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Remote Learning Procedure – Theale Green School

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

Remote education provision at Theale Green School: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

This is the link to our initial communication to all parents about remote education:

<https://www.thealegreen.w-berks.sch.uk/wp-content/uploads/2021/01/Remote-Learning-Plan-5th-Jan-2021.pdf>

The remote curriculum: what is taught to students at home

A student’s first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of students being sent home?

In the first week there will be a staggered start to remote learning. This is to enable a transition period, support with VEK (Vulnerable, EHCP or Keyworker children) bubbles and new technologies.

First day – live lessons on TEAMS or ZOOM for Year 11 and Year 13 – immediate exam years. All other year groups will have lessons that are uploaded onto SMHW. These may be pre-recorded or resource based.

Second Week – Live lessons for all exam year classes – Year 10 upwards. Introduction of some live learning lessons for Key Stage 3.

Third Week – As the second week but with all key stage 3 subjects having at least one live style lessons once per fortnight in the curriculum cycle.

Timetable will be structured so that all lessons occur at the same time for each year group. There is no need to have split times as students are not in school bubbles. VEK students can access all the lessons in the school ICT rooms.

All students will have access to tutor time activities; these will run for 15 mins every day. Tutor time will be a variety of pre-record assemblies, live 'drop ins' with tutor, house competitions, PE challenges and quizzes run through SMHW and independent reflection tasks.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school. The timetable will be followed with 5 lessons per day, without period 5 on alternate days from w/c 25th Jan; this lessons will be designated as enrichment to support family and staff well-being – a variety of options will be available for all students from cooking to physical activity to competition and challenges, or continued study for those who prefer.

However, we have needed to make some adaptations in some subjects. For example, practical based subjects such as PE, Music and Drama, will offer a different style of learning – often with access to menu activities. Pre-recorded and access to external resources may be used to support here.

Lessons should last one hour, and we ask parents to not allow students to extend past that one hour. This will support the curriculum and enable a more structured approach.

In certain situations, and if a lockdown was for an undefined length of time, there maybe a need to alter the curriculum timetable and follow a remote learning timetable. There is currently no significant change to be made.

Please remember that the KS3 Curriculum by subject, year and term can be found here: <https://www.thealegreen.w-berks.sch.uk/academic/curriculum/>

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Guidance given to schools suggests a minimum of 4 hours work for secondary schools. Remote sessions will aim to have one hour of work per lesson per day set for students, but it is important that students aim to stick to the timetable to provide a flow and consistency to their day.	
Secondary school-aged students not working towards formal qualifications this year (Year 7 to Year 9)	5 hours per day, following the normal school timetable. 1 hour per lesson. Live lessons introduced on a rolling programme from mid-January will be have a live element for example, introduction, additional support or feedback, with additional independent work set. Tutor activity will be 15 minutes in the morning.
Secondary school-aged students working towards formal qualifications (Year 10 to Year 13)	5 hours per day, following the normal school timetable. 1 hour per lesson. Live lesson will be 40 minutes, with additional independent work set. Tutor activity will be 15 minutes in the morning, although similar, but not identical, models may be used to best suit the learning. KS3 may not have live lessons for every lesson.

Every student will continue to follow their curriculum timetable, with a slight adjustment to the timings for the day. This is to enable all students to have a similar timetable as we no longer need to have separate times for separate Covid-19 bubbles. There may be times when students cannot access a lesson at that particular time, but all live lessons will be recorded and can be accessed at different times. However, where possible, we would like students to try to join live lessons and complete work in the given time. We also will look to continually adapt and refine, taking on board feedback from parents, students and staff and considering the well-being of our whole community. We consider the need for regular movement breaks, screen breaks and “headspace” in our planning and will provide flexibility of approach as our community continues on this journey. From Monday 25th January, period 5 on alternate days will be replaced with enrichment such as cooking at home, house competitions, departmental competitions, personal development, physical activity, or catch up study time. Initial trials have demonstrated positive engagement, including that of the more disengaged. This is to allow development of a larger number of live lessons at KS3 following parent feedback and the motivational needs of younger students; it is also to tackle the health and well-being issues raised for both staff and students of excessive screentime, poor posture and sedentary behaviour. Staff are encouraged to use this time to be active, before returning to planning and preparation.

Accessing remote education

How will my child access any online remote education you are providing?

We will continue to utilise the very successful platform of Show My Homework. Your child can access this, as usual, using their school email address and password by clicking “sign in with Office 365”. All remote home learning, live lesson links and resources will be set, by 8am, through the Show my Homework application and be in the following format:

Subject – Class Code – Date – Period

For example, Geography – 10A/GG1 – 06/01 – Period 2

They will be clearly set as Classwork and the due date will match the date of the lesson. Other sites used may include MS Streams and Class Notebook – accessed using the school email and password.

Live lessons will use MS TEAMS and ZOOM. Non-attenders can watch at a later date due to the record function.

Students may be asked to record their work on their Microsoft Class Notebook or submit via Show My Homework upload.

Subject departments may also make use of external resources including, but not limited to, Oak Academy Trust, BBC, MyMaths, Kerboodle, SENECA and ALET You Tube.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

Communication has been shared with parents and carers through letters and bulletin about how to gain access to ICT provision. The school has already shared numerous devices through local businesses, charitable donations, the DfE loan programme and personal donations. We have access to laptops/tablets and WIFI dongles.

Parents and carers could have completed a form to express their desire for support with home learning. Students can also email Sandra Eaton to ask for additional support.

We operate a laptop loan scheme where parents are sent a disclaimer to complete. The child is then issued a laptop or device. These are either hand delivered or collected from school. More information can be found by contacting the Office Manager on seaton@thealegreen.w-berks.sch.uk. This email address has also been shared in communication about remote learning.

- We have loaned or donated 64 laptops (or alternatives) with a further 11 awaiting for loan agreement return / collection.
- 28 devices were loaned/donated in 2020 and 47 devices have been loaned/donated so far in January 2021
- Two dongles have been loaned to facilitate wifi access

We provided printed materials as an alternative during the 2020 lockdown, but were committed to improving this position and now have a highly robust checking process for online learning, supported by our laptop loan/donation scheme. Our efforts in January to engage with parents who had not responded in 2020 have paid dividends as the January data shows.

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

As a school, we aim to offer live lessons to all key stage 4 and key stage 5 learners from the second week. These lessons will last around 40 minutes but will include some independent

work to create an hour lesson. This may mean live lessons are structured with an introduction and then a feedback session, or a 40-minute session with 20 minutes independent work afterwards. It is also worth noting, that there may be times when staff are required to supervise students of key or critical workers with in school, and thus will be unable to offer a live lesson. Instead, resources will be shared on the Show My Homework application.

For Key Stage 3 learners, where they are not offered a live lesson, resources and lessons will be shared on the Show My Homework application. This may be a pre-recorded PowerPoint or MS Streams. It may take the form of external sites or resources that are mentioned above. From the 18th January a rolling increase in KS3 lessons with a live element will be introduced.

This is the link to our initial communication to all parents about remote education:
<https://www.thealegreen.w-berks.sch.uk/wp-content/uploads/2021/01/Remote-Learning-Plan-5th-Jan-2021.pdf>

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Everyone is still at school and expected to 'attend'. We have made every effort to remove barriers to remote learning for individual and groups of students e.g., loaning ICT equipment. Students are therefore expected to engage in the remote learning provision every day. If a student is unable to engage in the remote learning provision for any reason this should be reported to the Attendance and Welfare Officer via email absence@thealegreen.w-berks.sch.uk.

All parents and students will receive a weekly "care" call from a member of school staff. In speaking to both parents and the child the member of staff will support:

- Engaging the child in remote learning.
- Removing any barriers to remote learning.
- Understanding the family circumstances and differentiating the provision if needed.
- The child to identify positives for their week.

If more support is needed the child will be referred to the Pastoral Team for more regular phone contact and support.

Vulnerable students not on school site are closely monitored and receive more frequent telephone contact. Their SMHW account is also monitored closely to ensure they are accessing every day.

Parents can access resources to support their child accessing remote learning from the school website. This includes short tutorial videos on how to use class charts, SMHW and TEAMS. Parents also receive regular communication from the Leadership Team in letter format and a parent bulletin.

Students and parents can email their tutor if they need support or contact subject teachers directly.

Students who receive additional support e.g. Berkshire Youth, SEMH support in school have the opportunity for this to continue during the remote learning period via TEAMS.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- All staff will take a register for their lessons. These will be checked daily by the Attendance and Welfare Officer who will make a judgement about the overall daily engagement. We appreciate every family's circumstances are different and the moment, we will therefore be looking for patterns of non-engagement rather than individual missed lessons. If a student has accessed learning in the morning and afternoon but not completed period 3 work for example, the teacher will be aware of this for the next lesson and future learning, and may contact the individual student, but attendance staff will not be contacting parents.
- New attendance codes are in place for remote learning including attendance at live lesson, non-attendance at live lesson, engaged in remote learning and not engaged in remote learning. As registers are logged on Class Charts and parents will be able to see this information the next day via the app. Staff will also contact home if patterns of non-engagement appear.
- Engagement in remote learning may be different in each subject e.g. submitting work, communicating with the teacher, accessing work
- Parents will be contacted via telephone in the first instance. If we are unable to speak directly to the parent further communication will be sent in writing (email or letter). Interventions and strategies to support the child re-engaging will be tailored to their individual needs. If non-engagement becomes a serious concern a student maybe invited onto school site to work with a member of the Pastoral Team.
- Vulnerable students who disengage will be invited into school to be coached by a teaching team on how to best engage from home. They will be encouraged and supported in the removal of barriers to engagement and given the opportunity to put their skills into practice. If disengagement continues, or of the child prefers the structure of the school offer, they will have the opportunity to carry out all of their study in school.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on student work is as follows:

Feedback can take many forms and may not always mean extensive written comments for individual children. Some activities may include answers which children can use to self-assess; this is also the case with some online curriculum resources. Self-assessing work is a routine part of our class teaching and learning. For some lessons, students may be asked to complete their work on a Microsoft Class Notebook. They were shown how to use this in term 2. It will enable better feedback from teaching staff and a place to keep all their work. Teachers will also continue to give feedback through class live lessons and through self-assessment or online quizzes. This feedback may also take place directly through Show My

Homework comments. Feedback of all varieties is routinely used to support challenge and progress as evidenced in our book scrutinies and lesson observations, and the same expectations - no more, no less – apply during this period.

Additional support for students with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

All students with an EHCP are automatically offered a full-time placement in the VEK bubble, fully staffed at all times with teaching and support staff to assist learning. Each EHCP parent/student has had a 1:1 contact from the school to explain the placement available. For those parents wishing their child to work from home, all parents and students will receive a weekly call from a member of school staff. In speaking to both parents and the child the member of staff will support:

- Engaging the child in remote learning.
- Removing any barriers to remote learning.
- All staff will be able to access the online platforms outlining additional strategies and support advice for each student.
- Understanding the family circumstances and differentiating the provision if needed.
- The child to identify positives for their week.
- Senior SEND teachers are making additional supportive contacts to families where engagement is a concern.
- SEND Newsletter distributed to parents who have children with additional needs signposting to additional support and strategies.
- If more support is needed the child will be referred to the SENCo, Head of ASD Resource and/or Learning Mentor who works predominantly with the student whilst in school for more regular phone contact and support.

Students with SEND Support or other additional needs, who are not on school site and are identified as not completing remote learning will receive more frequent telephone contact. Their SMHW account is also monitored closely to ensure they are accessing every day and completing the set learning. These students in particular will be repeatedly invited into school where support can be provided to either a) coach the students with remote learning to enable engagement from home or b) to provide a longer term structured environment in school

- Parents can access resources to support their child accessing remote learning from the school website. This includes short tutorial videos on how to use class charts, SMHW and TEAMs. Parents also receive regular communication from the Leadership Team in letter format and a parent bulletin.

Remote education for self-isolating students

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In this situation, subject teachers will be contacted via an email from the main office and asked to set work accordingly. It is likely to be set on a daily basis.

Teachers will email the work directly to the student using their school email address. Teachers should also copy the parent or carer into the email.

In the event that there are significant students isolating, then departments may need to assign specific staff to set work for specific year groups. Staff who are under allocation may also be asked to support with the process of collating, printing or sending work. This will only be the case in the event of a high number of individual students needing work.

Resources will match the learning in lessons as near as possible. This cannot always be the case, and therefore other resources may be used including textbook pages, ALET YouTube, Oak Academy Trust or department specific sites.

Safeguarding

Staff members will continue to adhere to our child protection and safeguarding policy which can be found here <http://www.alet.org.uk/policies-and-resources/> along with our coronavirus addendum.

Monitoring arrangements

This policy will be reviewed termly by a member of the Executive Team. At every review, it will be approved by the CEO.

Links with other policies This policy is linked to the ALET:

- Behaviour policy
- Behaviour policy coronavirus addendum
- Child protection
- Child protection policy coronavirus addendum
- Data protection policy and privacy notices
- Home-school agreements.
- ICT and internet acceptable use policies
- Staff standards of conduct policy