



**Remote Learning Policy**

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| Date of Last Approval/Revision  | June 2022 |
| Review interval (years)  |  |
| Approval/review body  | SLT  |
| Date of next review  |  |
| Public File location  | Staff Handbook  |

This policy gives guidance on the school’s policy and procedures for remote learning and should be read alongside Online Safety policy.

**Introduction**

At Bishopton, our approach to promoting high quality teaching and effective learning is an integral part of our whole school curriculum, underpinned by the aims of the school. It is based on clear values, high expectations and up to date research of effective teaching and learning strategies. We also recognise that it is the responsibility of all staff to provide high quality teaching and learning opportunities and a high quality, safe environment which will significantly positively influence the behaviour of our learners.

In the event of a school closure, Bishopton is committed to providing continuity of education to its learners and will do so through a process of remote (online learning). Remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy and able to work from home. This policy does not normally apply in the event of short-term school closures, e.g. because of inclement weather, or short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence, but are able to work at home, at least to some extent. This may apply in cases where Home Tuition has been agreed as part of a curriculum offer or exclusion from school. Bishopton may also implement remote learning if, following an infectious disease outbreak, learners are self-isolating at home, but are not suffering with related symptoms.

The school Remote Learning Lead is Rachel Watson

Member of the Governing Body representative is Lorna McLean.

**Remote learning in the event of extended school closure**

In the event of an extended school closure, the school will provide continuity of education in the following ways:

* Regular direct instruction from teachers (bespoke work packs sent out to pupils), with regular communication with parents, carers and learners to answer questions and clarify tasks.
* The setting of specific assignments that are submitted to teachers electronically and on which feedback is provided. Learners and teachers are expected to have access to the internet whilst at home and where this is not the case, Bishopton has the facility to sign out devices on loan which will allow pupils to access online materials. This will be reviewed on a case by case basis.

**Procedures for informing parents of remote learning**:

In the event of school closure and the resulting implementation of home learning, the following procedures will be followed in order to ensure communication with all parents and carers:

* Information regarding school closure and learning platforms to be utilised to initially be shared via Bishopton PRU website and Facebook page. Information will also be disseminated through Bishopton’s text service.
* Information and direct instruction will also be relayed by Bishopton staff through phone calls to parents and where staff are unable to make contact, door-step visits will take place.
* In the event of a remote learning being implemented as a result of an exclusion or alternative curriculum offer, tutor teams of the learner who is to be accessing remote learning to populate timetable. The tutor and/or attendance team will communicate with the parent/carer of the learner so that they are aware of the remote learning offer and the timetable is to be signed by the parent/carer and approved by a member of SLT. All alternative timetables to be reviewed on a case by case basis.

**Platforms used to ensure the continuity of education:**

The primary platforms Bishopton will use to ensure the continuity of education are:

* Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: <https://teams.microsoft.com>. Microsoft Teams are platforms that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in ‘real-time’. Learners will be provided with details sessions and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers’ questions (and ask them) via the conversation functionality in teams and meet.

Learners will be provided with a school email address to avoid any issues regarding

GDPR, there will be no expectation for parents/carers or learners to provide their own

email addresses for use.

* Century Learning: <https://www.century.tech/> . This is an online learning platform for secondary learners. Century adapts personal pathways contains micro-lessons called ‘nuggets’ designed to address gaps in knowledge, provide stretch and challenge and promote long-term memory retention.

<https://44k637hhd1a409naw3kppon1-wpengine.netdna-ssl.com/wpcontent/uploads/2019/12/CENTURY-curriculum-overview-Secondary.pdf>

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 learners and

teachers to participate in remote learning. Bishopton reserves the right to vary the

range of methods used to provide remote learning tasks, feedback and interaction,

based on the particular circumstances of any closure and based on our experience.

All Bishopton staff are required to attend external Century training held on Zoom. Staff to be signed off by R.Glew, E.Carr or R.Campbell when training is complete. Staff must inform one of staff members named above at earliest convenience if they are unable to complete this training so that alternative training arrangements can be made.

* Accelerated Reader is a programme which can be used to track, monitor and improve reading in school or at home. Accelerated Reader should be used as part of pupil entry assessments as well as regularly accessed in English lessons and tutor time. At Bishopton, teachers are encouraged to utilise Accelerated Reader Articles in their planning so that all pupils can access reading relevant to all curriculum subjects. In the event of an extended school closure, pupils would be given their Accelerated Reader username and password as well as instructions on how to access Accelerated Reader. This would allow pupils to quiz any set reading or any independent reading and subject staff to set article reading and quizzes as a remote learning task.

**Internet use in school and blended learning**

Blended learning is defined as a style of education in which students learn via electronic and online media, as well as through traditional, face to face teaching.

A number of studies carried out, have identified the educational benefits of appropriate internet use in schools such as:

* Access to worldwide educational resources including museums and galleries.
* Inclusion in the National Education Network which connects all UK schools.
* Educational and cultural exchanges between pupils and teachers worldwide.
* Access to revision resources.
* Access to learning wherever convenient.

Within the school community internet use is part of the statutory curriculum and is a necessary tool for learning and the school has a duty to provide pupils with quality internet access as part of their learning experience.

The platforms identified above (Century Learning, Accelerated Reader, Microsoft Teams) can be used in lessons in the following ways:

* As a diagnostic or assessment tool and a means of tracking pupil progress.
* Incorporated into a lesson to consolidate learning.
* To familiarise pupils and staff with the programmes so that they can be accessed remotely with ease.
* As a means of intervention using the suggested “nuggets” on Century Learning or reading practice on Accelerated Reader.
* Use of Teams to deliver home or 1:1 tuition sessions.

**Online Safety**

As outlined in Bishopton’s online safety policy, it is a necessary part of the school’s delivery plan to support children and young people to evaluate the quality of information they receive via online media and to develop critical skills and digital literacy. In schools:

* Pupils will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
* Pupils will use age appropriate tools to research internet content.

The evaluation of online materials is part of teaching and learning in every subject and viewed as a whole-school requirement across the curriculum.

The teaching of online safety focusses on helping children to recognise inappropriate content, conduct, contact and commercialism and helps them learn how to respond or react properly. Pupils are aware of the impact of the above and know how to seek advice or help if they experience problems when using the internet and related technologies, i.e. parent/carer, teacher/trusted staff member, or an organisation such as Childline/CEOP report abuse button.

At Bishopton, the following steps are taken to manage information systems:

* Virus protection update regularly.
* The security of the school information systems and users will be reviewed regularly.
* Personal data sent over the internet or taken offsite will be encrypted.
* Portable media may not be used without specific permission followed by an anti-virus/malware scan.
* Unapproved software will not be allowed in work areas or attached to an email.
* Files held on the school’s network will be regularly checked.
* Use of user logins and passwords to access the school network will be enforced.
* Emails are an essential means of communication for both staff and pupils and the following applies to Bishopton and the Remote Learning Policy:
* Pupils may only use approved email accounts for school purposes.
* Staff will only use official school provided email accounts to communicate with pupils and parents/carers.
* Staff will password protect all personal data.

With regards to Remote Learning Platforms:

Any data inputted will be protected in line with GDPR regulations.

Staff must not share or publish diagnostic information or data relating to a pupil (eg, Reading Ages on Accelerated Reader) and must anonymise this information when using it to inform an analysis. Staff may discuss pupil data with said pupil in relation to Teaching and Learning and use it to inform their Teaching and Learning practice in line with assessment data for purposes of differentiation and intervention.

**Assessment**

In line with teacher standards and high expectations at Bishopton, providing timely and helpful feedback is an integral part of effective teaching and learning. Teachers will still be expected to provide regular feedback to learners on pieces of work completed on remote learning platforms. 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.

Due to the nature of remote learning, feedback give by teachers may not be typical of that they would give in an exercise book. Teachers must ensure that when they set work, it is designed in such a way that meaningful feedback may be provided and learners needs may be met in line with curriculum and Bishopton expectations.

Possible methods may include:

* Providing whole class feedback rather than feedback on individual pieces of work.
* Using the “comments” function on online documents or Microsoft Teams.
* Sending direct message to learners with specific feedback/targets.
* Verbal feedback during welfare or pastoral calls made in the event of a school closure.

**Expectations of Learners**

At Bishopton, we have high expectations of all learners, which are upheld through quality teaching and learning, regular feedback as well as through positive relationships.

If a learner is healthy and well enough to work, they will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication on a regular basis.

If learners of parents have questions about the nature of specific tasks set, or about information communicated via any of the platforms outlined above, these should be directed towards the relevant subject or pastoral area.

Teachers must work on the assumption that learners 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 learners to take the required equipment home. Teachers must also ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Online PDF documents and textbooks may also be utilised.

While Bishopton expects parents to have internet access at home and access to remote learning resources, access difficulties will be considered and catered for on an individual basis as communicated by tutor or pastoral teams. When parents and carers are informed of the implementation of remote learning, prior to and during school closure, tutor or pastoral teams must ensure that communication is made with parents so that relevant staff are aware of any difficulties such as lack or devices or internet connection.

**Expectations of Teachers**

Teachers should ensure they have effective internet and phone connectivity at home. If this is not available for any reason, teachers can request a school device.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies which will still be applied in the event of remote learning.

All teachers are responsible for providing frequent, relevant tasks and assessments within their subject areas. All teachers should pay due care to the nature of the tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Furthermore, teachers should provide feedback in a meaningful and timely manner.

Teachers should utilise the data provided by Century Learning and monitor the “pathways” and “nuggets” assigned by Century to each learner to ensure that it meets the needs of the learner and that the work completed by the learner is in line with subject expectations and the prior attainment of the learner. Teachers should use the diagnostic tools available on Century to identify any gaps in attainment and can use Century to assign consolidatory, intervention or challenge tasks to learners as needed. Century also has the facility to upload lessons, resources, live sessions and recordings and this should be utilised by teachers to ensure a rich and varied curriculum.

Teachers should ensure that work is differentiated as required for all learners when setting online tasks, as would be the expectation when planning and delivering lessons in school.

In the event of a teacher being unwell during a period of remote learning, they should refer to the Staff Absence Policy and report absence using the procedures already in place.

Teachers should be able to contact parents if needed and can do so using a school device or, if phoning from a personal device, dialling 141 before the number to ensure personal numbers are kept anonymous.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.

Unless there are extenuating circumstances, Bishopton staff will be expected the be contactable remotely and in contact with colleagues and learners as well as parents and carers. Teachers should also ensure their communication with learners does not encourage unhelpful work habits. All communication with learners should take place during usual school hours. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels and not through personal accounts or other websites. Please refer to Bishopton’s Online Safety Policy for additional guidance.

**Use of remote learning platforms in school**

To ensure Bishopton staff and pupils are familiar with remote learning platforms and how to access them independently to their full potential, Teachers should include Century Learning and Accelerated Reader in their planning where possible and facilitate their use during in school learning. The following are examples of blended learning opportunities:

* Use of Century Learning “nuggets” for targeted intervention.
* Use of Century Learning to set revision or home learning tasks.
* Use of Century learning to consolidate knowledge of a subject area through subject specific tasks or related “nuggets”.
* Use of Accelerated Reader to facilitate in class reading. AR articles can be used by each subject area to promote reading across the curriculum.
* Accelerated Reader to be used as part of new pupil entry assessment and induction.

**Safeguarding and** **pastoral care during a school closure**

In the event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents or carers. However, Tutors and Teaching Assistants, under the guidance of the Senior Leadership Team, should check in regularly to monitor both academic progress and general wellbeing. Those who make contact with pupils, parents and carers should log their correspondence on CPOMS and pass on feedback to Senior Leadership, Safeguarding and Attendance teams, particularly if there are any concerns or lack of communication.

Pupils, Teachers, parents and carers are reminded that the school’s Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers, even in the event of school closures.

**Roles and Responsibilities:**

Responsibility for offering good quality remote learning lies with the whole school community.

Key roles and responsibilities include:

* The Governing Body in defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application.
* The Co-Headteachers in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of both the remote learning and performance management of staff.
* Teacher with responsibility for Remote Learning in ensuring that remote learning is delivered effectively throughout the school.
* Teachers and support staff in embedding remote learning in all curriculum areas.
* Pupils in ensuring that they engage fully with all aspects of remote learning.

**Monitoring and Evaluation:**

The teacher with responsibility for Remote learning, and SLT, will regularly review and report on the provision for remote learning throughout the school, via the SEF calendar, by monitoring and analysing planning and teaching and learning; completing scrutinies of work; observing lessons; speaking to learners and analysing pupil and parent feedback; regular discussions with staff and governors.

**UNICEF – UNCRC**

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

Articles directly relating to this policy are:

Article 2 (Non-discrimination)

Article 12 (Respect the views of the child)

Article 13 (Freedom of expression)

Article 17 (Access to information from the media)

Article 28 (Right to education)

Article 29 (Goals of education)

Article 31 (Leisure, play and culture)

**Appendix A – Remote Learning Agreement**

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**Bishopton PRU Pupil Remote Learning Agreement**

* I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
* I will only use my school e-mail address for school related things.
* I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
* I will not try to bypass the internet filtering system.
* I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
* I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
* I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
* I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
* I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community.
* I will respect the privacy and ownership of others’ work, online, at all times.
* I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
* I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer will be contacted.

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| Pupil Name: | Signed Pupil: |
| Parent/Carer Name: | Signed Parent/Carer: |
| Staff Member Name:  | Signed Staff Member: |
| Date:  |  |

**Appendix B – Acceptable Usage Agreement for Pupils******

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| **A picture containing letter  Description automatically generatedINTERNET ACCESS** |
| Date: |  |
| Name of Young Person: |  |
| Parent/Carer: |  |
| Year Group: |  |

I hereby give permission for………………………………to access the Internet with the permission of the teacher in charge.

I understand and agree with Bishopton’s acceptable use of ICT policy for use of this equipment, and I am aware that inappropriate use of the internet by my child will be dealt with in conjunction with the student user protocol.

Parent/Carer Signature:………………………………………………………………

Date:……………………………………………………………………………………

As a user of the Internet at the Centre, I agree to comply with the Centre rules on its use. I will use the network in a responsible way and observe all the restrictions explained to me by staff. I realise that any contravention of the rules may result in sanctions being applied and will, in serious cases, result in a disciplinary procedure. If I break any of these rules then my use of ICT in the Centre may be limited or completely stopped. My activities may also be reported to other people.

Pupil Signature:……………………………………………………………………….

Date:……………………………………………………………………………………

**For further information regarding acceptable ICT use, please see Bishopton’s Online Safety Policy.**

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**Appendix C – Acceptable Usage Agreement for Staff**

**ACCEPTABLE INTERNET USE - STATEMENT FOR ALL SCHOOL STAFF**

The computer system is owned by the school and is made available to pupils to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school has an Internet Access Policy drawn up to protect all parties – the pupils, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system, or to monitor any Internet sites visited.

* Access should only be made via an authorised account and password, which should not be made available to any other person.
* The security of the ICT system must not be compromised, whether owned by the school, Stockton Borough Council, or any other organisation.
* All Internet use should be appropriate to staff professional activity or to students’ education.
	+ - * Sites and materials accessed must be appropriate to work in school. Users will recognise materials that are inappropriate and should expect to have their access removed.
* Users are responsible for all e-mails sent and for contacts made that may result in e-mail being received.
* The same professional levels of language and content should be applied as for letters or other media, particularly as e-mail is often forwarded.
* Posting anonymous messages and forwarding chain letters is forbidden.
* Copyright of materials and intellectual property rights must be respected.
* The school’s ICT system may be used for private purposes, but following guidelines established by the school.
* Use for personal gain, gambling, political purposes or advertising is forbidden.
* Closed discussion groups can be useful, but the use of public chat rooms is not allowed.

Teachers are reminded that they should not deliberately seek out inappropriate or offensive materials on the Internet and that they are subject to the LEA’s recommended disciplinary procedures for teaching and non-teaching staff should they do so.

Staff should sign a copy of this Acceptable Internet Use Statement and return it to the Co-Headteachers.

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| Name: |  | Post: |  |
| Signature: |  | Date: |  |
| Approved: |  | Date: |  |