Abbeyfield School

Distance Learning Policy

September 2020

Approved by: Quality of Education Committee (Governors)	**Date:** 20/01/21
Last updated on: 20/01/21	
Next review due by: 30/9/21	

Statement of intent

DfE Guidance for Schools
"There is a need to have a continuity plan that allows schools to respond to a requirement to close for some or all pupils. Schools should be able to immediately offer remote education to any pupils who are unable to attend as a result of self-isolation or lockdown."

Distance Learning during the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for further local or national lockdowns & consequently full or partial school closure. In the event of a full or partial closure, the school will implement provision for distance learning to minimise the impact on pupils learning. We will ensure that our curriculum is inclusive and accessible to all.

This policy outlines how we will deliver distance education during the pandemic.

At Abbeyfield School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with distance learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school to minimise disruption to pupils education and the delivery of the curriculum

- Set out expectations for all members of the school community with regards to remote learning

- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

- Provide appropriate guidelines for data protection

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

- DfE (2020) 'Adapting teaching practice for remote education'

- DfE (2020) 'Guidance for full opening: schools'

- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'

- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'

- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

Roles and responsibilities

The Local Governing Body is responsible for:
- Evaluating the effectiveness of the school's remote learning arrangements.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

The Headteacher is responsible for:
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with distance learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with distance learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Ensuring that arrangements and resources are given over to any additional training staff may require to support pupils during the period of distance learning.

Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – (AHT – T&L)

- Monitoring the effectiveness of remote learning – this may include through regular meetings with Heads of Department, reviewing work set, surveying teachers and seeking feedback from pupils and parents/carers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – (AHT – Assessment & AHT- DSL)

Teaching Staff

When providing distance learning, teachers must be available to work ideally in school hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Staff must continue to act in line with the Staff Code of Conduct.

When providing distance learning, teachers should follow the Abbeyfield School Distance Learning Strategy (see appendix). Teachers are responsible for:

- Setting work:

    - For the classes they usually teach unless Heads of department co-ordinate any collaboration. It may be necessary to set work for colleagues unable to work.

    - The amount of work set should be able to be completed in the curriculum time allocated that day according to student timetables.

    - Work set will be differentiated to ensure that all pupils have access to the resources needed for effective distance learning.

    - Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

    - Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

    - In the event of a **PARTIAL SCHOOL CLOSURE (the collapse of one or more bubbles or year group bubbles)** where the school remains open for other year groups, work should be set as follows:

- Lessons should continue to be delivered as normal in line with the school timetable. These will be delivered remotely via Teams. This includes tutor time where a tutorial session will run as normal via Teams.
- Teachers will be provided with the necessary hardware in school to ensure the delivery of a lesson in line with the timetable.
- Lessons will be 55min however this will be a combination of teacher delivery and activities for students to complete. The teacher will be accessible to support students for the 55mins.
- Teachers will make clear to the students what work if required to be submitted and submission or work will be encouraged through One Note to facilitate effective feedback.

- All lessons will be recorded and shared via Teams so that any students that are unwell or unable to access at that time, can do so at a later point.
    - All work set should be uploaded or signposted on Show My Homework (SMHW) as a single point of reference for parents/carers and students. The use of other platforms such as Office 365 (including One Note) and MS Teams is encouraged where appropriate.
    - Where teachers are themselves unwell, suitable cover work will be set and signposted through SMHW for students to access and complete during lesson time.

- In the event of a **FULL SCHOOL CLOSURE**, work should be set as follows:
    - Lessons should continue to be delivered as normal for **all year groups** in line with the school timetable. These will be delivered remotely via Teams. Tutor time will run 3 times a week (Mon, Weds, Fri) and will focus on student well being and supporting routines for distance learning.
    - Teachers will be provided with the necessary hardware to allow them to work from home or in school to ensure the delivery of a lesson in line with the timetable.
    - Lessons will be 55min however this will be a combination of teacher delivery and activities for students to complete. The teacher will be accessible to support students for the 55mins.
    - Teachers will make clear to the students what work if required to be submitted and submission or work will be encouraged through One Note to facilitate effective feedback.
    - All lessons will be recorded and shared via Teams so that any students that are unwell or unable to access at that time, can do so at a later point.
    - All work set should be uploaded or signposted on Show My Homework (SMHW) as a single point of reference for parents/carers and students. The use of other platforms such as Office 365 (including One Note) and MS Teams is encouraged where appropriate.
    - Where teachers are themselves unwell, suitable cover work will be set and signposted through SMHW for students to access and complete during lesson time.

- **Nature of work:**

    The nature of the work set needs to be at teacher discretion as to whether new content can be delivered or whether the focus should be on consolidation. There may be a greater pressure to deliver new content at KS4 and KS5, dependent on the circumstances. HODs and Subject leads must be clear on how those students who struggle to access or understand the work will be caught up.

- In addition:
    - Teachers need to be familiar and able to use SMHW, Office 365 and MS Teams, engaging with CPD on offer where this is not the case (written guides, video, live sessions).
    - Teachers should ensure they have internet access at home and suitable devices to be able to deliver remote learning. Where this is not the case, they should inform their Head of Department.
    - Teachers should maintain regular contact with their Heads of Department and/or line managers to ensure the coordinated approach to distance learning.

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- In the event of individual students isolating:
    - Teachers will set remote learning for students absent for period of time on SMHW or OneNote. Teachers will endeavour to do this ahead of the lesson but where this is not possible, work will be set by the end of the day to allow students to catch up the following day. Where this is a significant number of children, Heads of department will endeavour to coordinate work to reduce the impact of staff that are teaching in school.

- Providing feedback:

    Providing timely and helpful feedback is essential for good teaching and learning, and whilst this may be more challenging with distance learning, teachers will endeavor to provide regular feedback to students on pieces of work that they are required to submit. 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 distance learning.

    - Feedback should be provided in line with normal departmental policy, allowing for the use of remote platforms such as One Note.
    - Make clear in the instructions for work whether work must be submitted and how. Various platforms can do this such as One Note, Teams or Forms.
    - Effective feedback could be through whole class feedback, individual feedback and online quizzes that may self-mark or allow for extended answers. A variety of methods should be employed over a period of time.
    - Feedback to students should be shared in a timely fashion
    - The principles of DIRT (Directed Improvement and Reflection Time) should where appropriate be allowed for in work being set
    - Records of student engagement and learning should be kept and, where appropriate, shared. Where students do not appear to be engaging, contact with students and parents/carers should be made. Good work and effort should continue to be recorded and rewarded on Class Charts.

- Keeping in touch with pupils/parents where there is a full or partial school closure:
    - Contact from parents/carers should be responded to by email or phone. If using a personal phone, measures should be taken to withhold the number being dialled from. If the volume of contact is excessive, the line manager, and if necessary, SLT, will support.
    - Contact should be made, wherever possible, within standard working hours.
    - Where students or parents/carers have a concern, teachers should endeavour to resolve the issue. However, if this is not possible or the issue is more serious, they should pass it on to their line manager or SLT. If the concern is regarding safeguarding, staff should follow the safeguarding policy.

- Attending virtual meetings with staff, parents/carers and pupils:
    - Staff are expected to attend and participate in virtual meetings as appropriate. These may include department, year group and whole school meetings
    - Staff should be dressed appropriately according to the dress code
    - Staff should be aware of the location that virtual meetings are held e.g. avoid areas with background noise, nothing inappropriate in the background (some devices allow the background to be blurred)

- Tutors will have direct contact with each tutee at least once per week. It may be that in the event of a partial closure this can be verbal contact however where there is a wider closure of the school this may be via email.

Heads of Department

Alongside their teaching responsibilities, Heads of Department are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate distance learning

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Working with other Heads of Department and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriately

- Monitoring the remote work set by teachers in their subject – this will be by holding regular departmental meetings and by reviewing work set and feedback

- Alerting teachers to resources they can use to teach their subject remotely, including for students who find access to appropriate IT difficult

- Ensure that all members of their department are contacted by their Line Manager once a week.

Heads of Year

Alongside their teaching responsibilities, Heads of Year are responsible for:

- Considering how aspects of the pastoral curriculum can be changed to accommodate distance learning. This may include online assemblies

- Working with tutors to ensure the pastoral aspects of learning are delivered remotely

- Coordinating tutors to make frequent contact with their tutees, supporting them to stay connected with school and support them in general issues they may be having with distance learning

- Coordinating the work of teachers in supporting students, particularly those most vulnerable whilst working remotely

- Monitoring information from subject areas about engagement in work. Coordinating support for those not engaging and submitting work

- Rewarding students that are working hard

SENCO

The SENCO is responsible for:

- Liaising with the Network Manager to ensure that the technology used for distance learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHCPs continue to have their needs met while learning remotely, and liaising with the Headteacher and other external organisations to make any alternate arrangements for pupils with EHCPs and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Teaching assistants & Cover Supervisors

When assisting with distance learning, Teaching Assistants and Cover Supervisors must be available between 08.40 and 15.10

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Staff must act in line with the Staff Code of Conduct.

- When assisting with remote learning, teaching assistants will be directed by the SENCO and told:
  - Which pupils they'll need to support
  - How they should provide support to those pupils
- Teaching Assistants and Cover Supervisors may be required to attending virtual meetings with staff, parents/carers and pupils and when doing so:
  - Staff should be dressed appropriately according to the dress code
  - Staff should be aware of the location that virtual meetings are held e.g. avoid areas with background noise, nothing inappropriate in the background (some devices allow the background to be blurred)
- During a period of full or partial closure Teaching Assistants and Cover Supervisors should liaise with teachers of their identified SEN pupils and support teachers with strategies for making work accessible or feeding back any concerns or issues pupils are having with accessing the work set.
- Where an SEN pupil is off for an extended period but school is open, Teaching Assistants and Cover Supervisors will support engagement with distance learning for students. Where this is a significant number of children, the SENCO will endeavour to coordinate work to reduce the impact of staff that are supporting in school.

Designated safeguarding lead

The DSL is responsible for all safeguarding considerations as set out in the Child Protection and Safeguarding policy.

Pupils and parents/carers

The school will communicate with parents via letter and the school website about distance learning arrangements as soon as possible.

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants. This may be through email, MS Teams or SMHW
- Alert teachers if they're not able to complete work

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff in line with the Concerns and Complaints Procedure

Who to contact

If staff have any questions or concerns about distance learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant Head of Department
- Issues with behaviour – talk to the relevant Head of Year
- Issues with IT – raise with the IT Helpdesk
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about health – talk to Line Manager or HR

- Concerns about data protection – talk to the data protection officer

- Concerns about safeguarding – talk to the DSL or DDSL

Data protection

All staff must ensure that they comply with the school's Data Protection Policy

Accessing personal data

When accessing personal data for distance learning purposes, all staff members will:

- Access school information using OneDrive or the school servers using Remote Access.

- Use of external storage devices should be avoided where possible. If not possible the devices should be encrypted.

- Measures should be taken to ensure access to personal data of staff or students is secure and cannot be accessed inappropriately.

Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the distance learning system. If this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

Staff should ensure that the Bcc function on emails is used to avoid personal email addresses or details being shared.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping devices password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol) are recommended

- Ensuring the portable hard drives are encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device. Please see IT if you need one of these.

- Making sure the device locks if left inactive for a period of time

- Installing antivirus and anti-spyware software

- Keeping operating systems up to date – always install the latest updates

Support with technology devices

During a period of partial or full school closure, where possible, the school will look to support pupils who do not have access to digital devices or the internet.

The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 7 to 11

- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the ICT Acceptable Use Agreement.

Safeguarding

All staff must ensure that they follow the latest KCiSE 2020 guidance to ensure the safeguarding of all pupils.

Safeguarding concerns must be raised with the DSL in accordance to the Safeguarding and Child Protection Policy.

All staff members need to ensure they follow the systems put in place by the DSL/DDSL regarding contacting students whilst in a period of distance learning.

All distance learning should follow the guidance as outlined in the ESafety Policy 2020.

Staff are also responsible for safeguarding themselves when using distance learning platforms such as MS Teams and should ensure they follow all safeguarding advice distributed by the DSL.

Monitoring arrangements

This policy will be reviewed at least annually by Assistant Headteacher: Teaching and Learning. At every review, it will be approved by Quality of Education committee.

Links with other policies and documents

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection policy
- Data protection policy and privacy notices
- Concerns and Complaints Procedure
- ICT and internet acceptable use policy
- E-safety policy
- Staff Code of Conduct

Appendix

Distance Teaching & Learning Strategy

T&L at Abbeyfield – Distance Learning Strategy

= regular feature over a series of lessons

= every lesson

Praise
Class charts to be used to reward engagement and effort

Curriculum
Where does this fit in the learning? Explicit and communicated to students. What have they learnt previously that supports their new learning today?

Learning Objectives & Success Criteria
What are you learning today? Present and communicated. Explicit in all lessons; SC in form of 'I can' statements. Linked to grades where appropriate

Differentiation
A lesson that can be accessed remotely by **all** groups. Using different starting points and department identified strategies. Work set remotely reflects elements such as different reading ages, different learning styles and accessibility.

Literacy – Building vocabulary
KEY WORD VOCAB identified for each lesson. Wider reading lists provided for extension and challenge. Vocab building activities to be included in lessons on a regular basis.

Challenge tasks
Plan for **AIM**, teach to the top! Green arm use to identify tasks. Direct your challenge activity. Additional extension tasks set explicitly for all distance learning lessons.

Retention and Retrieval
Low stakes testing of previous learning should be built into daily lessons. Check learning from last week/term/year. Where a period of closure or partial closure is expected to be short, work set should focus on consolidation and retrieval of prior learning.

Remote platforms
Classwork should be uploaded via OneNote & files shared through OneDrive. Live lessons delivered through Microsoft Teams to ensure safeguarding

Consistency leads to progress

DISAD First & Best
Home learning resources provided for students who do not have IT access. First and Best policy should be applied where practically possible to areas such as marking and pastoral contact.

Relationship centred support
Tutor 'Teams' to take place once a week for all year groups to support social well being of students.

Face to Face provision
During school closure or year group closure, weekly pre-recorded lessons provided to support KS3 learning. Weekly live lessons used to support KS4 & 5 learning.

AFL: Self Assessment
Regular and evident over time. Students should have the means to judge their own progress every lesson.

Abbeyfield Learner – Character education
A regular feature of lessons

Marking & Feedback
Microsoft Forms, One Note or equivalent should be used on a professional & timely basis in a WWW, EBI, MRI format with DIRT time built in – professional & timely to be guided by HOD.