



# Heworth Grange



**Policy Name: Remote Learning**

**Policy Date: September 2020**

# Heworth Grange

## Policy Document

# Policy: Remote Learning

### 1. Rationale

In line with schools both locally and nationally, all current DfE guidelines and the policies of the Consilium Academy Trust, this policy is designed to address as far as is reasonably possible the detrimental effect on children's learning and cognitive development as a result of restrictions due to the Covid-19 Pandemic. It is not designed to address the impact of a short-term school closure due to unforeseen circumstances such as inclement weather, although similar remote learning measures may be put in place in such circumstances, if appropriate. The policy has been amended to incorporate the new Government legislation: THE CORONAVIRUS ACT 2020 Provision of Remote Education (England) Temporary Continuity Direction 21<sup>st</sup> October 2020

### 2. Aims

This policy is designed to give an overview of the variety of approaches that the school will take, whilst always maintaining a flexible and tailored response to local and national guidelines and circumstances. The policy is designed to ensure the following:

1. That all students, particularly disadvantaged students, have access to 'high quality remote education resources' and to provide learning that mirrors that which they would receive were they in school.
2. That access is provided to "online tools that will be consistently used across the school in order to allow interaction, assessment and feedback" and make sure staff are trained to use them.
3. That printed resources, such as textbooks and workbooks, are provided for pupils who do not have suitable online access.
4. That regular contact will be provided by school staff and often the teacher
5. That a programme is delivered that is the equivalent length to the core teaching that pupils would receive in school if they were attending as normal.
6. That it is ambitious for SEND students and provides the necessary adult support to access remote education

7. That a curriculum sequence is provided that allows access to “high-quality online and offline resources and teaching videos”, linked to the school’s curriculum expectations.
8. A system is in place that allows teachers to know how well pupils are progressing through the curriculum, using questions and also setting "a clear expectation on how regularly teachers will check work".
9. That learning is “delivered by a teacher in the school or through high-quality curriculum resources or videos”.
10. That when teaching children who are self-isolating or unable to attend, teachers and schools provide frequent, clear explanations of all new content being covered.

### **3. Definitions**

In accordance with the DfE’s guidance (August 2020) this policy sets out the schools remote learning policy within 4 distinct categories or ‘tiers’. These tiers are classified as school tiers and are not comparable with the current (October 2020) Government classifications for local lockdown restrictions.

**School Tier 1:** The majority of students are attending school full time with a minority of students self-isolating. Most staff are present, with no capacity issues

**School Tier 2:** Significant numbers of students required to self-isolate or entire cohorts (e.g. entire classes or year groups) being sent home. Alternatively, or in addition to, significant numbers of staff self-isolating leading to serious capacity issues

**School tier 3:** Most students studying from home due to self-isolation or critical issues with staffing capacity

**School tier 4:** A full lockdown-imposed on schools locally or nationally and closure to all students except identified students, particularly those classed as vulnerable

The school’s policy is set out below in accordance with the terms as defined above, these are subject to change according to DfE, Consilium Academy Trust or Government guidelines

### **4. The policy**

1. All students will have access to high quality remote education resources. These resources will be differentiated for SEND students and take account of the specific needs of DA students.
2. Under the provision of Government Coronavirus funding, the school has been allocated a limited supply of laptops. The criteria by which laptops funded by the Government scheme are distributed to students will be communicated to those eligible under said scheme.
3. The school will take a consistent 4 -step approach to remote learning through all of the Tiers with the necessary modifications, as indicated in the table, for the scale of delivery – Instant Access, Web Access, Direct Access and Alternative Access.

**HEWORTH GRANGE REMOTE LEARNING POLICY: TIERED RESPONSE**

SCHOOL TIER	REMOTE LEARNING PROVISION	MONITORING AND QUALITY ASSURANCE	COMMUNICATION AND SAFEGUARDING
<p>School Tier 1: <u>'INDIVIDUAL PROVISION'</u></p>	<p><b>Instant access</b></p> <ol style="list-style-type: none"> <li>1. Individual students will have access to lessons on Class Charts This is a recognised online software tool embedded within the school curriculum and schemes of work</li> <li>2. Lessons are uploaded by staff daily and allow interaction, assessment and feedback. All staff are trained to use Class Charts. The programme of lessons on Class Charts is sequenced, equivalent in length to the core teaching that pupils would receive in school and linked to the school's curriculum expectations</li> <li>3. This online tool allows teachers to check on progress and assess. Any new content being covered is clearly explained and two-way communication allows teachers to know how well pupils are progressing</li> </ol> <p><b>Web Access</b></p> <ul style="list-style-type: none"> <li>• Contingency arrangements are also in place via the school website, where learning materials and high-quality curriculum resources and videos are immediately available e.g. via Oak National Academy</li> </ul>	<ol style="list-style-type: none"> <li>1. QA of the work set will be the responsibility of the HoDs; QA of the work submitted will be the T&amp;L lead</li> <li>2. Specific expectations will be communicated to all students with regards the submission of work. These will be set in terms of dates and times</li> <li>3. Teachers will be provided with specific guidelines on expectations for checking and assessing work</li> <li>4. Attendance and engagement at lessons and will be checked daily through a class charts audit. Students not attending lessons will be contacted directly by staff and offered any necessary support</li> <li>5. The attendance team will support all 'online access' audits and provide support if issues have arisen</li> </ol>	<ol style="list-style-type: none"> <li>1. All students will be contacted daily</li> <li>2. Contact will take the form of a welfare check</li> <li>3. Students will be contacted directly to resolve any issues with regards to accessing online learning</li> <li>4. Students will be contacted directly to provide help and guidance with learning; this contact may be via a variety of mediums: Class Charts, text, phone, email, website, letter.</li> <li>5. Online guides are embedded to assist students/carers and parents with the technology</li> <li>6. All PP students will receive weekly contact to ensure that FSM provision continues through the period of remote learning</li> <li>7. Pastoral, safeguarding and mental health staff will be designated any individuals requiring support</li> </ol>

	<p><b>Direct Access</b></p> <ol style="list-style-type: none"> <li>1. Where circumstances allow, learning is delivered by a teacher in the school so that wherever possible self-isolating students will have direct contact with a teacher</li> <li>2. Learning in such circumstances will be via a Power point presentation, a pre-recorded lesson or, in certain case, a live lesson</li> <li>3. These lessons may be provided or delivered by school staff or Consilium Academy Trust staff</li> </ol> <p><b>Alternative Access</b></p> <ol style="list-style-type: none"> <li>1. This will always be made available in the form of textbooks and workbooks where possible, or school booklets/handouts for students who do not have online access</li> <li>2. This will be tailored to the specific needs of DA students</li> <li>3. Where possible e.g. through the provision of ICT hardware and software for DA students, the school will always try to help prioritise online access</li> </ol>		
<p>School Tier 2: <u>'COHORT PROVISION'</u></p>	<p><b>Instant Access</b></p> <p>All aspects of School Tier 1 will be in effect.</p> <p>In addition</p>	<p>All aspects of School Tier 1 will be in effect.</p> <p>In addition,</p> <ul style="list-style-type: none"> <li>• a Remote Learning lead will be assigned the responsibility of ensuring the Remote</li> </ul>	<p>All aspects of School Tier 1 will be in effect.</p> <p>In addition,</p> <ol style="list-style-type: none"> <li>1. The duties of the Attendance and Safeguarding Teams will be divided as appropriate</li> </ol>

	<ol style="list-style-type: none"> <li>1. Class Charts is now the main method for remote learning</li> <li>2. Departments follow the contingency planning in place for the uploading and assessment of Class Charts Remote Learning</li> </ol> <p><b>Web Access</b></p> <ol style="list-style-type: none"> <li>1. Web based contingency arrangements remain in place for those unable to access Class Charts</li> <li>2. The Remote Learning section of the School website is the main vehicle for information dissemination, is monitored on a daily basis and updated as necessary</li> </ol> <p><b>Direct Access</b></p> <p>All aspects of School Tier 1 will be in effect. In addition</p> <ul style="list-style-type: none"> <li>• Where circumstances allow, learning is delivered by a teacher in the school to larger cohorts of students; This could be multiple classes, year groups or the whole school so they will have direct contact with a teacher</li> </ul> <p><b>Alternative Access</b></p> <p>All aspects of School Tier 1 will be in effect.</p>	<p>Learning Curriculum is being followed.</p>	<p>between the students who are Remote Learning and those in school;</p> <ol style="list-style-type: none"> <li>2. Support staff which will include HoYs, AHoYs, KS Coordinators, TAs, EAL Coordinator, Safeguarding and Attendance teams, will be designated specific Remote Learning duties</li> <li>3. The Departmental Remote Learning lead has the responsibility of liaising with these teams</li> <li>4. Designated admin staff to ensure consistent provision of Curriculum related paper based resources.</li> </ol>
<p>SCHOOL TIER 3: <u>'WHOLE SCHOOL PROVISION'</u></p>	<p>All aspects of Remote Learning School Tier 2 will be in effect.</p> <p>In addition,</p> <ol style="list-style-type: none"> <li>1. The school will differentiate between Tier 2 and Tier 3 on the basis of the number of students who are Remote Learning.</li> </ol>		

	<ol style="list-style-type: none"> <li>2. Dependent upon a daily or weekly assessment the numbers in each of the teams outlined in Tier 2 will be increased or decreased according to needs. This change will also take account of the need to increase parental communication, provision of FSM entitlements and technical support for those Remote Learning.</li> <li>3. In School Tier 3 the school will liaise with Consilium Academy Trust on all aspects of the operation of the contingency plan. Where necessary, to ensure that Remote Learning is of the highest quality, additional resources will be requested from the Academy Trust. Vulnerable students or children of key workers in specific year groups will be able to work in school.</li> <li>4. In the event of cohorts of students needing to be sent home due to staffing capacity the school will remain open for vulnerable (including SEND) students and/or children of key workers.</li> </ol>
<p>SCHOOL TIER 4: <u>‘WHOLE SCHOOL PROVISION’</u></p>	<p>All aspects of Remote Learning School Tiers 1, 2 and 3 will be in effect.</p> <p>In addition,</p> <ol style="list-style-type: none"> <li>1. In the event of a full lockdown the whole school lockdown contingency plan becomes operative. All operations will be carried out with full regard to the Consilium Trust Risk Assessment documentation.</li> <li>2. All aspects of School Tiers 1, 2 and 3 will be carried out as set out by the following teams and a rota will ensure that members of those teams are always in school overseeing the whole school contingency plan, including the Remote Learning Policy. These teams will comprise: <ul style="list-style-type: none"> <li>• Teaching &amp; Learning</li> <li>• Pastoral Team</li> <li>• SEND Team</li> <li>• Support staff including EAL</li> <li>• Safeguarding Team</li> <li>• Admin Team</li> <li>• SLT</li> <li>• Mental Health and Counselling Services</li> <li>• Technical Support</li> </ul> </li> <li>3. All of the Teaching Staff working from home will be issued with clear instructions and expectations for the setting, uploading and submission of online learning, in accordance with this policy. Similar expectations will be issued for the submission of paper-based materials.</li> <li>4. The Pastoral Team assumes the responsibility of communication with students on a daily basis, liaising with Attendance and Safeguarding at all times. Specific provision will be made for this for staff working from home.</li> <li>5. A designated member of the safeguarding team will ensure that the uninterrupted provision of FSM remains through any lockdown period.</li> <li>6. A designated member of the admin team will ensure that the uninterrupted provision of paper-based resources remains through any lockdown period.</li> <li>7. In any lockdown situation announced by the Government, this policy assumes that the school will remain open for vulnerable (including SEND) students and/or children of key workers. In this scenario the school will ensure that: <ol style="list-style-type: none"> <li>a. A broad and balanced curriculum is provided by staff in school</li> <li>b. Students attending school will continue to follow a sequential learning programme</li> <li>c. Students who are learning remotely and students attending school will follow the same curriculum as far as possible.</li> <li>d. All necessary safeguarding, pastoral and support provision (including FSM) will be available for students attending school.</li> </ol> </li> </ol>

## **5. Related Documents**

This policy document should be read in conjunction with the following documents

1. Heworth Grange Contingency Plan October 2020 (subject to amendment following the Government announcement October 22nd 2020)
2. DfE Guidelines September 2020 (updated October 2020)
3. [Consilium Academy Trust risk Assessment Policy September 2020](#)
4. [Heworth Grange Safeguarding Policy](#)
5. [Heworth Grange SEND Policy](#)
6. Heworth Grange Teaching and Learning Policy
7. [Heworth Grange IT Acceptable Use Policy](#)

**REVIEWED BY:** Mrs C Froom AHT

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