Appendix A: Process/Actions taken by NBA staff in the event of lockdown or isolation

NBA staff have canvassed (and regularly review) pupil and parent/carer voice to ensure that the remote education/home learning opportunities are the best they can be and are fit for purpose e.g. paper based or online.
Each class group has an Office 365 email account set up and managed by the class team. This will be the primary mode of communication in the event of lockdown or isolation (virtual and phone communication is used where appropriate).
Class teachers have prepared an introductory work letter to send to pupils via the class email as soon as isolation or lockdown is confirmed. The letter contains links/explanations for work that can be completed for the first two days of remote learning (an example of what is expected can be seen in Appendix B).
As soon as the lockdown or isolation begins teachers are available to answer questions and support with learning through the class group email. They may also be available by phone or virtually (where necessary).

Class teams will plan and prepare the rest of the work for lockdown or isolation to post/send by email as soon as reasonably possible. The learning format has been agreed with parent/carers in advance.

The learning provided will follow the sequence of the NBA curriculum and will be in line with the work that would have been expected if the pupils had been onsite at the time of lockdown/isolation.

Pupils are expected to complete the work and return it to school at the end of the isolation/lockdown period for assessment.

The work returned will support the teacher in planning the next stage in the learning sequence.

Appendix B: Expectation for learning letter sent when isolation/lockdown begins

Dear *class name/pupil name*

Edit an introduction to include the following information:

- Key attachment-aware "I'm thinking of you" statement
- Explanation that further learning will be coming their way (post/email)
- How they can contact you for support or to share their work e.g. class email address

In this table outline at least 6 core learning tasks (3 English/3 maths) they can complete whilst further work is being allocated and delivered to them. Task must be clearly explained and within their level of ability to allow them to complete with limited support.

Edit a closing paragraph including the following information:

- Further attachment-aware statement
- Expectations on completion of work and reiterate that support is available if needed