

TITLE: Remote Learning Procedure UTCO	REF: GOV120.1	VERSION: Version 2
APPROVAL BODY: Principal	DATE: 01/09/2020	REVIEW DATE: 07/01/2021
LEAD PERSON: School Manager		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. Version 1 2. Version 2 – 07/01/2021	Principal Principal	New procedure

## Remote Learning Procedure – UTC Oxfordshire

Our mission is “to deliver excellence in education and to transform lives through learning”, bringing to life our core values of empowerment, enterprise, connectedness and transformation. We work hard to ignite confidence, expand opportunities, energise the community and generate prosperity.

These values are further supported by [our learning philosophy](#), rooted in the dynamics between the brain, motivation and our emotions.

### Statement

This procedure sets out expectations regarding remote learning

### Principles

- We believe that every learning is important and may have needs that require teaching and learning environment and resources reasonable adaptation.
- The most impact in learning happens when learners know why, how etc therefore we seek to provide learning through practical experience etc.
- As an organisation we seek opportunities to embed learning and make knowledge and skills relevant to the learning.

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## Aims

This remote learning procedure aims to:

- Give clarity on plans and expectations for continued learning in the case of full or partial closure
- Ensure consistency in the approach to remote learning for students who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## Introduction

UTC Oxfordshire has reopened face to face for all students in September 2020 following school closure due to the global pandemic. However, we are required to put plans in place in case of a local or national lockdown arrangement or a breakout of COVID-19 within the school community. The aim of this procedure is to consider the practical implementation of blended learning across a number of eventualities in order to ensure students, teachers, parents and other stakeholders are clear about expectations and responsibilities.

This procedure draws on recommendations made in the NASWT report on blended learning <https://www.naswt.org.uk/advice/in-the-classroom/remote-and-blended-learning.html>

The government guidelines to secondary schools on planning for tier 2 local restrictions <https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-localrestrictions/how-schools-can-plan-for-tier-2-local-restrictions>

The Education Endowment Foundation (EEF) research evidence on supporting students to learn remotely <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

## Research Evidence

There is an emerging body of research into “blended learning”, a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. This new approach to teaching and learning has grown exponentially due to widespread school closure. The evidence of what works is clear and strengthening. The EEF have identified the following key areas to consider for successful blended learning provision.

- i. Teaching quality is more important than how teaching is delivered providing that the established principles for introducing new knowledge are adhered to (explanation, scaffolding, feedback) then there is no difference between the effectiveness of real time remote lessons or pre-recorded material. What matters most is that each learning sequence builds on prior understanding.
- ii. Ensuring access to technology is key, particularly amongst disadvantaged students, lack of access to appropriate technology is a barrier to effective participation in remote learning. We need to be aware of students who may have less access than others and require extra provision/support.
- iii. Peer interaction provides motivation and improves learning outcomes peer marking, modelling and sharing of work, as well as live discussion and the use of shared forum functions for collaborative learning are all useful strategies to motivate and help progress whilst engaging learners.

iv. Supporting students to work independently can improve learning outcomes using metacognitive approaches to encourage reflection and promote deliberate practice helps learners engage more effectively but also reminds them of key learning and thinking skills.

v. Different approaches to remote learning suit different types of content and students. Teachers will be supported to reflect on different approaches to remote learning and what will be most effective to deliver their subject content through ongoing CPD and coaching.

## Defining Remote Provision

We recognise that personal contact with our students is key to maintaining motivation and engagement, as well as sustaining fruitful relationships, both teacher/student, peer to peer and with parents/carers.

We also recognise that when providing remote learning variety is key. The research is clear that students should be facilitated to engage in a variety of remote learning activities, including direct instruction, real time lessons, recorded sequences, quizzes, formal assessments, discussion forums, break out rooms and online material.

We also consider ongoing pastoral support to be central to ensuring our students remain linked to the UTC Oxfordshire community. This occurs through a variety of contact with Tutors/Heads of Year and online assemblies

The government has specified minimum expectations for remote provision;

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching students would receive in school
- 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
- gauge how well students 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 students' understanding

<https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-localrestrictions/how-schools-can-plan-for-tier-2-local-restrictions>

## Specific approaches for different scenarios where blended learning may be required

### **A. Teacher absence due to self or family isolation whilst awaiting a COVID-19 test result**

Staff member will be expected to set work via the normal staff absence procedure providing they are well and not caring for a dependant within the household who is unwell. COVID return to work procedures to be followed. As circumstances dictate and if the teacher remains well, then they

should continue to set work via cover, and, in negotiation with the teacher, provision will be put in place for them to deliver lessons online to their classes. If they are a tutor they will be expected to check in online with their tutor group. They will continue to assess work online. This will take immediate effect after the teacher goes into isolation and will continue for the duration of the time they are physically absent from school, providing they are well. If they are unwell and unable to work, cover would be set by their Head of Department (HOD).

**B. Student absence due to self or family isolation whilst awaiting a COVID-19 test result**

Parents must inform the school via the [attendance@utcoxfordshire.org.uk](mailto:attendance@utcoxfordshire.org.uk) mailbox that COVID-19 symptoms are the reason for their absence and follow NHS111 guidance as to who needs isolate and book a test. Teachers will initially be asked to set work via e-mail as with any other absence. Parents should notify [attendance@utcoxfordshire.org.uk](mailto:attendance@utcoxfordshire.org.uk) of results and follow advice from the school about when they may return to onsite learning. Whilst the household is in quarantine the student will be set work via e-mail as for any other absence and receive feedback from their teachers on what they have submitted; however they will also have a weekly catch up (either via Teams or a phone call) with their tutor and/ or Head of Year (HOY). Students who are unwell need to focus on getting better and the School will help them to catch on any work they have missed when they return fit and well. However, students who are absent for Covid-related issues, and are well enough, will be able to access work they miss via one note once staff have had the opportunity to upload this at the end of their working day.

**C. Long term student absence due to shielding or COVID related concerns regarding either themselves or a member of their family.**

In this eventuality provision will be negotiated on a case by case basis, but will include an individual timetable, remote work set via e-mail, and weekly catch ups with tutors and subject teachers

**D. Track and trace case within a bubble If a bubble is required to isolate then their timetable will be delivered online in the same model as during full lockdown.**

Teachers will send out teams meeting requests via email and students will log in. This could (as per EEF research) take a number of formats, real time, pre-recorded, assessments etc. Students will receive feedback via one note. Teachers will expect to deliver lessons according to their school timetable

**E. Track and trace case involving several members of staff**

If a large number of staff are required to isolate at one time the school may need to move to remote or online learning for all year groups. During isolation staff not in school will provide online learning for their classes following the school timetable (if they remain well). There will also continue to be pastoral check-ins.

#### **F. Local lockdown**

All vulnerable students and students of critical workers will continue to be taught in on site. A weekly rota will be put place with the emphasis on keeping year group bubbles separate. All students will be taught in school following their normal timetable. Independent work set by teachers will be through One note.

#### **G. Whole School Closure**

The school will revert to full online learning using Microsoft TEAMS and student Chromebooks, following the whole school timetable. Lessons online will be 40 mins maximum for each timetabled hour with remote learning tasks to be set for completion independently in the remaining lesson time. Students will register for tutor time daily at 8.40 online.

#### **H. Attendance**

Students are expected to engage in all of their lessons and registration to each lesson will be by the class teacher through Cloud School. Lesson attendance is monitored through communication with attendance officer. Teachers and Heads of Year communicate home any non-attendance to lessons daily.

#### **I. Students unable to access online learning**

Any students not able to access online learning due to SEND, vulnerability or being a student of key worker families are required to join the onsite 'bubble' for their year group and will be supervised onsite to access the lessons with their teacher.

#### **J. Assessment**

Assessment for learning takes place throughout the online lessons and verbal feedback given. Tasks set remotely are marked and assessed as a start point for the beginning of the subsequent lesson. Progress is monitored through testing and the use of OneNote to submit work

### [Links with other policies](#)

This procedure is linked to our:

- Behaviour policy
- Behaviour policy coronavirus addendum
- Child protection
- Child protection policy coronavirus addendum
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Remote learning policy
- Staff standards of conduct policy